

## Palisades Charter High School

### Board of Trustees Annual Goal Setting Retreat

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#### **Date and Time**

Saturday September 14, 2024 at 10:00 AM PDT

#### **Location**

The Swarthmore Room  
15225 Palisades Village Lane  
Pacific Palisades, CA 90272

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

#### **SUPPORTING DOCUMENTATION:**

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

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

*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.*

**DIAL-IN NUMBER: (605) 475-5900. ACCESS CODE: 660-0134**

*Please note that the conference dial-in number above is only active when a Board Trustee has indicated they will calling from an off-site location to participate.*

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## Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>10:00 AM</b>
Opening Items			
<b>A.</b>	Call the Meeting to Order	Sara Margiotta	
<b>B.</b>	Record Attendance and Guests		2 m
<b>C.</b>	Public Comment		20 m
<p><i>"Public Comment" is available to all audience members who wish to speak on any agenda item or under the general category of "Public Comment." "Public Comment" is set aside for members of the audience to raise issues that are not specifically on the agenda. However, due to public meeting laws, the Board can only listen to your issue, not respond or take action. These presentations are limited to two (2) minutes, per person. A member of the public who requires the use of a translator, in order to receive the same opportunity as others to directly address the Board, shall have twice the allotted time to speak, and the total allocated time shall be appropriately increased as well. Govern Code § 54954.3(b)(2).</i></p> <p>Google Form Public Comment Procedure:                      A Google form is available 24 hours prior to the meeting for Public Comment. Please refer to the Dewey Dolphin email or copy/paste this link <a href="https://forms.gle/kSsxkvL6T9GgXpdEA">https://forms.gle/kSsxkvL6T9GgXpdEA</a>. Your comment will be read aloud by the Board Chair. General public comments not read after 30 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>	Welcome and Introductions (Ice Breaker)	Student Leadership	5 m
<b>II. Review 2023-2024 Schoolwide Goals</b>			<b>10:27 AM</b>
<b>A.</b>	Breakout Group(s) Session	FYI Dr. Pam Magee	20 m
<b>III. Update Long Term Schoolwide Goals (through 2027)</b>			<b>10:47 AM</b>
<b>A.</b>	Breakout Group(s) Session	Discuss Sara Margiotta	20 m

	Purpose	Presenter	Time
<b>IV. Additional Goal Setting Plan(s)</b>			<b>11:07 AM</b>
<b>A.</b> Develop Short Term Goals for the 2024-2025 School Year	Discuss	Sara Margiotta	20 m
<b>B.</b> Develop Board of Trustees Goals for the 2024-2025 School Year	Discuss	Board of Trustees	20 m
<ul style="list-style-type: none"> <li>• Discuss Board Committees</li> </ul>			
<b>V. New Business / Announcements</b>			<b>11:47 AM</b>
<b>A.</b> Announcements / New Business	FYI	Sara Margiotta	1 m
<ul style="list-style-type: none"> <li>• Date of the next Board Meeting: Tuesday, September 17, 2024 at 5pm</li> </ul>			
<b>B.</b> Announce items for closed session, if any.	FYI	Sara Margiotta	1 m
<b>VI. Closed Session</b>			<b>11:49 AM</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 case)</li> </ul>			
<b>B.</b> Employee Complaint/Assignment/Discipline/Dismissal/Release	Vote	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			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>VII. Open Session</b>			<b>12:04 PM</b>

	Purpose	Presenter	Time
<b>A.</b> Return to Open Session	FYI	Sara Margiotta	1 m
<b>B.</b> Report Out on Action Taken In Closed Session, If Any.	FYI	Sara Margiotta	1 m
<b>VIII. Closing Items</b>			<b>12:06 PM</b>
<b>A.</b> Adjourn Meeting	FYI	Sara Margiotta	1 m



# Coversheet

## Breakout Group(s) Session

**Section:** II. Review 2023-2024 Schoolwide Goals  
**Item:** A. Breakout Group(s) Session  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** 2023\_2024 Schoolwide Goals Annotated.pdf



**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 and 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, we 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 our 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 2 PSWs and 2 School Psychologist. The mental health team support students who may have received a COST referral. PCHS mental health services includes

- 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)
  - PCHS Harassment & Intimidation
- **PCHS will explore opportunities and bring awareness to mental health, stress management, and consequence-free assistance.**
    - Executive Functioning skills to support student's organizations 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.
    - 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-medications, 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.
  - Parent Education on mental health support for students.  
 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.
- Consult with caregivers regarding concerns and exploring possible strategies to support student.
  - Crisis response after loss of student who previously attended PCHS.
  - School base engagement session at both PCHS and Pali Academy
  - School campaign last week of December for helping students manage stress.
  - Quarterly Newsletters to parent community
  - Mental Health awareness month- Claire/Matriz
  - Coordinating with counselors **running 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 – In process via ASB Student Union expansion
- 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

- **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, 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, 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 newly designed 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.
- **Newsletter to get parents involved** - 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. Parent communication includes weekly newsletter and stand alone messages on ParentSquare. All school offices have been trained to use ParentSquare and incorporating the platform for parent communication.
- **Transportation** – Continuing parent funded ridership
- **Pali-only Express Metro** – Continuing relationship with Metro
- **Inform freshmen** – Prioritized. ASB has formed a Freshman Council. College Center presented to all grades during Pali Period.
- **Culture Chats** – Schoolwide presentations designed to address 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

# Coversheet

## Breakout Group(s) Session

**Section:** III. Update Long Term Schoolwide Goals (through 2027)  
**Item:** A. Breakout Group(s) Session  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** 2024-2025 LCAP Goals.pdf  
2023-24 PCHS WASC Revised Action Plan.pdf  
PCHS\_ 2020\_ 2025 Charter Renewal Petition.pdf  
Annual\_Performance-Based\_Oversight\_Visit\_Report\_2023-2024.pdf

# 2024-2027 LOCAL CONTROL & ACCOUNTABILITY PLAN (LCAP)

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JUNE 10, 2024

# The Local Control & Accountability Plan (LCAP)

All school districts must adopt a Local Control & Accountability Plan (LCAP), a **3-year plan** for how we will use state funds to serve all students (2024-2027).



Each district's LCAP must include the following:

- ✓ Goals
- ✓ Actions
- ✓ Related expenditures



LCAPs must address the **8 State Priorities\***:

1. Basic Services
2. Implementation of standards
3. Parental engagement
4. Student achievement
5. Student engagement
6. School climate
7. Access to courses
8. Other student outcomes



LCAPs must include services that target each major student subgroup, including:

- ✓ Racial/ethnic subgroups
- ✓ Low-income students
- ✓ English learners
- ✓ Students with disabilities
- ✓ Foster youth
- ✓ Homeless youth

# Functions of the LCAP

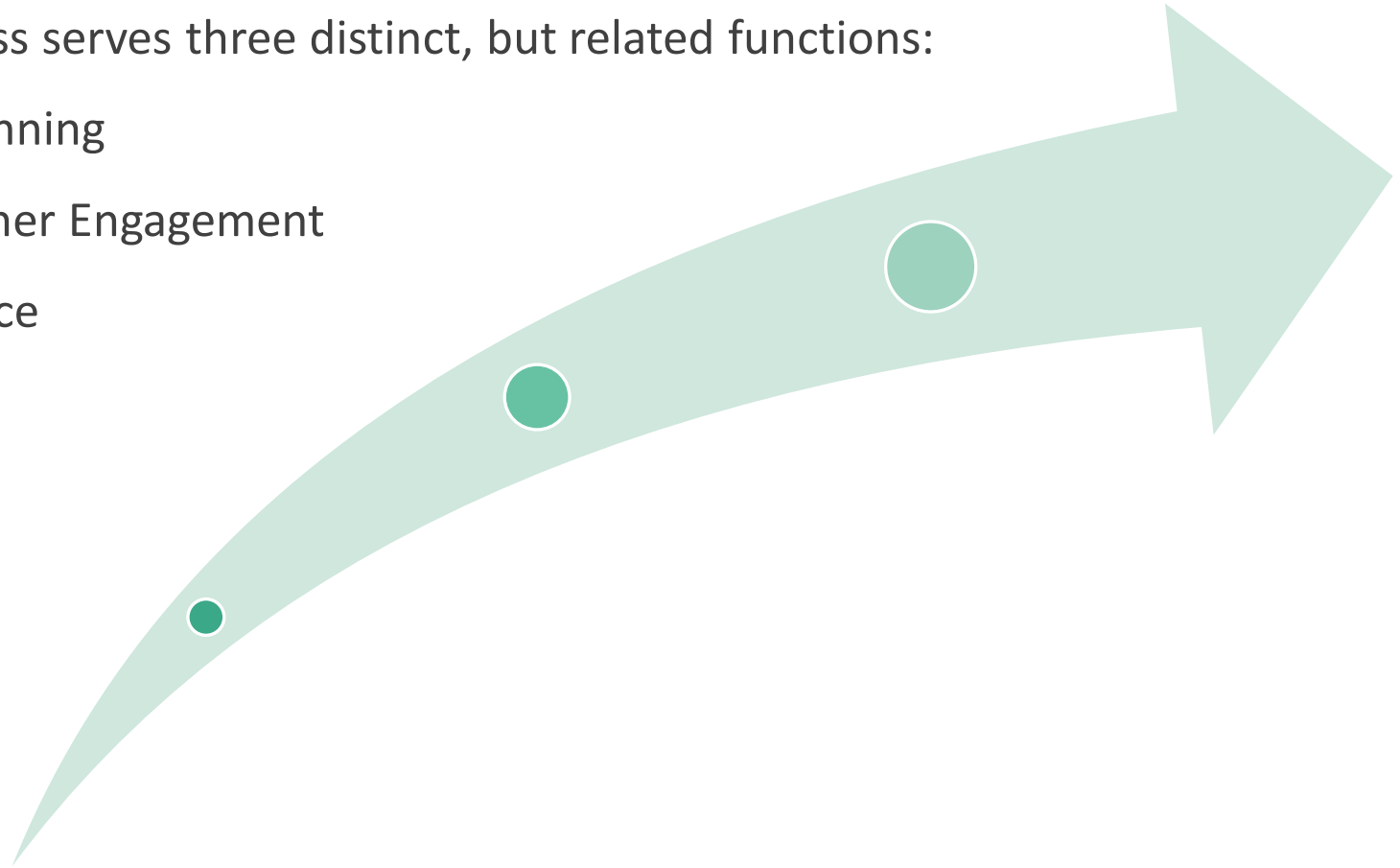
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The LCAP development process serves three distinct, but related functions:

Comprehensive Strategic Planning

Meaningful Educational Partner Engagement

Accountability and Compliance



# Sections of the LCAP

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- Annual Update and Instructions (look back at how we did in 2023-24)
- Plan Summary
- Educational Partner Engagement
- Goals and Actions
- Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students
- Expenditure Tables
- Budget Overview For Parents

# Prioritizing LCAP Goals/Priorities

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Goals/priorities need to be data-driven and require stakeholder input

In the absence of state and local indicators within the California School Dashboard (Dashboard), LEAs will need to use available state/local data and stakeholder input.

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

1. Focus Goal
2. Broad Goal
3. Maintenance of Progress Goal



# 2024-2025 LCAP Goals

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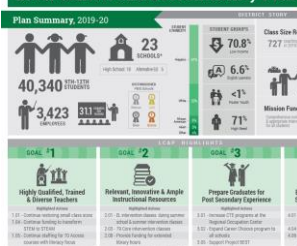
# 2024-2025 LCAP Goals

Our educational partners provided input to develop 4 new LCAP goals for 2021-2024, in 2024-25 ,we are maintaining those goals

## Identifying Action Items

- As a reminder, action items need to support each LCAP goal and should have metrics assigned (to track performance)
- The action items below were drawn from prior LTSP meeting feedback
- Reflect:
  - what action items must we sustain? which should be improved? Any new initiatives?
  - identify areas of need over the next 3-5 years

### Kern High School District Local Control and Accountability Plan



Increase Proficiency & Academic Achievement	Prepare graduates for post-secondary experiences	Safe & Positive School Environment	Modernization
<ul style="list-style-type: none"> <li>Summer programs/workshops</li> <li>Credit recovery graduation adjustments</li> <li>Academic support</li> <li>Peri-Professional resources</li> <li>Personalized learning</li> <li>Integrating data</li> <li>Addressing inequities on campus</li> <li>Technology resources</li> <li>Academic proficiency</li> </ul>	<ul style="list-style-type: none"> <li>CTE partnerships/courses</li> <li>College readiness</li> <li>Dual enrollment expansion</li> <li>New course offerings</li> <li>Partnerships</li> <li>Acadically just</li> <li>Counseling</li> </ul>	<ul style="list-style-type: none"> <li>Mental health &amp; wellness awareness</li> <li>Busing</li> <li>Gender neutral restrooms</li> <li>Building hallway makeover</li> </ul>	<ul style="list-style-type: none"> <li>Full 1.1</li> <li>Updating all classroom technology</li> <li>Adopt &amp; implement SDE standards in curriculum</li> </ul>

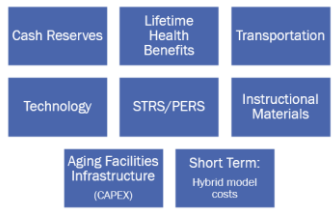
Family/Community	Facilities & Operations	Technology	Academic Achievement & Innovation
<ul style="list-style-type: none"> <li>Students to reach full potential when graduating careers/colleges</li> <li>Summer programs/workshops</li> <li>Credit recovery graduation adjustments</li> <li>School financial stability - make sure school can pay/provide the resources needed for students to be successful</li> <li>School safety &amp; modernization</li> <li>Up to date technology</li> <li>Police &amp; security guards</li> <li>Providing transportation to students</li> </ul>	<ul style="list-style-type: none"> <li>Safe &amp; positive school environment</li> <li>Busing</li> <li>Gender neutral restrooms</li> <li>Building hallway makeover to reflect diversity</li> <li>Managing racial issues</li> <li>Modernization</li> <li>Renewable energy</li> <li>Ventilation system enhancements</li> </ul>	<ul style="list-style-type: none"> <li>Technology modernization</li> <li>Full 1.1</li> <li>Updating all classroom technology</li> <li>Replace clock (in building)</li> <li>Adopt &amp; implement SDE standards in curriculum</li> <li>Increase student engagement</li> <li>Renewable energy</li> <li>Solar panels</li> <li>LED lights</li> <li>Back-up power</li> <li>CHG busing</li> <li>Equity</li> </ul>	<ul style="list-style-type: none"> <li>Relative, innovative, and ample instructional resources</li> <li>Academic support</li> <li>Professional resources</li> <li>Personalized learning</li> <li>Integrating data</li> <li>Safe &amp; positive school environment</li> <li>Mental health</li> <li>Transportation</li> <li>Updating education gap</li> <li>Maintenance &amp; facilities</li> <li>Prepare graduates for post secondary experiences</li> <li>CTE</li> <li>Dual enrollment expansion</li> <li>College &amp; career readiness</li> </ul>

## Feb LTSP: Preliminary LCAP Goal Development



## Recap of PCHS Fiscal Priorities

- These are critical expenditures/areas which are expected to increase in coming years
- Will review and prioritize at upcoming Board of Trustee Board Budget Workshop on 2/2



## WASC Goals

- Continuously narrow the educational opportunity gap between white, Asian American students and African American and Latino students through increasing capacity by:
- Continuously diversify and personalize PCHS staff Professional Development to include training in the following areas:
- Develop a system of centralized, expedient, external and internal data collection, analysis, and communication in order to
- Develop and implement a revised school-wide Technology Plan that provides equitable access to educational technology resources in order to increase student achievement.
- Transportation: Pursue available funding to subsidize transportation for PCHS families who can least afford it, and provide alternative transportation options in order to sustain PCHS' diversity.
- Develop and maintain a positive and equitable school climate and culture by:
- Expand and continuously improve PCHS's systemic student support by:
- Maintenance/Facilities: PCHS will continue to work with LAUSD to maintain a clean facility in good repair (space and aging infrastructure).

# The 2023-24 LCAP Goals also align with our current Schoolwide Goals

## ACADEMIC ACHIEVEMENT

### LONG TERM ASPIRATIONAL GOAL

PCHS WILL FOCUS ON ITS EDUCATIONAL PROGRAM BY REEVALUATING AND UPDATING EXISTING COURSES AND INSTRUCTIONAL PRACTICES TO INCLUDE INNOVATIVE AND RELEVANT CONTENT.

PCHS'S CURRICULAR UNITS WILL CONTAIN TECHNOLOGY SKILLS, LIFE SKILLS/REALIA, AND CONNECTIONS TO COLLEGE AND CAREER.

ADDITIONALLY, PCHS WILL EXPLORE THE EXPANSION OF COURSES TO FURTHER ALIGN WITH COLLEGE AND CAREER READINESS.

PCHS WILL REFINE ITS DATA SYSTEM TO TRACK STUDENT PROGRESS TOWARDS COLLEGE AND CAREER READINESS.

## Communication

### Long Term Aspirational Goal

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

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

## Diversity

### Long Term Aspirational Goal

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.

## STUDENT SOCIOEMOTIONAL WELL-BEING

### Long Term Aspirational 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.

## Fiscal Budget

### Long Term Aspirational Goal

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.

# The 2024-25 LCAP Goals also aligns with WASC Goals

## ACTION PLAN GOAL #1: School Culture

To establish steps and initiatives that support a positive school culture and climate, PCHS will foster positive student-peer relationships and prioritize mental wellness initiatives, as evidenced by improved student attendance rates, enhanced self-efficacy, increased sense of belonging, and broader participation and collaboration among student clubs.

### Specific Objectives to Achieve Overarching Goal

PCHS will:

- a. Promote regular attendance by creating a school-based Student Wellness Center and increasing communication with the parents /guardians of chronically absent students.
- b. Improve campus culture by increasing student awareness of safety procedures, conflict-resolution skills, digital citizenship, media literacy skills, and the importance of personal and academic integrity.
- c. Improve student access to curriculum that will allow them to hone skills needed to negotiate real-life challenges and achieve the aspirations spelled out in the PCHS mission statement.
- d. Cultivate Media Literacy skills needed to access, analyze, evaluate, and create messages for learning and effective communication.
- e. Train teachers in positive behavioral supports and strategies for positive classroom climate

### Alignment with LCAP/SPSA Goals:

- LCAP Goal #3 Safe and Positive School Environment
- LCAP Goal #4 Modernization

## ACTION PLAN GOAL #2: Student Academic Progress

PCHS will ensure all students make sufficient progress by utilizing relevant academic data to track academic progress and plan and deploy appropriate interventions and enrichments. This could include differentiated in-class supports, SST, IEP and 504 accommodations, and Pali Period offerings.

### Specific Objectives to Achieve Overarching Goal

PCHS will:

- a. Provide academic support for all students by utilizing relevant student academic data to identify, implement, and enhance intervention programs as measured by improved student academic progress and outcomes. Therefore, students will receive more timely and focused intervention when both staff and students can access assessment results in a centralized data system.
- b. Create pathways for advanced course enrollment in Math and Science by aligning the math curriculum with state standards and blueprints, and aligning the Science Curriculum with NGSS Standards and CAST blueprint, enhancing the curriculum with engaging, real-world relevance.

### Alignment with LCAP/SPSA Goals:

- LCAP Goal #1 Increase Proficiency & Academic Achievement
- LCAP Goal #2 Prepare Graduates for Post-Secondary Experiences
- LCAP Goal #3 Safe & Positive School Environment
- **Charter Renewal:** For the 2020-2025 Charter Term, the LAUSD Board of Education approved renewal with the following benchmark: 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, to achieve and maintain the "Green" performance level or higher by the end of the charter term. In 2022, the Students with Disabilities student group Dashboard Math Indicator Status is Very Low, with an average DFS of -186.4, which is above the "Resident Schools" average DFS of -209.6 for the same student group. CSD will continue to monitor through oversight.

# ACTIONS/EXPENDITURES

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# LCAP Action Items

The action items below were driven from prior LTSP meeting & WASC feedback and help fuel the budget development / expenditures

## Increase Proficiency & Academic Achievement

- Summer programs/workshops
- Credit recovery/graduation adjustments
- Academic support
- Professional resources
- Personalized learning
- Integrating data
- Addressing inequities on campus
- Technology resources
- Academic proficiency
- Schoolwide virtual curriculum license
- Additional instructional coaches

## Prepare graduates for post-secondary experiences

- CTE partnerships/courses
- Expanding CTE pathways
- Identifying faculty for CTE credential path
- College readiness
- Dual enrollment expansion
- New course offerings
- Partnerships
- Expanded counseling days/hours
- Re-integrating 1.0 FTE college center advisor

## Safe & Positive School Environment

- Mental health & wellness (awareness) and +0.4 FTE (temporary)
- Managing racial issues
- Equity across campus
- SRO/Police & security guards
- Providing student transportation (bus, TAP card)
- Security camera repairs, replacements & new installs
- 100% participation in anti-hate training at Museum of Tolerance
- New SpEd Coordinator position
- Additional Nurse days/hours
- Additional School Psychologist

## Modernization

- Executing full 1:1
- Updating all classroom technology
- Adopt & implement ISTE standards in curriculum
- Textbooks & instructional materials (adoption cycle)
- Replace clock/PA system
- Increase student engagement
- Renewable energy (solar, LED bulbs, back-up power, CNG busing)
- Ventilation system enhancements
- Quad modernization project
- WiFi infrastructure project

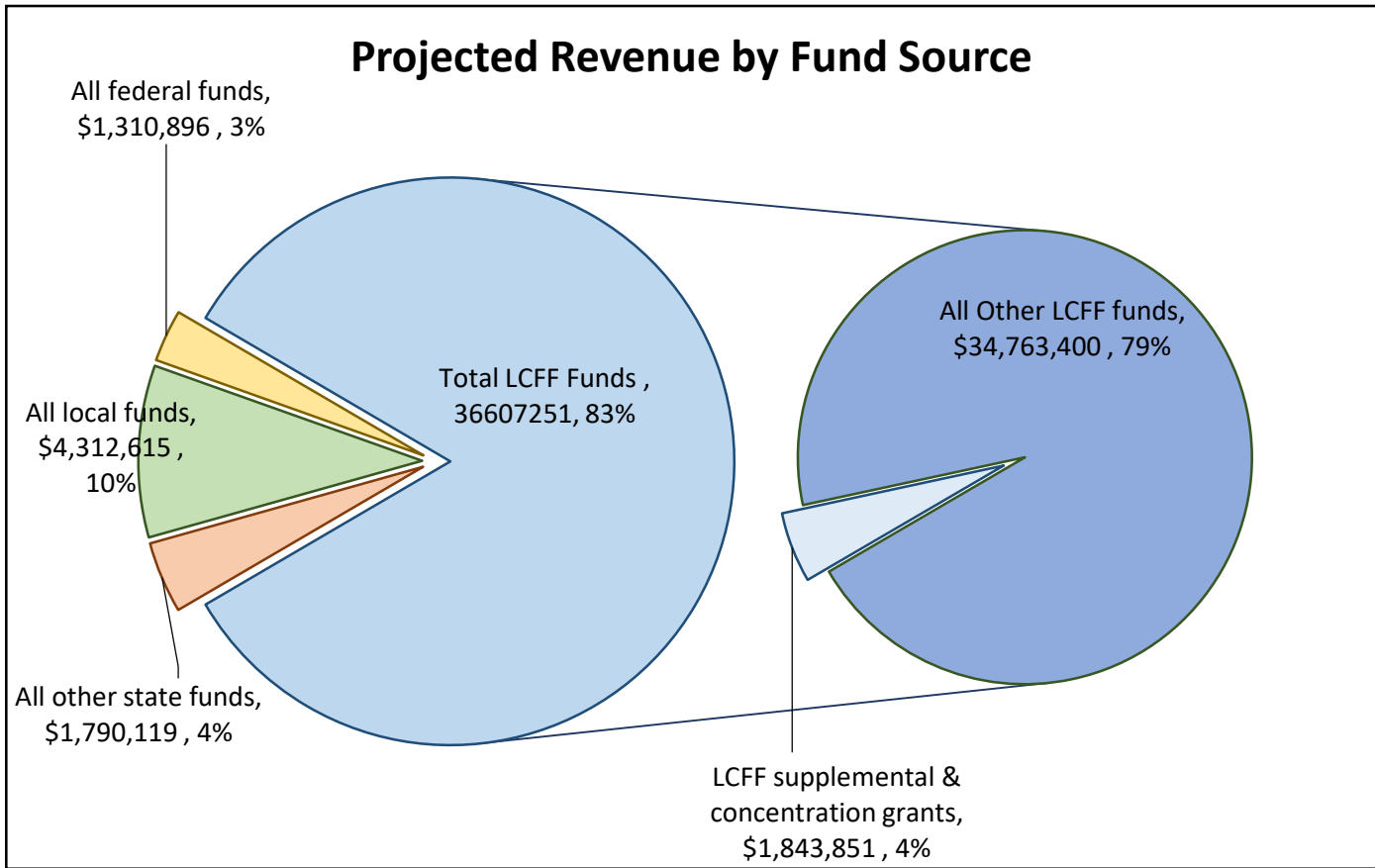
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# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Palisades Charter High School  
 CDS Code: 19 64733 1995836  
 School Year: 2024-2025  
 LEA contact information: Juan Pablo Herrera / 310-230-7238 / [jherrera@palihigh.org](mailto:jherrera@palihigh.org)

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

## Budget Overview for the 2024-2025 School Year

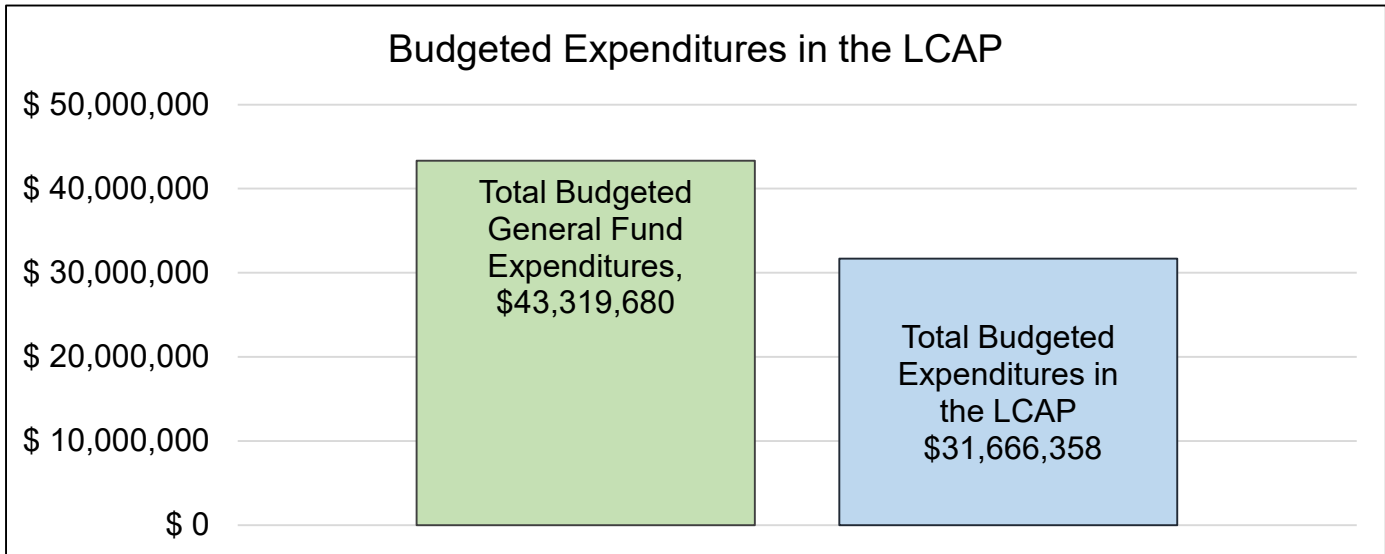


This chart shows the total general purpose revenue Palisades Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Palisades Charter High School is \$44,020,881.00, of which \$36,607,251.00 is Local Control Funding Formula (LCFF), \$1,790,119.00 is other state funds, \$4,312,615.00 is local funds, and \$1,310,896.00 is federal funds. Of the \$36,607,251.00 in LCFF Funds, \$1,843,851.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

## LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Palisades Charter High School plans to spend for 2024-2025. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Palisades Charter High School plans to spend \$43,319,680.00 for the 2024-2025 school year. Of that amount, \$31,666,358.00 is tied to actions/services in the LCAP and \$11,653,322.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

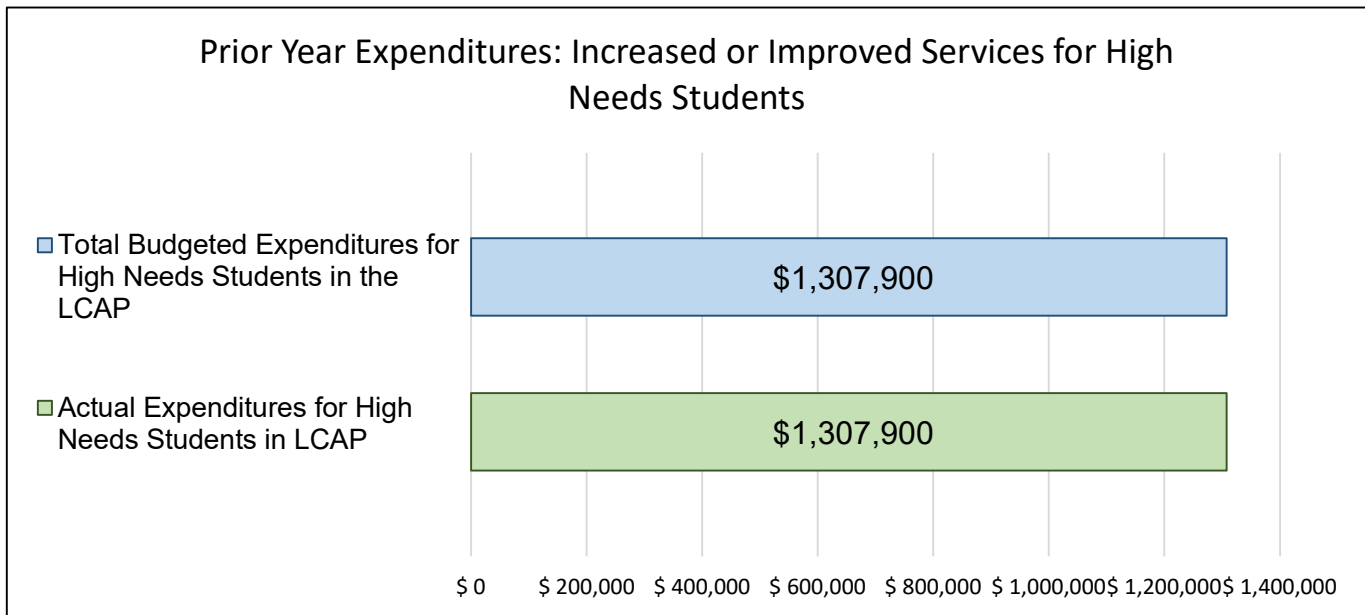
### Increased or Improved Services for High Needs Students in the LCAP for the 2024-2025 School Year

In 2024-2025, Palisades Charter High School is projecting it will receive \$1,843,851.00 based on the enrollment of foster youth, English learner, and low-income students. Palisades Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. Palisades Charter High School plans to spend \$2,631,055.00 towards meeting this requirement, as described in the LCAP.



# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2023-2024



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

The text description of the above chart is as follows: In 2023-2024, Palisades Charter High School's LCAP budgeted \$1,307,900.00 for planned actions to increase or improve services for high needs students. Palisades Charter High School actually spent \$1,307,900.00 for actions to increase or improve services for high needs students in 2023-2024.

# Local Control and Accountability Plan Annual Update

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

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

## Plan Summary 2023-2024 Annual Update

### General Information

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

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

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

## LCAP Highlights

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

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

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

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

### Mid-Year Update:

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

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

	2023-24 Adopted LCAP /Budget June 2023	2023-24 MID-YEAR UPDATE 12/31/2023	Mid-Year Update vs Adopted LCAP / Budget
<b>REVENUE</b>			
<b>LCFF</b>	<b>36,440,256</b>	<b>36,429,883</b>	<b>(10,373)</b>
<b>Federal Resources</b>	<b>1,319,279</b>	<b>2,807,720</b>	<b>1,488,442</b>
<b>State Revenues</b>	<b>1,547,633</b>	<b>2,918,557</b>	<b>1,370,925</b>
<b>Local</b>	<b>4,371,310</b>	<b>4,230,301</b>	<b>(141,009)</b>
<b>Total Revenues</b>	<b>43,678,477</b>	<b>46,386,461</b>	<b>2,707,984</b>

# Goals and Actions

## Goal 1

Goal #	Description
1	Increase Proficiency & Academic Achievement

An explanation of why the LEA has developed this goal.

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

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

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Teachers: Fully credentialed & appropriately assigned.	100% of teachers fully credentialed and properly assigned.	100% of teachers were fully credentialed and properly assigned.	100% of teachers were fully credentialed and properly assigned.	Currently, 100% of teachers are fully credentialed and properly assigned.	100% credentialed teachers.
70% of English Learners will show progress in English proficiency (as measured by ELPAC)	65% of English Learners showed progress in English proficiency (as measured by ELPAC)	PCHS SHPE chapter collapsed during COVID. All other supports and organizations remained in place. PCHS was able to test 100% of its students for their initial assessments and summative ELPAC assessments. Literacy rates measured by the Scholastic Reading	PCHS was able to test 100% of its students needing initial and summative ELPAC assessments. Literacy rates measured by the Scholastic Reading Inventory demonstrated individual student growth as did summative ELPAC results, which showed that only one of 21 students tested decreased a level. 11 students saw their	Tested 100% of eligible students. 79% increased proficiency.	70% of English Learners showing progress in English proficiency (as measured by ELPAC)

		Inventory tests demonstrated and upward trend. Further data will be analyzed when the ELPAC results are available for review.	scores increase a level and 2 students remained constant, scoring a 4 out of 4 for a second consecutive year.		
10% English learner reclassification rate	10% English learner reclassification rate	Last year, PCHS exceeded the 10% target with a reclassification rate of 37%. This year, since we had a smaller and more migrant population (students from the Ukraine) we will need 3 students to reclassify out of 26 to meet the 10% target.	This year, PCHS exceeded the 10% target, reclassifying 4 out of 23 students, a 17.4% reclassification rate. 10% English learner reclassification rate  Exceeded the target during 2021-2023 Reclassification Rate Chart	19.4% reclassification rate.	10% English learner reclassification rate
50% of pupils who pass AP exams with a score of 3 or higher	2019-2020 data not available (modified exams). 2018-2019 used as baseline instead:  72.4% of students passed with a score of 3 or higher.	2020-2021  86% of students passed with a score of 3 or higher.	2021-2022  87% of students passed with a score of 3 or higher.	2022-2024  86.8% of students passed with a score of 3 or higher.	50% of pupils who pass AP exams with a score of 3 or higher
30% of pupils who exceed college readiness standards as measured by ELA & Math assessment programs (EAP / 11th grade CAASPP scores indicating standard exceeded or standard met in ELA and Math)	2019-2020 data not available. 2018-2019 used as baseline instead:  80.5% ELA Standard Met or Exceeded  45.57% Math Standard Met or Exceeded	2020-2021 testing data not available.  NA - ELA Standard Met or Exceeded  NA - Math Standard Met or Exceeded	2021-2022  69% ELA Standard Met or Exceeded  41% Math Standard Met or Exceeded	2022-2023  77% ELA Standard Met or Exceeded  44.55% Math Standard Met or Exceeded	30% of pupils exceed college readiness standards as measured by ELA & Math assessment programs

## Actions

Action #	Title	Description	Total Funds Budgeted	Annual Update Expenses
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1	Expanding Intervention Services	Continued implementation of an Academic Coordination of Success Team (ACOST) to offer academic support, intervention, and monitoring for struggling students	\$200,000.00	\$200,000
2	Professional Development	Continuously diversify and personalize PCHS staff Professional Development utilizing a multi-tiered schoolwide PD model: Personal PD, PLC PD, and School-wide PD.	\$434,876.00	\$249,671
3	Increase A-G, Honors, and AP access to Black/African American students and Latinx students.	Commit to its already long-standing programs, such as The Village Nation, Fuerza Unida, and FACTOR to work collaboratively to increase success among Black/African American students and Latinx students.	\$0.00	\$0.00
4	Diversify Curriculum (repeated expenditure, Goal 1, Action 2)	Continue active learning with curriculum based PD and by offering Summer mini grants focused on new curriculum development and assessment. Also continue evaluating curriculum review to develop inclusive and responsive curriculum. Instructional Materials, teacher materials and other necessary items required to diversity curriculum offerings.	\$0.00	\$0.00
5	Action Research: Grade Equity (repeated expenditure, Goal 1, Action 2)	Implement "Grading for Equity" pilot in PLC's and departments.	\$0.00	\$0.00
6	Teachers: Fully credentialed & appropriately assigned	Palisades Charter High School will continue staffing of instructional programs and review of all teacher credentials per the master schedule.	\$22,280,817.00	\$21,972,626
7	Instructional Materials: Every Student has standards-aligned materials	Instructional & Supplemental materials aligned to the Common Core State Standards. Update Instructional & Supplemental Materials.	\$356,092.00	\$300,631
8	Implementation of academic content and performance standards for all students, including how English Learners will access the common core state standards and ELD Standards (repeated expenditure, Goal 1, Action 2)	English Learners: Palisades Charter High School will continue to ensure that all teachers of EL students will be certified in SDAIE and ELD instructional strategies, will continue to ensure that faculty complete classes and testing for English Learner Authorization.	\$0.00	\$0.00
9	Parent input in decision-making	PCHS will provide opportunities for parent involvement in school decisions through parent volunteer opportunities, committee membership, and informational sessions as well as continue to increase communication efforts in areas of family and community outreach and parent involvement in all key operations and programs.	\$60,000.00	\$62,360

10	Parental participation in programs for unduplicated pupils	PCHS will host a minimum of three outreach meetings per semester to encourage parent participation and seek input as well as to offer training on school technology systems to improve communication (Infinite Campus and Schoology). Provide parent involvement and education opportunities	\$0.00	\$0.00
		through the Parent Involvement for Quality Education (PIQE/FACTOR) program, Fuerza Unida, and TVN.		
11	Statewide CAASP assessments (ELA & Math-SBAC/CAA, Science-CAST/CAA) (repeated expenditure, Goal 1, Action 6)	PCHS will continue to administer interim assessments in ELA and Math through SBAC in their English and Math classes.	\$0.00	\$0.00
12	70% of English Learners will show progress in English proficiency (as measured by ELPAC) (repeated expenditure, Goal 1, Action 6)	EL students will maintain growth in English Language Development each academic year as measured by the ELPAC (formerly CELDT). The EL Coordinator, PIQE Program, ELAC, EL Teacher, EL Assistant, Tutoring, MESA/SHPE, Curricular Materials, Professional Development, and other programs will be utilized to provide services to EL students and families, as well as analyze data to inform our practices to meet our student achievement goals.	\$0.00	\$0.00
13	10% English learner reclassification rate	In order to identify the percentage of English Learners who classify as fluent English proficient (RFEP), EL students will be supported by the EL Coordinator, EL Teacher, EL Assistant, and other programs will be utilized to provide services to EL students and families.	\$1,005,000.00	\$962,400
14	50% of pupils who pass AP exams with a score of 3 or higher (repeated expenditure, Goal 1, Action 6)	Palisades Charter High School will continue to create opportunities for AP course offerings, continue staffing of AP instructional programs and support AP students to encourage 50% of AP students to pass at least one AP exam with a score of 3 or higher.	\$0.00	\$0.00
15	30% of pupils who exceed college readiness standards as measured by ELA & Math assessment programs (EAP / 11th grade CAASPP scores indicating standard exceeded or standard met in ELA and Math) (repeated expenditure, Goal 1, Action 6)	PCHS will continue to administer interim assessments in ELA and Math through SBAC in English and Math classes.	\$0.00	\$0.00

## Goal 2

Goal #	Description
2	Prepare Graduates for Post-Secondary Experiences

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

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

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

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
70% of pupils who have successfully completed A-G Requirements	70% of pupils who have successfully completed A-G Requirements	70% of pupils who have successfully completed A-G Requirements	70% of pupils successfully completed A-G Requirements	78% of pupils successfully completed A-G requirements	70%
70% of pupils who have successfully completed CTE courses from approved pathways	70% of pupils who have successfully completed CTE courses from approved pathways	70% of pupils who have successfully completed CTE courses from approved pathways	70% of pupils successfully completed CTE courses from approved pathways	72.2% of pupils successfully completed CTE courses from approved pathways	70%
70% of pupils who have successfully completed both A-G and CTE courses	70% of pupils who have successfully completed both A-G and CTE courses	70% of pupils who have successfully completed both A-G and CTE courses	70% of eligible pupils have successfully completed both A-G and CTE courses	70% of pupils successfully completed CTE courses from approved pathways	70%
Maintain graduation rate above 96%	97% graduation rate.	97% graduation rate.	97% graduation rate.	97.6% graduation rate	97%



## Actions

Action #	Title	Description	Total Funds Budgeted	Annual Update Expenses
1	College Center Support		\$285,000.00	\$277,800
2	Career Center Support	Develop partnerships through development director & CTE advisory council to enhance services and expose students to college course and alternative opportunities	\$126,500.00	\$126,520
3	Career Technical Education Program Support	Continue to re-define CTE pathways by increasing offerings and CTE-credentialed teachers	\$808,008.00	\$741,683
4	Dual Enrollment Opportunities: West LA College and Santa Monica Community College.	Continue PCHS' dual enrollment course offering with its community college partners for students to earn both School and college credits.	\$340,000.00	\$349,600
5	70% of pupils who have successfully completed A-G Requirements	Increase student academic achievement as evidenced by high graduation rate and increased A-G/CTE completion rate via Counseling Support, Teacher Training, PIQE, TVN, FuerzaUnida that leads to more students taking and completing A-G and/or CTE courses.	\$645,524.00	\$645,524.00
6	70% of pupils who have successfully completed CTE courses from approved pathways (repeated expenditure, Goal 1, Action 6)	Increase student academic achievement as evidenced by increased CTE completion rate via Counseling Support, Teacher Training, PIQE, TVN, FuerzaUnida and other programs that lead to more students taking and completing CTE courses.	\$0.00	\$0.00
7	70% of pupils who have successfully completed both A-G and CTE courses (repeated expenditure, Goal 1, Action 6)	Increase student academic achievement as evidenced by increased A-G and CTE completion rate via Counseling Support, Teacher Training, PIQE, TVN, FuerzaUnida and other programs that lead to more students taking and completing CTE courses in addition to A-G requirements.	\$0.00	\$0.00
8	Maintain graduation rate above 96%. (repeated expenditure, Goal 1, Action 6)	Continued efforts to maintain student academic achievement and increase graduation rate from 99% to 100%. Efforts include Counseling Support, Teacher Training, PIQE, TVN, Fuerza Unida and other programs that lead to more students taking and completing A-G requirements.	\$0.00	\$0.00

# Goal 3

Goal #	Description
3	Safe & Positive School Environment

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

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

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

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Maintain a low (under 2.5%) suspension rate and maintain less than a 1% expulsion rate	2.5% suspension rate and 0.9% expulsion rate.	2.5% suspension rate and 0% expulsion rate.	2.02% suspension rate and 0% expulsion rate.	2.1% suspension rate and 0% expulsion rate.	Maintain a low (under 2.5%) suspension rate and maintain less than a 1% expulsion rate
School will maintain a high ADA- as close to 96% as possible.	96% ADA (2019-2020 P2 ADA - held harmless for 2020-2021)	93.04% ADA	93.5% ADA	93.3% ADA. Although Month 1-5 ADA was 94.4%, months 6-8 came in below projections. Please note, PCHS is filing a J-13 waiver as external elements impacted attendance on select instructional days.	96% ADA
Maintain chronic absenteeism under 2%.	2% chronic absenteeism rate.	21.63% chronic absenteeism rate.	13% chronic absenteeism rate.	6.46% chronic absenteeism rate.	>2% chronic absenteeism rate.
Maintain high school dropout rate below 1%	>1% dropout rate.	0.9% dropout rate.	0.9% dropout rate.	0.09% drop out rate.	>1% dropout rate.

## Actions

Action #	Title	Description	Total Funds Budgeted	Annual Update Expenses
1	Increase counseling support (repeated expenditure, Goal 1, Action 6)	(1) Maintain current counseling support, (2) add 1.0 counselor FTE and (3) increase counseling services/hours to create a positive school environment.	\$0.00	\$0.00
2	Expand access and availability of mental health services	Expand Mental Health Services to provide increased support for students transitioning from virtual to classroom based instruction	\$290,000.00	\$290,000
3	Develop and maintain a positive and equitable school climate and culture.	Continue/Expand (1) Food service program, (2) Campus Unification efforts, (3) transportation, and (4) restorative justice program.	\$958,600.00	\$958,628
4	Increase support for at risk students (repeated expenditure, Goal 1, Action 6)	Increase support for at risk and credit deficient students at Pali Academy	\$0.00	\$0.00
5	Maintain low suspension & expulsion rates to encourage a more positive school for all.	School will maintain a low (under 2.5%) suspension rate and maintain less than a 1% expulsion rate. Including a focused effort on school discipline (3 school deans) and school safety officer.	\$530,000.00	\$554,400
6	School will maintain a high ADA- as close to 96% as possible.	Attendance Personnel/training. Continue with high levels of communication with various media/formats. Continue with providing positive incentives and reinforcements for perfect attendance. Intervention & counseling for students with attendance concerns. Monitor ADA, as well as modes of transportation.	\$294,467.00	\$294,510
7	Maintain chronic absenteeism under 2%. (repeated expenditure, Goal 3, Action 6)	Attendance Personnel/training in order to implement absenteeism outreach. Continue with high levels of communication with various media/formats to engage students and parents/guardians. In addition, continue with intervention & counseling support for students with attendance concerns.	\$0.00	\$0.00
8	Maintain high school dropout rate below 1% (repeated expenditure, Goal 3, Action 5)	This action is executed in parallel with pupil graduation rate. Efforts include prevention and intervention strategies, as well as enrollment in appropriate programs.	\$0.00	\$0.00

## Goal 4

Goal #	Description
4	Modernization

An explanation of why the LEA has developed this goal.

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

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

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-2024
Implement 100% adoption of 1:1 student devices	1,500 student devices (50%)	50%	50%, but devices have been purchased to ensure we reach 100% in 23-24	Metric has been met. PCHS achieved 100% 1:1 student devices in August 2023.	100% adoption of 1:1 device
Audio/Visual Enhancements: 50% classroom adoption of smartboards	0%	28%	28.5%	28.5%. PCHS allocated \$350,000 to support this initiative, but have not aligned on a panel.	50% classroom adoption of smartboard displays

## Actions

Action #	Title	Description	Total Funds Budgeted	Annual Update Expenses
1	Increase Access to Technology	Develop and implement a revised school-wide Technology Plan that provides equitable access to educational technology resources in order to increase student achievement.	\$949,023.00	\$4959,023
2	Maintenance/Facilities	PCHS will continue to work with LAUSD to maintain a clean and safe facility in good repair (space and aging infrastructure).	\$1,027,767.00	\$1,027,767.00
3	100% adoption of 1:1 student device program	Adopt EdTech plan and achieve 100% 1:1 student device program. Must purchase 1,650 student devices in 2023-24 to accomplish this	\$914,000.00	\$919,769



# Local Control and Accountability Plan

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

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

## Plan Summary 2024-2025

### General Information

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

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



## Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

According to the educational partner surveys, the most significant developments that have had major impacts on the school include 1:1 technology, an increase in mental health services to meet the growing mental health needs, and equity and inclusion work.

- 1:1 technology
- Safety & Mental Health Program
- Equity & Inclusion & Professional Development

- Academic Intervention Services
- CTE Pathways & Pod Integration/Redesign
- Pali Period

A successful WASC visiting committee visit: [https://www.palihigh.org/apps/pages/index.jsp?uREC\\_ID=410708&type=d](https://www.palihigh.org/apps/pages/index.jsp?uREC_ID=410708&type=d)

## Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

N/A – Palisades Charter High School does not receive technical assistance.



## Comprehensive Support and Improvement

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

### ***Schools Identified***

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

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

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

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

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

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

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

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

## Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Teachers/Staff:	Teachers and staff are surveyed periodically throughout the year: Google Forms, Checkout Surveys, UTLA Survey Monkey Surveys, Operations/Technology Department Surveys, coordinator/stipend interest forms/survey. Teachers and staff also sit on the Board of Trustees and are able to communicate feedback as part of the Certificated/Classified/Unrepresented Board Report. Teachers and staff are also able to participate in various committees: Academic Accountability, Long-term Strategic Planning Committee, Budget & Finance Committee, Grading for Equity and Department Chair meetings.
Administrators:	Administrators: Administrators gave feedback concerning policies that would ensure educational equity at the school site. To maintain equity for all students, attendance and grading policies were evaluated and implemented in 2023-24. In addition, technology (EdTech plan), safety, modernization, and Professional Development are areas of focus for 2024-25. The administrative team also communicated long-term fiscal obligations, which directly impact the LCAP expenditures.
Parents:	Parents are a key part of the educational partner engagement process. In 2023-24, PCHS launched ParentSquare and refined its weekly newsletters. Parents have multiple seats on the PCHS Board of Trustees and have voting seats on all PCHS committees. For the first time ever, PCHS also launched the California Healthy Kids Survey, which was sent to teachers/staff, parents and students.
Students:	Students provided feedback at various levels. Multiple surveys were administered (California Healthy Kids Survey, Leadership surveys, concern surveys, etc.). PCHS also allows for anonymous tips via StopIt (geared more towards safety). The students also played a pivotal role in providing input on various projects: 1:1 student devices, solar project, attendance policy, grading policy, etc.

**A description of how the adopted LCAP was influenced by the feedback provided by educational partners.**

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

Specifically, our LCAP goals and action items were a direct result of educational partner feedback at the LTSP committee meetings. The various educational partners leveraged school-wide and WASC goals to find commonalities and collaborate to refine our 2024-25 broad goals. Each of the five sub-groups then provided direct feedback on the actions associated with each LCAP goal, as well as provided feedback on school-wide and department specific expenditures. The LTSP committee met monthly between September 2023 and May 2024 to discuss progress towards the 2023-24 LCAP and the development of the 2024-25 LCAP. It is important to note that 2023-24 was a WASC year for Palisades Charter High School. As a result, much of the feedback and insights developed as part of the WASC review process was also able to utilized as part of the LCAP development.

## Goals and Actions

### Goal

Goal #	Description	Type of Goal
1	Increase Proficiency & Academic Achievement	Broad Goal

**State priorities address by this goal.**

1, 2, 4, 7

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

PCHS received feedback from a variety of educational partners and groups in order to develop this goal. The overall feedback is that our 2024-27 LCAP goals should be consolidated versus prior years into fewer/broader goals that PCHS can execute. The Long Term Strategic Planning Committee evaluated prior LCAP goals, school-wide goals and current WASC goals in order to find key focus areas and then refined those areas into goals. Specifically, for Goal #1, the educational partner groups felt that prioritizing academic achievement was critical to ensuring student success.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Teachers: Fully credentialed & appropriately assigned.	Maintain 100% of teachers fully credentialed and properly assigned.			100% of teachers fully credentialed and properly assigned.	
2	70% of English Learners will show progress in English proficiency (as measured by ELPAC)	65% of English Learners showed progress in English proficiency (as measured by ELPAC)			Test 100% of its students needing initial and summative ELPAC assessments. Demonstrate growth from 70% of English Learners.	
3	15% English learner reclassification rate	17.4% reclassification rate.			Exceed the 15% target with a reclassification rate of 20%.	
4	75% of pupils who pass AP exams with a score of 3 or higher	86% of students passed with a score of 3 or higher.			75% of pupils who pass AP exams with a score of 3 or higher	

5	40% of pupils who exceed college readiness standards as measured by ELA & Math assessment programs (EAP / 11th grade CAASPP scores indicating standard exceeded or standard met in ELA and Math)	69% ELA Standard Met or Exceeded 41% Math Standard Met or Exceeded			70% ELA Standard Met or Exceeded 45% Math Standard Met or Exceeded	
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## Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Expanding Intervention Services	Continued implementation of an Academic Coordination of Success Team (ACOST) to offer academic support, intervention, and monitoring for struggling students. This includes an interventionist	\$447,800.00	Yes
2	Professional Development	Continuously diversify and personalize PCHS staff Professional Development utilizing a multi-tiered schoolwide PD model: Personal PD, PLC PD, and School-wide PD.	\$449,641.00	No
3	Increase A-G, Honors, and AP access to Black/African American students and Latinx students	Commit to its already long-standing programs, such as The Village Nation, Fuerza Unida, Link and FACTOR to work collaboratively to increase success among Black/African American students and Latinx students.	\$60,000.00	Yes
4	Diversify Curriculum (repeated expenditure, Goal 1, Action 2)	Continue active learning with curriculum based PD to develop new curriculum development and assessment tools. Also continue evaluating curriculum review to develop inclusive and responsive curriculum. Instructional Materials, teacher materials and other necessary items required to diversify curriculum offerings.	\$0.00	No
5	Action Research: Grade Equity (repeated expenditure, Goal 1, Action 2)	Build upon "Grading for Equity" pilot in PLC's and departments and implement a broader Grading for Equity strategy.	\$0.00	No
6	Teachers: Fully credentialed & appropriately assigned	Palisades Charter High School will continue effectively staffing instructional programs and review of all teacher credentials per the master schedule.	\$21,811,711.00	No
7	Instructional Materials: Every Student has standards-aligned materials	Instructional & Supplemental materials aligned to the Common Core State Standards. Update Instructional & Supplemental Materials.	\$300,718.00	No
8	Implementation of academic content and performance standards for all students, including how English Learners will access the common core state standards and ELD Standards (repeated expenditure, Goal 1, Action	English Learners: Palisades Charter High School will continue to ensure that all teachers of EL students will be certified in SDAIE and ELD instructional strategies, will continue to ensure that faculty complete classes and testing for English Learner Authorization.	\$0.00	Yes

	2)			
9	Parent input in decision-making	PCHS will provide opportunities for parent involvement in school decisions through parent volunteer opportunities, committee membership, and informational sessions as well as continue to increase communication efforts in areas of family and community outreach and parent involvement in all key operations and programs.	\$65,000.00	Yes
10	Parental participation in programs for unduplicated pupils	PCHS will host a minimum of two outreach meetings per semester to encourage parent participation and seek input as well as to offer training on school technology systems to improve communication (Infinite Campus, Schoology and/or ParentSquare). Provide parent involvement and education opportunities through the Parent Involvement for Quality Education (PIQE/FACTOR) program, Fuerza Unida, and TVN.		Yes
11	Statewide CAASP assessments (ELA & Math-SBAC/CAA, Science-CAST/CAA) (repeated expenditure, Goal 1, Action 6)	PCHS will continue to administer interim assessments in ELA and Math through SBAC in their English and Math classes. PCHS will also utilize NWEA.	\$0.00	No
12	70% of English Learners will show progress in English proficiency (as measured by ELPAC) (repeated expenditure, Goal 1, Action 6)	EL students will maintain growth in English Language Development each academic year as measured by the ELPAC. The EL Coordinator, ELAC, EL Teacher, EL Instructional Aide, Tutoring, MESA/SHPE, Curricular Materials, Professional Development, and other programs will be utilized to provide services to EL students and families, as well as analyze data to inform our practices to meet our student achievement goals.	\$0.00	Yes
13	15% English learner reclassification rate	In order to identify the percentage of English Learners who classify as fluent English proficient (RFEP), EL students will be supported by the EL Coordinator, EL Teacher, EL Instructional Aide, and other programs will be utilized to provide services to EL students and families.	\$950,000.00	Yes
14	70% of pupils who pass AP exams with a score of 3 or higher (repeated expenditure, Goal 1, Action 6)	Palisades Charter High School will continue to create opportunities for AP course offerings, continue staffing of AP instructional programs and support AP students to encourage 75% of AP students to pass at least one AP exam with a score of 3 or higher.	\$0.00	No
15	40% of pupils who exceed college readiness standards as measured by ELA & Math assessment programs (EAP / 11th grade CAASPP scores indicating standard exceeded or standard met in ELA and Math) (repeated expenditure, Goal 1, Action 6)	PCHS will continue to administer interim assessments in ELA and Math through SBAC in English and Math classes.	\$0.00	No

## Goal

Goal #	Description	Type of Goal
2	Prepare Graduates for Post-Secondary Experiences	Broad Goal

State priorities address by this goal.

1, 2, 4, 5, 8

An explanation of why the LEA has developed this goal.

PCHS received feedback from a variety of educational partners and groups in order to develop this goal. The overall feedback is that our 2024-27 LCAP goals should be consolidated versus prior years into fewer/broader goals that PCHS can execute. The Long Term Strategic Planning Committee evaluated prior LCAP goals, school-wide goals and current WASC goals in order to find key focus areas and then refined those areas into goals. Specifically, for Goal #2, the educational partner groups felt that preparing graduates for post-secondary experiences is critical to ensuring that we prepare our students for positive outcomes beyond graduation. The focus on college and career readiness will ensure that our students are well prepared to positively contribute to society in meaningful ways.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	80% of pupils who have successfully completed A-G requirements	70% of pupils who have successfully completed A-G requirements			80% of pupils who have successfully completed A-G requirements	
2	70% of pupils who have successfully completed CTE courses from approved pathways.	72.2% of pupils successfully completed CTE courses from approved pathways			80% of pupils successfully completed CTE courses from approved pathways	

3	70% of pupils who have completed both A-G completion courses and CTE courses.	70% of pupils who have completed both A-G completion courses and CTE courses.			75% of pupils who have completed both A-G completion courses and CTE courses.	
4	Maintain graduation rate above 98%	97.5% graduation rate.			98%+ graduation rate.	

## Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

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

## Actions



Action #	Title	Description	Total Funds	Contributing
2	College Center Support	Maintain and provide additional resources and support for college and career center. Including staff, counselors, workshops and access to materials.	\$325,000.00	No
2	Career Center Support	Develop partnerships through development director & CTE advisory council to enhance services and expose students to college course and alternative opportunities. Actions include a full-time out of classroom CTE coordinator position, Director of Development and access to materials.	\$119,000.00	No
3	Career Technical Education Program Support	Continue to re-define CTE pathways by increasing offerings and CTE-credentialed teachers	\$846,413.00	No
4	Dual Enrollment Opportunities: West LA College and Santa Monica Community College.	Continue PCHS' dual enrollment course offering with its community college partners for students to earn both School and college credits.	\$35,500.00	No
6	80% of pupils who have successfully completed A-G Requirements	Increase student academic achievement as evidenced by high graduation rate and increased A-G/CTE completion rate via Counseling Support, Teacher Training, PIQE, TVN, Link, FuerzaUnida that leads to more students taking and completing A-G and/or CTE courses.	\$609,524.00	No
6	75% of pupils who have successfully completed CTE courses from approved pathways (repeated expenditure, Goal 1, Action 6)	Increase student academic achievement as evidenced by increased CTE completion rate via Counseling Support, Teacher Training, PIQE, TVN, FuerzaUnida and other programs that lead to more students taking and completing CTE courses.	\$0.00	No
7	75% of pupils who have successfully completed both A-G and CTE courses (repeated expenditure, Goal 1, Action 6)	Increase student academic achievement as evidenced by increased A-G and CTE completion rate via Counseling Support, Teacher Training, PIQE, TVN, FuerzaUnida and other programs that lead to more students taking and completing CTE courses in addition to A-G requirements.	\$0.00	No
8	Maintain graduation rate above 98%. (repeated expenditure, Goal 1, Action 6)	Continued efforts to maintain student academic achievement and increase graduation to as close to 100% as possible. Efforts include Counseling Support, Teacher Training, PIQE, TVN, FuerzaUnida and other programs that lead to more students taking and completing A-G requirements.	\$0.00	No

# Goal

Goal #	Description	Type of Goal
3	Safe & Positive School Environment	Maintenance of Progress Goal

State priorities address by this goal.

1, 3, 5, 6

An explanation of why the LEA has developed this goal.

PCHS received feedback from a variety of educational partners and groups in order to develop this goal. The overall feedback is that our 2024-27 LCAP goals should be consolidated versus prior years into fewer/broader goals that PCHS can execute. The Long Term Strategic Planning Committee evaluated prior LCAP goals, school-wide goals and current WASC goals in order to find key focus areas and then refined those areas into goals. Specifically, for Goal #3, safe and positive school environment needs to be prioritized. As a result of the recent pandemic and the impact on mental and physical health, the educational partners felt that prioritizing this area is necessary in order to create a safe school environment for all students and staff.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Maintain a low (under 2.5%) suspension rate and maintain less than a 1% expulsion rate	2.1% suspension rate and 0.9% expulsion rate.			1.5% suspension rate and 0.3% expulsion rate	
2	School will maintain a high ADA- as close to 96% as possible.	93.1% attendance rate.			94% attendance rate.	
3	Maintain chronic absenteeism under 2%.	18% chronic absenteeism rate.			2% chronic absenteeism rate.	
4	Maintain high school dropout rate below 1%	.9% drop out rate.			Maintain drop our rate below 0.2%.	

# Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

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

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Increase counseling support (repeated expenditure, Goal 1, Action 6)	(1) Maintain current counseling support, (2) increase counseling services/hours to create a positive school environment (add 15 days to the counselor work year).	\$0.00	No
2	Expand access and availability of mental health services	Expand Mental Health Services to provide increased support for students. Actions include increasing PSW FTE (bringing 2.0 social workers in-house) and adding a 3rd school psychologist.	\$550,000.00	No
4	Develop and maintain a positive and equitable school climate and culture.	Continue/Expand (1) Food service program, (2) Campus Unification & Link Crew efforts, (3) transportation, and (4) restorative justice program.	\$1,108,255.00	Yes

4	Increase support for at risk students (repeated expenditure, Goal 1, Action 6)	Increase support for at risk and credit deficient students at Pali Academy	\$0.00	Yes
5	Maintain low suspension & expulsion rates to encourage a more positive school for all.	School will maintain a low (under 2.5%) suspension rate and maintain less than a 1% expulsion rate. Including a focused effort on school discipline (3 school deans) and School Resource Officer (SRO).	\$560,231.00	No
6	School will maintain a high ADA- as close to 96% as possible.	Attendance Personnel/training. Continue with high levels of communication with various media/formats. Continue with providing positive incentives and reinforcements for perfect attendance. Intervention & counseling for students with attendance concerns. Monitor ADA, as well as modes of transportation. Implement targeted outreach/marketing and communication efforts in order to generate awareness of important attendance.	\$299,599.00	No
7	Maintain chronic absenteeism under 5%. (repeated expenditure, Goal 3, Action 6)	Attendance Personnel/training in order to implement absenteeism outreach. Continue with high levels of communication with various media/formats to engage students and parents/guardians. In addition, continue with intervention & counseling support for students with attendance concerns.	\$0.00	No
8	Maintain high school dropout rate below 1% (repeated expenditure, Goal 3, Action 6)	This action is executed in parallel with pupil graduation rate. Efforts include prevention and intervention strategies, as well as enrollment in appropriate programs.	\$0.00	No

# Goal

Goal #	Description	Type of Goal
4	Modernization	Broad Goal

State priorities address by this goal.

1, 2, 6, 8, 4

An explanation of why the LEA has developed this goal.

PCHS received feedback from a variety of stakeholder groups in order to develop this goal. The overall feedback is that our 2024-27 LCAP goals should be consolidated versus prior years into fewer/broader goals that PCHS can execute. The Long Term Strategic Planning Committee evaluated prior LCAP goals, school-wide goals and current WASC goals in order to find key focus areas and then refined those areas into goals. Specifically, for Goal #4, Modernization was prioritized by our educational partner groups which includes investments in education technology, in-classroom modernization, developing new/modern curriculum and also modernizing facilities.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Implement 100% adoption of 1:1 student devices	100% adoption of 1:1 student devices.			100% adoption of 1:1 student devices.	
2	Audio/Visual Enhancements: 50% classroom adoption of smartboards	28.5% classroom adoption of smartboard displays.			50% classroom adoption of smartboard displays.	

3	Develop modernization plan: (1) 10-year facilities master plan, (2) 5-year deferred maintenance plan, (3) furniture adoption cycle,	0% progress. No board approved plans.			100% implementation of a (1) 10-year facilities master plan, (2) 5-year deferred maintenance plan, (3) furniture adoption cycle.	
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## Goal Analysis for 2024-2025

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable

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

Not Applicable

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable

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

Not Applicable

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

# Actions

Action #	Title	Description	Total Funds	Contributing
1	Increase Access to Technology	Maintain and continue implementation of a revised school-wide Technology Plan that provides equitable access to educational technology resources in order to increase student achievement.	\$891,280.00	No
2	Maintenance/Facilities	PCHS will continue to work with LAUSD to maintain a clean and safe facility in good repair (space and aging infrastructure). PCHS will also develop a (1) deferred maintenance schedule and (2) facilities master plan in order to address the needs of today and plan for the future.	\$1,209,880.00	No
3	In-classroom modernization: 50% of classrooms with smartboards	Purchase additional smartboards/promethean displays to ensure 50% of classrooms are modernized.	\$140,000.00	No
4	100% adoption of 1:1 student device program	Adopt EdTech plan and achieve 100% 1:1 student device program. Must purchase 800 devices in each school year to sustain this plan.	\$446,806.00	No
5	Increase in-class modernization with digital textbooks and subscriptions	Integrate edtech into the classroom and modernizing via digital subscriptions and digital textbooks	\$440,000.00	No

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-2025

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$1,843,851.00	\$0.00

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

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.30%	0.00%		5.30%

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

## Required Descriptions

### *LEA-wide and Schoolwide Actions*

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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### *Limited Actions*

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #(s)	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

PCHS is required to increase or improve services for English learners, foster youth, and low-income students by 5.3% which is equal to \$1,843,851 as shown above. This increased percentage is met by actions and services included in the Local Control Accountability Plan. All the actions & services listed are discussed in more detail in the body of the LCAP. These actions are principally directed towards unduplicated students and contribute towards increasing or improving services for high needs students leading to accelerating student achievement and supporting the socio-emotional needs of those students. Currently, we can review the following data to assess the 2023-24 Academic Gains:

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

For 2024-25, PCHS will have a baseline for NWEA testing, data from the California Healthy Kids Survey, and a refined data information system dashboard.

## ***Additional Concentration Grant Funding***

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

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

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	75	N/A
Staff-to-student ratio of certificated staff providing direct services to students	21.27	N/A

# Action Tables

## 2024-2025 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-2025	\$34,763,400.00	\$1,843,851.00	5.30%	0.00%	5.30%

Totals:	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
<b>Totals:</b>	\$25,474,264.00	\$4,379,296.00	\$70,000.00	\$1,742,798.00	\$31,666,358.00	\$25,782,159.00	\$5,884,199.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Expanding Intervention Services	Student with Disabilities (SWD), Homeless, English learner (EL), Foster Youth, Low Income	Yes	Schoolwide	English learner (EL), Low Income, Foster Youth	All Schools	2027	\$447,800	\$0	\$227,800	\$0	\$0	\$220,000	\$447,800	0.00%
1	2	Professional Development	All	No				2027	\$105,000	\$344,641	\$0	\$399,951	\$0	\$49,690	\$449,641	0.00%
1	3	Increase A-G, Honors, and AP access to Black/African American students and Latinx students	Low Income, English learner (EL), African-American, Hispanic or Latino	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools		\$0	\$60,000	\$60,000	\$0	\$0	\$0	\$60,000	0.00%
1	4	Diversify Curriculum (repeated expenditure, Goal 1, Action 2)	All	No					\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
1	5	Action Research: Grade Equity (repeated expenditure, Goal 1, Action 2)	All	No					\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%

1	6	Teachers: Fully credentialed & appropriately assigned	All	No					\$20,961,711	\$850,000	\$19,510,760	\$2,300,951	\$0	\$0	\$21,811,711	0.00%
1	7	Instructional Materials: Every Student has standards-aligned materials	All	No					\$0	\$300,718	\$0	\$300,718	\$0	\$0	\$300,718	0.00%
1	8	Implementation of academic content and performance standards for all students, including how English Learners will access the common core state standards and ELD Standards (repeated expenditure, Goal 1, Action 2)	English learner (EL), All	Yes	Schoolwide	English learner (EL)	All Schools		\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
1	9	Parent input in decision-making	Low Income, English learner (EL)	Yes	Schoolwide	English learner (EL), Low Income	All Schools		\$65,000	\$0	\$0	\$0	\$15,000	\$50,000	\$65,000	0.00%
1	10	Parental participation in programs for unduplicated pupils	Low Income, English learner (EL)	Yes	Schoolwide	Low Income, English learner (EL)	All Schools		\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
1	11	Statewide CAASP assessments (ELA & Math-SBAC/CAA, Science-CAST/CAA) (repeated expenditure, Goal 1, Action 6)	All	No					\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
1	12	70% of English Learners will show progress in English proficiency (as measured by ELPAC) (repeated expenditure, Goal 1, Action 6)	English learner (EL)	Yes	Schoolwide	English learner (EL)	All Schools		\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
1	13	15% English learner reclassification rate	English learner (EL)	Yes	Schoolwide	English learner (EL)	All Schools		\$950,000	\$0	\$950,000	\$0	\$0	\$0	\$950,000	0.00%
1	14	70% of pupils who pass AP exams with a score of 3 or higher (repeated expenditure, Goal 1, Action 6)	All	No					\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
1	15	40% of pupils who exceed college readiness standards as measured by ELA & Math assessment programs (EAP / 11th grade CAASPP scores indicating standard exceeded or standard met in ELA and Math) (repeated expenditure, Goal 1, Action 6)	English learner (EL), All	No					\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
2	2	College Center Support	All	No					\$270,000	\$55,000	\$270,000	\$0	\$55,000	\$0	\$325,000	0.00%
2	2	Career Center Support	All	No					\$114,000	\$5,000	\$119,000	\$0	\$0	\$0	\$119,000	0.00%

2	3	Career Technical Education Program Support	All	No					\$505,000	\$341,413	\$505,000	\$300,718	\$0	\$40,695	\$846,413	0.00%
2	4	Dual Enrollment Opportunities: West LA College and Santa Monica Community College.	All	No					\$35,500	\$0	\$35,500	\$0	\$0	\$0	\$35,500	0.00%
2	6	80% of pupils who have successfully completed A-G Requirements	Low Income, Hispanic or Latino, English learner (EL), African-American, All	No					\$100,500	\$509,024	\$0	\$609,524	\$0	\$0	\$609,524	0.00%
2	6	75% of pupils who have successfully completed CTE courses from approved pathways (repeated expenditure, Goal 1, Action 6)	All	No					\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
2	7	75% of pupils who have successfully completed both A-G and CTE courses (repeated expenditure, Goal 1, Action 6)	All	No					\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
2	8	Maintain graduation rate above 98%. (repeated expenditure, Goal 1, Action 6)	All	No					\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
3	1	Increase counseling support (repeated expenditure, Goal 1, Action 6)	All	No					\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
3	2	Expand access and availability of mental health services	All	No					\$550,000	\$0	\$300,000	\$0	\$0	\$250,000	\$550,000	0.00%
3	4	Develop and maintain a positive and equitable school climate and culture.	Low Income, English learner (EL), African-American, Hispanic or Latino	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools		\$255,000	\$853,255	\$553,900	\$88,500	\$0	\$465,855	\$1,108,255	0.00%
3	4	Increase support for at risk students (repeated expenditure, Goal 1, Action 6)	Long-term English learner, Low Income, Homeless, Foster Youth, English learner (EL)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools		\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%

3	5	Maintain low suspension & expulsion rates to encourage a more positive school for all.	All	No					\$376,893	\$183,338	\$560,231	\$0	\$0	\$0	\$560,231	0.00%
3	6	School will maintain a high ADA- as close to 96% as possible.	All	No					\$236,439	\$63,160	\$299,599	\$0	\$0	\$0	\$299,599	0.00%
3	7	Maintain chronic absenteeism under 5%. (repeated expenditure, Goal 3, Action 6)	All	No					\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
3	8	Maintain high school dropout rate below 1% (repeated expenditure, Goal 3, Action 6)	All	No					\$0	\$0	\$0	\$0	\$0	\$0	\$0	0.00%
4	1	Increase Access to Technology	All	No					\$506,300	\$384,980	\$65,788	\$378,934	\$0	\$446,558	\$891,280	0.00%
4	2	Maintenance/Facilities		No					\$303,016	\$906,864	\$1,209,880	\$0	\$0	\$0	\$1,209,880	0.00%
4	3	In-classroom modernization: 50% of classrooms with smartboards	All	No				2024-2025	\$0	\$140,000	\$140,000	\$0	\$0	\$0	\$140,000	0.00%
4	4	100% adoption of 1:1 student device program	All	No					\$0	\$446,806	\$226,806	\$0	\$0	\$220,000	\$446,806	0.00%
4	5	Increase in-class modernization with digital textbooks and subscriptions	All	No					\$0	\$440,000	\$440,000	\$0	\$0	\$0	\$440,000	0.00%

## 2024-2025 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover – Percentage (Percentage from prior year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4.Total Planned Contributing Expenditures (LCFF Funds)	5.Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$34,763,400.00	\$1,843,851.00	5.30%	0.00% - No Carryover	5.30%	\$1,791,700.00	0.00%	5.15%	<b>Total:</b>	\$1,791,700.00
								<b>LEA-wide Total:</b>	
								<b>Limited Total:</b>	
								<b>Schoolwide Total:</b>	\$1,791,700.00

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions(LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	Expanding Intervention Services	Yes	Schoolwide	English learner (EL), Low Income, Foster Youth	All Schools	\$227,800.00	0.00%
1	3	Increase A-G, Honors, and AP access to Black/African American students and Latinx students	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$60,000.00	0.00%
1	8	Implementation of academic content and performance standards for all students, including how English Learners will access the common core state standards and ELD Standards (repeated expenditure, Goal 1, Action 2)	Yes	Schoolwide	English learner (EL)	All Schools	\$0.00	0.00%
1	9	Parent input in decision-making	Yes	Schoolwide	English learner (EL), Low Income	All Schools	\$0.00	0.00%
1	10	Parental participation in programs for unduplicated pupils	Yes	Schoolwide	Low Income, English learner (EL)	All Schools	\$0.00	0.00%
1	12	70% of English Learners will show progress in English proficiency (as measured by ELPAC) (repeated expenditure, Goal 1, Action 6)	Yes	Schoolwide	English learner (EL)	All Schools	\$0.00	0.00%
1	13	15% English learner reclassification rate	Yes	Schoolwide	English learner (EL)	All Schools	\$950,000.00	0.00%
3	4	Develop and maintain a positive and equitable school climate and culture.	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$553,900.00	0.00%
3	4	Increase support for at risk students (repeated expenditure, Goal 1, Action 6)	Yes	Schoolwide	Low Income, Foster Youth, English learner (EL)	All Schools	\$0.00	0.00%



## 2023-2024 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:		

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
No Records Found					

## 2023-2024 Contributing Actions Annual Update Table

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

Last Year's Goal#	Last Year's Action#	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions(Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services(Input Percentage)
No Records Found							

# 2023-2024 LCFF Carryover Table

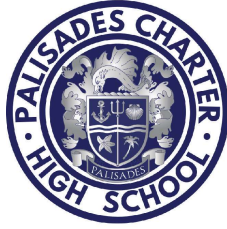
9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover – Percentage (Percentage from prior year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total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

# Federal Funds Detail Report

Totals:	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds
Totals:	\$50,000.00	\$49,690.00	\$0.00	\$0.00	\$0.00	\$1,643,108.00

Goal #	Action #	Action Title	Title I	Title II	Title III	Title IV	CSI	Other Federal Funds	Total Funds
1	1	Expanding Intervention Services						\$220,000.00	\$447,800.00
1	2	Professional Development		\$49,690.00					\$449,641.00
1	3	Increase A-G, Honors, and AP access to Black/African American students and Latinx students	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$60,000.00
1	9	Parent input in decision-making	\$50,000.00						\$65,000.00
1	10	Parental participation in programs for unduplicated pupils						\$0.00	\$0.00
2	3	Career Technical Education Program						\$40,695.00	\$846,413.00

		Support							
2	4	Dual Enrollment Opportunities: West LA College and Santa Monica Community College.						\$0.00	\$35,500.00
3	2	Expand access and availability of mental health services						\$250,000.00	\$550,000.00
3	4	Develop and maintain a positive and equitable school climate and culture.						\$465,855.00	\$1,108,255.00
3	5	Maintain low suspension & expulsion rates to encourage a more positive school for all.						\$0.00	\$560,231.00
4	1	Increase Access to Technology						\$446,558.00	\$891,280.00
4	2	Maintenance/Facilities						\$0.00	\$1,209,880.00
4	4	100% adoption of 1:1 student device program						\$220,000.00	\$446,806.00



# PALISADES CHARTER HIGH SCHOOL

*Empowering Educational Excellence.*

## 2024-2025 LCAP APPENDIX

Link to WASC Report: <https://www.palihigh.org/ourpages/auto/2023/11/7/49492047/2023-24%20PCHS%20WASC%20Report.pdf?rnd=1707324789019>

Link to WASC Action Plan: [https://drive.google.com/file/d/1Oi02\\_TooOWP\\_7Av1Qsc0mrn8aKuAKI9S/view](https://drive.google.com/file/d/1Oi02_TooOWP_7Av1Qsc0mrn8aKuAKI9S/view)

# Palisades Charter High School

## Revised School-wide Action Plan 2023-2024

*Last Revised: April 29, 2024*

### ACTION PLAN GOAL #1: School Culture

To establish steps and initiatives that support a positive school culture and climate, PCHS will foster positive student-peer relationships and prioritize mental wellness initiatives, as evidenced by improved student attendance rates, enhanced self-efficacy, increased sense of belonging, and broader participation and collaboration among student clubs.

#### Specific Objectives to Achieve Overarching Goal

PCHS will:

- a. Promote regular attendance by creating a school-based Student Wellness Center and increasing communication with the parents /guardians of chronically absent students.
- b. Improve campus culture by increasing student awareness of safety procedures, conflict-resolution skills, digital citizenship, media literacy skills, and the importance of personal and academic integrity.
- c. Improve student access to curriculum that will allow them to hone skills needed to negotiate real-life challenges and achieve the aspirations spelled out in the PCHS mission statement.
- d. Cultivate Media Literacy skills needed to access, analyze, evaluate, and create messages for learning and effective communication.
- e. Train teachers in positive behavioral supports and strategies for positive classroom climate

#### Alignment with LCAP/SPSA Goals:

**LCAP Goal #3** Safe and Positive School Environment  
**LCAP Goal #4** Modernization

#### Major Student Learner Needs:

**Community** - Students need a stronger sense of school belonging, character education on integrity, and healthier strategies for managing conflict.

#### Identified Schoolwide Growth Areas:

- 1. Improve attendance rates**
  - a. Attendance Policy Revision
  - b. Chronic absenteeism plan (SART Board)
  - c. Absent student family outreach personnel
  - d. Wellness Center development
- 2. Increase soft skills and promote positive communication in**
  - a. Peer relationships
  - b. Staff-student relationships
  - c. Life skills, Ethnic Studies, and financial/media literacy classes
  - d. Adherence to safety expectations
- 3. Promote Authentic Learning and Academic Growth**
  - a. Learning the importance of personal integrity and ethical decision-making
  - b. Exhibiting academic integrity
  - c. Contributing to a positive testing culture on campus that celebrates achievement, values growth, and emphasizes the importance of becoming a lifelong learner who engages in ongoing and meaningful reflection
  - d. Developing and refining media literacy skills needed to access, analyze, evaluate, and create authentic and effective messages

Attendance Goals Based on Data				
	Student Average Daily Attendance		Chronic Absenteeism	
	2022-2023	2024-25 Goal	2022-2023	2024-25 Goal
<b>Schoolwide</b>	91.96%	>94.0%	18.7%	≤ 18.0%

Specific Actions to Improve School Culture	Evidence of Implementation	Measurable Student Focused Outcomes	Assigned Staff
Creation of a PCHS Student Wellness Center to focus on spiking mental health concerns, drug & alcohol prevention, education, and support, fostering partnering with community resources, and providing resources and training for faculty and families	<p><b>Fall 2024:</b> PCHS facilities team will work with PCHS Leadership to create a facility/space.</p> <p>PCHS Leadership will work with the Mental Health team to provide necessary resources for students and design programs, policies, and procedures for support plans</p> <p><b>Resource Day:</b> All resources have a booth around the Quad so students can learn about the resources and supports offered at Pali (1x per semester)</p>	<p>Increased mental wellness resources for students to help students take the needed steps for academic success including, but not limited to, addressing the root causes of chronic absenteeism.</p> <p>Resources and training for faculty and families as they partner to help support students' wellness needs</p> <p>Wellness Center Vision to be established during <b>2024-2025 school year.</b></p>	<p>Director of Student Support Services</p> <p>Director of Operations</p> <p>PCHS Administration</p>
Outreach for Chronic Absenteeism and Update the Attendance Policy	<p><b>Fall 2024:</b> Creation of a SART</p> <p>Expand the Attendance Incentive Programs</p> <p>Expand Peer Mentoring with Link Crew</p> <p>Designated Personnel for Family Outreach</p> <p>Attendance Contracts</p> <p>Dashboard Tracking</p> <p>Continual Messaging and Information</p>	<p>Ongoing yearly reductions in chronic absenteeism</p> <p>≤ 18.0% in 2024-25 then a reduction of 0.5% <b>each year afterward</b></p>	<p>Director of Attendance, Admissions, and Compliance</p> <p>Link Crew Coordinator</p> <p>Attendance Liaison</p>
Improve Student Perceptions of School Belonging  <b>Suggested Timeline:</b>	<p><b>June 2024:</b> Reboot the Link Crew Mentoring Program</p> <p>Work with PCHS facilities and Link Crew to create a specific place/area/room</p>	<p>Improved student survey feedback regarding students' perceptions of belonging</p>	<p>Link Crew Coordinator</p> <p>Director of Operations</p> <p>Permit Coordinator</p> <p>Plant Manager</p>

	<p>during Lunch for students who are new to campus</p> <p><b>Fall 2025:</b> Redesign the PCHS Orientation in August to include all grade levels</p> <p>Provide <b>ongoing</b> PD and data for teachers to address this generation’s needs</p> <p>Develop a robust Ethnic Studies Program that reflects the PCHS Student Body to be <b>enacted by Fall 2026.</b></p>		<p>Director of Attendance, Admissions, and Compliance</p> <p>Administrative Director, Academic Achievement</p> <p>Social Science Department Chair(s)</p>
<p>Improve Student Interpersonal Relationships</p>	<p><b>Ongoing:</b> Provide culture chats for all grade levels.</p> <p>Provide ongoing PD and data for teachers and families to support Media Literacy PD concerning cyberbullying &amp; digital literacy</p> <p>Expand the conflict resolution and peer mediation programs and ensure resources for this program</p> <p><b>Fall 2024</b> Utilize Link Crew Peer Mentors to have more outreach to 9th-grade and new students</p> <p>Information and Outreach through 9th Grade Pods and Pali Periods</p> <p>Expand School Safety Course</p> <p><b>Fall 2026:</b> Develop a robust Ethnic Studies Program that reflects the PCHS Student Body</p>	<p>Decrease in referrals to the Deans Office</p> <p>Improved student survey results regarding Student Interpersonal Relationships</p>	<p>Director of Discipline</p> <p>Director of Operations</p> <p>Director of Attendance, Admissions, and Compliance</p> <p>Administrative Director, Academic Achievement</p> <p>Link Crew Coordinator</p> <p>Safety Coordinator</p> <p>Pali Period Coordinator</p> <p>Deans</p>
<p>Improved Student Commitment to the Value of Integrity</p>	<p><b>Fall 2024:</b> Provide culture chats for all grade levels.</p> <p>Intentional <b>ongoing</b> outreach and messaging to families regarding students’</p>	<p>Decrease in cheating referrals</p> <p>Decrease in student behavior referrals</p> <p>Improved student survey</p>	<p>Director of Discipline</p> <p>Administrative Director, Academic Achievement</p> <p>Deans</p>

	<p>focus from valuing the grade to valuing the learning</p> <p>Create a positive testing climate that includes goal setting and positive growth</p> <p><b>Fall 2025</b> Media Literacy PD concerning cheating, cyberbullying &amp; digital literacy</p> <p>School wide Media Literacy Curriculum mapping for Integration <b>due by Spring 2025.</b></p>	<p>feedback on school climate</p>	<p>Link Crew Coordinator</p> <p>Testing Coordinator</p>
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## ACTION PLAN GOAL #2: Student Academic Progress

PCHS will ensure all students make sufficient progress by utilizing relevant academic data to track academic progress and plan and deploy appropriate interventions and enrichments. This could include differentiated in-class supports, SST, IEP and 504 accommodations, and Pali Period offerings.

### Specific Objectives to Achieve Overarching Goal

PCHS will:

- a. Provide academic support for all students by utilizing relevant student academic data to identify, implement, and enhance intervention programs as measured by improved student academic progress and outcomes. Therefore, students will receive more timely and focused intervention when both staff and students can access assessment results in a centralized data system.
- b. Create pathways for advanced course enrollment in Math and Science by aligning the math curriculum with state standards and blueprints, and aligning the Science Curriculum with NGSS Standards and CAST blueprint, enhancing the curriculum with engaging, real-world relevance.

### Alignment with LCAP/SPSA Goals:

- **LCAP Goal #1** Increase Proficiency & Academic Achievement
- **LCAP Goal #2** Prepare Graduates for Post-Secondary Experiences
- **LCAP Goal #3** Safe & Positive School Environment
- **Charter Renewal:** For the 2020-2025 Charter Term, the LAUSD Board of Education approved renewal with the following benchmark: 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, to achieve and maintain the “Green” performance level or higher by the end of the charter term. In 2022, the Students with Disabilities student group Dashboard Math Indicator Status is Very Low, with an average DFS of -186.4, which is above the “Resident Schools” average DFS of -209.6 for the same student group. CSD will continue to monitor through oversight.

### Major Student Learner Need: Academic Support

PCHS students need more in-class and systemic out-of-the-classroom support determined by accessible multiple data points. Special attention for these supports should be given to students of color and students with special needs.

### Identified Schoolwide Growth Areas:

- 1. Math and science: Students need more support in content skills and aligned curriculum.**
  - a. Math courses will increase student support in CAASPP mathematics area achievement-level descriptors: concepts and procedures, problem-solving, modeling, data analysis, as well as communicating math reasoning.
  - b. Science courses will increase student support in science content skills and student access to a curriculum aligned with the NGSS standards and the CAST blueprint.
  - c. Math and Science course pathway development so that more students enroll in a fourth-year course.
- 2. Accommodation alignment: students need appropriate, planned, and specific support that will help them learn in the classroom.**
  - a. IEP, 504, SST
  - b. Students need planned in-class support with monitoring for the effectiveness of the support.
  - c. Pali Periods need planned lessons and agendas for focused academic intervention.
- 3. Cohesive data systems and processes for timely responses to student intervention and schoolwide metrics and measures for intervention program success.**
  - a. Provide students access to their assessment data
  - b. Increased PCHS staff access to reports and dashboards
  - c. Increased PCHS staff access to equity reports with disaggregated data

Math Goals Based on Data			
Student Group	2022-2023 CAASPP Data Meeting or Exceeding Standards	2024-2025 Goals	
		CAASPP	NWEA
Schoolwide (SW)	38.34%	> 39%	60% of students demonstrate a targeted growth that meets individualized NWEA RIT scores as measured during each spring administration
Sped	20.9%	>21%	
African American/Black	6.25%	>6.3%	
Latinx	24.24%	>24.3%	

Science Goals Based on Data			
Student Group	2022-2023 CAST Data Meeting or Exceeding Standards	2023-2024 CAST Goals	
		CAASPP	NWEA
Schoolwide (SW)	23.69%	>23.7%	Establish individual student baseline scores
Sped	11.12%	>11.2%	
African American/Black	Few students tested due to grade-level testing rotation	Meet or exceed state and local district standards	
Latinx	Few students tested due to grade-level testing rotation	Meet or exceed state and local district standards	

Specific Actions to Close Achievement Gaps	Evidence of Implementation	Measurable Student-Focused Outcomes	Assigned Staff
Teachers will provide meaningful and timely feedback on a consistent basis. PCHS assessment feedback should consist of strengths and areas for growth.	<p><b>Fall 2024 &amp; Ongoing:</b> Teacher grade books</p> <p>Portfolios</p> <p>Written feedback via the LMS</p> <p>Rubrics</p>	<p>Teachers are posting a minimum of one graded assignment per week to Schoology and providing students with meaningful feedback no more than 10 days beyond the assignment's due date.</p> <p>Teachers will strive to provide students with meaningful feedback before assigning another assessment</p>	<p>PCHS Administrative Team</p> <p>Department Chairs</p>
Students will be provided with timely access to assessment scores and feedback, allowing them to gauge their individual academic progress.	<p><b>Fall 2024 &amp; Ongoing:</b> Teacher gradebooks</p> <p>Student access to information system that houses attendance, grades, common assessments,</p>	Students have the information needed to gain practice in identifying individual growth targets and to access additional support during teacher office hours, Pali Periods,	<p>PCHS Administrative Team</p> <p>Department Chairs</p> <p>Study Center Coordinator</p> <p>Pali Period Coordinator</p>

	internal assessments, and state assessments	or tutoring.	Database Manager/SIS Coordinator
Pali Period Coordinator and AP of Academic Programs meet as an ad hoc committee with key stakeholders to increase intervention opportunities and student choices during Pali Period.	<b>Fall 2024 &amp; Ongoing:</b> Pali Period course offerings  Meeting minutes/notes	Increased intervention-focused Pali Periods can lead to students receiving targeted support within the school day and increase their performance across the curriculum.	Director of Academic Planning and Guidance Services  Pali Period Coordinator  Intervention Counselors
Math department will continue training in culturally responsive teaching and learning.	<b>Fall 2024 &amp; Ongoing:</b> PLC notebooks Department meeting agendas	Math department student-centered activities and projects	PLC Coordinator  PCHS Administration
Students will have increased access to Career Technical Education & CTE pathways will underscore connected math and science standards.	<b>Fall 2024 &amp; Ongoing:</b> Meeting agendas, calendars  Student Surveys	CTE coordinator will work with school personnel and student interest surveys to explore the creation of pathways that include science courses.	Director of Academic Planning and Guidance Services  CTE Coordinator  Math & Science Department Chairs
Science department and PLCs will collaborate to create vertical alignment of life, physical, and air and space standards on the NWEA and CAST blueprints	<b>Spring 2024 and Ongoing:</b> Science department pacing plans and PLC notebooks  NWEA Student Growth Analysis	NWEA student achievement growth  NWEA Student growth reports	Administrative Director, Academic Achievement  Testing Coordinator  Science Department Chairs
Casecarrier will assess the effectiveness of IEP and 504 accommodations, which include specific, measurable learning goals and student outcomes.	<b>Spring 2024 and Ongoing</b> Volunteer for FICMAT audit (spring 2024)  IEP & 504 accommodations  Infinite Campus flags and reports  The Administration will audit IEPs and 504s to confirm the inclusion of specific, measurable learning goals and outcomes.	Data demonstrating that accommodations are contributing to increased student achievement as measured by data, including NWEA targets and CAST results.	Director of Students Support Services  Special Education Coordinator  Special Ed Department  504 Coordinator  Database Manager/SIS Coordinator
Student IEP/504	<b>Spring 2024 and Ongoing</b>	Survey students with	Director of Students

<p>accommodations will be accessible to PCHS staff and students with services.</p>	<p>Infinite Campus flags and documents</p> <p>Teacher log of student meetings</p> <p>The administration will audit Infinite Campus flags and documents.</p>	<p>services as well as staff to measure their ability to access IEP/504 accommodations.</p>	<p>Support Services</p> <p>Special Ed Department</p> <p>504 Coordinator</p> <p>Database Manager / SIS Coordinator</p>
<p>Inclusion of relevant life skills to increase student engagement</p>	<p><b>Fall 2024:</b> Strategically plan with LTSP and Curriculum Council to determine desired life skills (ex.finanical literacy) to create lesson plans, and utilize Pali Periods to carry out these lessons.</p> <p><b>Spring 2025:</b> Incorporate key life skills into specific courses</p>	<p>Improved student survey feedback regarding student engagement in classes</p>	<p>Administrative Director, Academic Achievement</p> <p>Director of Academic Planning and Guidance Services</p> <p>Pali Period Coordinator</p> <p>Curriculum Council</p> <p>LTSP</p>

## ACTION PLAN GOAL #3: Professional Development

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

### Specific Objectives to Achieve Overarching Goal

PCHS will update a professional development plan incorporating the following areas:

- 1) Diversity, Equity, and Inclusion Training
- 2) Teacher technology development in tools, Artificial Intelligence, technology assessment platforms, and data analysis
- 3) Culturally relevant instruction and curriculum design
- 4) Universal lesson design and development of effective classroom routines
- 5) Professional Learning Communities- Dufour

### Alignment with LCAP/SPSA Goals:

- **LCAP Goal #1** Increase Proficiency & Academic Achievement
- **LCAP Goal #3** Safe & Positive School Environment
- **LCAP Goal #4** Modernization

### Major Student Learner Needs: Community & Academic Support

PCHS students need a stronger sense of school belonging, character education on integrity, and healthier strategies for managing conflict. PCHS students need more in-class and systemic out-of-the-classroom support determined by accessible multiple data points. Special attention for these supports should be given to students of color and students with special needs.

### Identified Schoolwide Growth Areas:

4. **Cohesive data systems and processes for timely responses to student intervention and schoolwide metrics and measures for intervention program success.**
  - a. Provide students access to their assessment data
  - b. Increased PCHS staff access to reports and dashboards
  - c. Increased PCHS staff access to equity reports with disaggregated data

Specific Actions to Close Achievement Gaps	Evidence of Implementation	Measurable Student-Focused Outcomes	Assigned Staff
Teachers will participate in relevant professional developments on the topics of: <ol style="list-style-type: none"> <li>1. Diversity, Equity, &amp; Inclusion</li> <li>2. Culturally Relevant Instruction</li> <li>3. Universal Lesson Design</li> <li>4. Effective Classroom Routines</li> <li>5. Professional</li> </ol>	<b>Fall 2024 &amp; Ongoing:</b> Administrative Student Listening Sessions  Professional Development Calendars  Professional Development Agendas & Sign-in Sheets  PLC Notebooks  Lesson Design or Curricular Units	Student Reports on NWEA Growth Targets  Measurable increase in the number of PLC common student assessments  Positive Student Survey results related to their teachers and classroom environment  Positive Student Feedback during listening sessions	Executive Director and Principal  Administrative Director, Academic Achievement  PCHS Administrative Team  Human Resources  Department Chairs  PLC Coordinator  Academic Achievement

<p>Learning Communities</p> <p>6. Ed-Tech Tools including AI, assessment platforms, &amp; data analysis tools</p>	<p>Ed-Tech Tool usage analytics</p> <p><b>Fall 2025:</b> Adoption of school-wide Artificial Intelligence Guidelines or Policy</p>	<p>Increased Student Engagement through the use of Ed Technology Tools (as evidenced by usage analytics)</p> <p>Decrease in Student Detentions for classroom infractions</p>	<p>Team (Coaches)</p> <p>Educational Technology Staff</p>
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# Local Control and Accountability Plan Instructions

## [Plan Summary](#)

## [Engaging Educational Partners](#)

## [Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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



- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
  - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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



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

## Plan Summary

### Purpose

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

## Requirements and Instructions

### *General Information*

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

### *Reflections: Annual Performance*

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

### **Reflections: Technical Assistance**

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

### **Comprehensive Support and Improvement**

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

#### **Schools Identified**

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

- Identify the schools within the LEA that have been identified for CSI.

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

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

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

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## **Engaging Educational Partners**

## Purpose

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

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

## Requirements

**School districts and COEs:** *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and

- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### ***Respond to the prompts as follows:***

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

### ***Complete the table as follows:***

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

## Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process

- Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

### Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

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

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

**Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding**

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

Local Control and Accountability Plan Instructions



(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
  - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
  - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

### Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

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

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.



- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## **Broad Goal**

### Description

Describe what the LEA plans to achieve through the actions included in the goal.

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

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

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

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

## **Maintenance of Progress Goal**

### Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

Local Control and Accountability Plan Instructions

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

### Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

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

Explain how the actions will sustain the progress exemplified by the related metrics.

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

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:

- The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
- The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

**Metric #**

- Enter the metric number.

**Metric**

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

**Baseline**

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

**Goal Analysis:**

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
  - Include a discussion of relevant challenges and successes experienced with the implementation process.
  - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

**A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.**

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
  - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
  - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
  - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
  - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

**Actions:**

Complete the table as follows. Add additional rows as necessary.

**Action #**

- Enter the action number.

**Title**

- Provide a short title for the action. This title will also appear in the action tables.

## Description

- Provide a brief description of the action.
  - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
  - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

## Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

## Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

## Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

### Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the



identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

### ***LEA-wide and Schoolwide Actions***

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

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

### ***For School Districts Only***

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

## **Requirements and Instructions**

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

#### Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

#### Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

#### LCFF Carryover — Percentage

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

#### LCFF Carryover — Dollar

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

#### Total Percentage to Increase or Improve Services for the Coming School Year

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

## Required Descriptions:

### ***LEA-wide and Schoolwide Actions***

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

### Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

### How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

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

### Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

**Note for COEs and Charter Schools:** In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

### Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

## How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

## Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

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

## Action Tables

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

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

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

## Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5

CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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



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



For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and

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

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

## **Contributing Actions Annual Update Table**

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

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

## **LCFF Carryover Table**

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

- This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

# Palisades Charter High School

## Revised School-wide Action Plan 2023-2024

*Last Revised: April 29, 2024*

### ACTION PLAN GOAL #1: School Culture

To establish steps and initiatives that support a positive school culture and climate, PCHS will foster positive student-peer relationships and prioritize mental wellness initiatives, as evidenced by improved student attendance rates, enhanced self-efficacy, increased sense of belonging, and broader participation and collaboration among student clubs.

#### Specific Objectives to Achieve Overarching Goal

PCHS will:

- a. Promote regular attendance by creating a school-based Student Wellness Center and increasing communication with the parents /guardians of chronically absent students.
- b. Improve campus culture by increasing student awareness of safety procedures, conflict-resolution skills, digital citizenship, media literacy skills, and the importance of personal and academic integrity.
- c. Improve student access to curriculum that will allow them to hone skills needed to negotiate real-life challenges and achieve the aspirations spelled out in the PCHS mission statement.
- d. Cultivate Media Literacy skills needed to access, analyze, evaluate, and create messages for learning and effective communication.
- e. Train teachers in positive behavioral supports and strategies for positive classroom climate

#### Alignment with LCAP/SPSA Goals:

**LCAP Goal #3** Safe and Positive School Environment  
**LCAP Goal #4** Modernization

#### Major Student Learner Needs:

**Community** - Students need a stronger sense of school belonging, character education on integrity, and healthier strategies for managing conflict.

#### Identified Schoolwide Growth Areas:

- 1. Improve attendance rates**
  - a. Attendance Policy Revision
  - b. Chronic absenteeism plan (SART Board)
  - c. Absent student family outreach personnel
  - d. Wellness Center development
- 2. Increase soft skills and promote positive communication in**
  - a. Peer relationships
  - b. Staff-student relationships
  - c. Life skills, Ethnic Studies, and financial/media literacy classes
  - d. Adherence to safety expectations
- 3. Promote Authentic Learning and Academic Growth**
  - a. Learning the importance of personal integrity and ethical decision-making
  - b. Exhibiting academic integrity
  - c. Contributing to a positive testing culture on campus that celebrates achievement, values growth, and emphasizes the importance of becoming a lifelong learner who engages in ongoing and meaningful reflection
  - d. Developing and refining media literacy skills needed to access, analyze, evaluate, and create authentic and effective messages

Attendance Goals Based on Data				
	Student Average Daily Attendance		Chronic Absenteeism	
	2022-2023	2024-25 Goal	2022-2023	2024-25 Goal
<b>Schoolwide</b>	91.96%	>94.0%	18.7%	≤ 18.0%

Specific Actions to Improve School Culture	Evidence of Implementation	Measurable Student Focused Outcomes	Assigned Staff
Creation of a PCHS Student Wellness Center to focus on spiking mental health concerns, drug & alcohol prevention, education, and support, fostering partnering with community resources, and providing resources and training for faculty and families	<p><b>Fall 2024:</b> PCHS facilities team will work with PCHS Leadership to create a facility/space.</p> <p>PCHS Leadership will work with the Mental Health team to provide necessary resources for students and design programs, policies, and procedures for support plans</p> <p><b>Resource Day:</b> All resources have a booth around the Quad so students can learn about the resources and supports offered at Pali (1x per semester)</p>	<p>Increased mental wellness resources for students to help students take the needed steps for academic success including, but not limited to, addressing the root causes of chronic absenteeism.</p> <p>Resources and training for faculty and families as they partner to help support students' wellness needs</p> <p>Wellness Center Vision to be established during <b>2024-2025 school year.</b></p>	<p>Director of Student Support Services</p> <p>Director of Operations</p> <p>PCHS Administration</p>
Outreach for Chronic Absenteeism and Update the Attendance Policy	<p><b>Fall 2024:</b> Creation of a SART</p> <p>Expand the Attendance Incentive Programs</p> <p>Expand Peer Mentoring with Link Crew</p> <p>Designated Personnel for Family Outreach</p> <p>Attendance Contracts</p> <p>Dashboard Tracking</p> <p>Continual Messaging and Information</p>	<p>Ongoing yearly reductions in chronic absenteeism</p> <p>≤ 18.0% in 2024-25 then a reduction of 0.5% <b>each year afterward</b></p>	<p>Director of Attendance, Admissions, and Compliance</p> <p>Link Crew Coordinator</p> <p>Attendance Liaison</p>
<p>Improve Student Perceptions of School Belonging</p> <p><b>Suggested Timeline:</b></p>	<p><b>June 2024:</b> Reboot the Link Crew Mentoring Program</p> <p>Work with PCHS facilities and Link Crew to create a specific place/area/room</p>	<p>Improved student survey feedback regarding students' perceptions of belonging</p>	<p>Link Crew Coordinator</p> <p>Director of Operations</p> <p>Permit Coordinator</p> <p>Plant Manager</p>

	<p>during Lunch for students who are new to campus</p> <p><b>Fall 2025:</b> Redesign the PCHS Orientation in August to include all grade levels</p> <p>Provide <b>ongoing</b> PD and data for teachers to address this generation’s needs</p> <p>Develop a robust Ethnic Studies Program that reflects the PCHS Student Body to be <b>enacted by Fall 2026.</b></p>		<p>Director of Attendance, Admissions, and Compliance</p> <p>Administrative Director, Academic Achievement</p> <p>Social Science Department Chair(s)</p>
<p>Improve Student Interpersonal Relationships</p>	<p><b>Ongoing:</b> Provide culture chats for all grade levels.</p> <p>Provide ongoing PD and data for teachers and families to support Media Literacy PD concerning cyberbullying &amp; digital literacy</p> <p>Expand the conflict resolution and peer mediation programs and ensure resources for this program</p> <p><b>Fall 2024</b> Utilize Link Crew Peer Mentors to have more outreach to 9th-grade and new students</p> <p>Information and Outreach through 9th Grade Pods and Pali Periods</p> <p>Expand School Safety Course</p> <p><b>Fall 2026:</b> Develop a robust Ethnic Studies Program that reflects the PCHS Student Body</p>	<p>Decrease in referrals to the Deans Office</p> <p>Improved student survey results regarding Student Interpersonal Relationships</p>	<p>Director of Discipline</p> <p>Director of Operations</p> <p>Director of Attendance, Admissions, and Compliance</p> <p>Administrative Director, Academic Achievement</p> <p>Link Crew Coordinator</p> <p>Safety Coordinator</p> <p>Pali Period Coordinator</p> <p>Deans</p>
<p>Improved Student Commitment to the Value of Integrity</p>	<p><b>Fall 2024:</b> Provide culture chats for all grade levels.</p> <p>Intentional <b>ongoing</b> outreach and messaging to families regarding students’</p>	<p>Decrease in cheating referrals</p> <p>Decrease in student behavior referrals</p> <p>Improved student survey</p>	<p>Director of Discipline</p> <p>Administrative Director, Academic Achievement</p> <p>Deans</p>

	<p>focus from valuing the grade to valuing the learning</p> <p>Create a positive testing climate that includes goal setting and positive growth</p> <p><b>Fall 2025</b> Media Literacy PD concerning cheating, cyberbullying &amp; digital literacy</p> <p>School wide Media Literacy Curriculum mapping for Integration <b>due by Spring 2025.</b></p>	<p>feedback on school climate</p>	<p>Link Crew Coordinator</p> <p>Testing Coordinator</p>
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## ACTION PLAN GOAL #2: Student Academic Progress

PCHS will ensure all students make sufficient progress by utilizing relevant academic data to track academic progress and plan and deploy appropriate interventions and enrichments. This could include differentiated in-class supports, SST, IEP and 504 accommodations, and Pali Period offerings.

### Specific Objectives to Achieve Overarching Goal

PCHS will:

- a. Provide academic support for all students by utilizing relevant student academic data to identify, implement, and enhance intervention programs as measured by improved student academic progress and outcomes. Therefore, students will receive more timely and focused intervention when both staff and students can access assessment results in a centralized data system.
- b. Create pathways for advanced course enrollment in Math and Science by aligning the math curriculum with state standards and blueprints, and aligning the Science Curriculum with NGSS Standards and CAST blueprint, enhancing the curriculum with engaging, real-world relevance.

### Alignment with LCAP/SPSA Goals:

- **LCAP Goal #1** Increase Proficiency & Academic Achievement
- **LCAP Goal #2** Prepare Graduates for Post-Secondary Experiences
- **LCAP Goal #3** Safe & Positive School Environment
- **Charter Renewal:** For the 2020-2025 Charter Term, the LAUSD Board of Education approved renewal with the following benchmark: 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, to achieve and maintain the “Green” performance level or higher by the end of the charter term. In 2022, the Students with Disabilities student group Dashboard Math Indicator Status is Very Low, with an average DFS of -186.4, which is above the “Resident Schools” average DFS of -209.6 for the same student group. CSD will continue to monitor through oversight.

### Major Student Learner Need: Academic Support

PCHS students need more in-class and systemic out-of-the-classroom support determined by accessible multiple data points. Special attention for these supports should be given to students of color and students with special needs.

### Identified Schoolwide Growth Areas:

- 1. Math and science: Students need more support in content skills and aligned curriculum.**
  - a. Math courses will increase student support in CAASPP mathematics area achievement-level descriptors: concepts and procedures, problem-solving, modeling, data analysis, as well as communicating math reasoning.
  - b. Science courses will increase student support in science content skills and student access to a curriculum aligned with the NGSS standards and the CAST blueprint.
  - c. Math and Science course pathway development so that more students enroll in a fourth-year course.
- 2. Accommodation alignment: students need appropriate, planned, and specific support that will help them learn in the classroom.**
  - a. IEP, 504, SST
  - b. Students need planned in-class support with monitoring for the effectiveness of the support.
  - c. Pali Periods need planned lessons and agendas for focused academic intervention.
- 3. Cohesive data systems and processes for timely responses to student intervention and schoolwide metrics and measures for intervention program success.**
  - a. Provide students access to their assessment data
  - b. Increased PCHS staff access to reports and dashboards
  - c. Increased PCHS staff access to equity reports with disaggregated data

Math Goals Based on Data			
Student Group	2022-2023 CAASPP Data Meeting or Exceeding Standards	2024-2025 Goals	
		CAASPP	NWEA
Schoolwide (SW)	38.34%	> 39%	60% of students demonstrate a targeted growth that meets individualized NWEA RIT scores as measured during each spring administration
Sped	20.9%	>21%	
African American/Black	6.25%	>6.3%	
Latinx	24.24%	>24.3%	

Science Goals Based on Data			
Student Group	2022-2023 CAST Data Meeting or Exceeding Standards	2023-2024 CAST Goals	
		CAASPP	NWEA
Schoolwide (SW)	23.69%	>23.7%	Establish individual student baseline scores
Sped	11.12%	>11.2%	
African American/Black	Few students tested due to grade-level testing rotation	Meet or exceed state and local district standards	
Latinx	Few students tested due to grade-level testing rotation	Meet or exceed state and local district standards	

Specific Actions to Close Achievement Gaps	Evidence of Implementation	Measurable Student-Focused Outcomes	Assigned Staff
Teachers will provide meaningful and timely feedback on a consistent basis. PCHS assessment feedback should consist of strengths and areas for growth.	<p><b>Fall 2024 &amp; Ongoing:</b> Teacher grade books</p> <p>Portfolios</p> <p>Written feedback via the LMS</p> <p>Rubrics</p>	<p>Teachers are posting a minimum of one graded assignment per week to Schoology and providing students with meaningful feedback no more than 10 days beyond the assignment's due date.</p> <p>Teachers will strive to provide students with meaningful feedback before assigning another assessment</p>	<p>PCHS Administrative Team</p> <p>Department Chairs</p>
Students will be provided with timely access to assessment scores and feedback, allowing them to gauge their individual academic progress.	<p><b>Fall 2024 &amp; Ongoing:</b> Teacher gradebooks</p> <p>Student access to information system that houses attendance, grades, common assessments,</p>	Students have the information needed to gain practice in identifying individual growth targets and to access additional support during teacher office hours, Pali Periods,	<p>PCHS Administrative Team</p> <p>Department Chairs</p> <p>Study Center Coordinator</p> <p>Pali Period Coordinator</p>

	internal assessments, and state assessments	or tutoring.	Database Manager/SIS Coordinator
Pali Period Coordinator and AP of Academic Programs meet as an ad hoc committee with key stakeholders to increase intervention opportunities and student choices during Pali Period.	<b>Fall 2024 &amp; Ongoing:</b> Pali Period course offerings  Meeting minutes/notes	Increased intervention-focused Pali Periods can lead to students receiving targeted support within the school day and increase their performance across the curriculum.	Director of Academic Planning and Guidance Services  Pali Period Coordinator  Intervention Counselors
Math department will continue training in culturally responsive teaching and learning.	<b>Fall 2024 &amp; Ongoing:</b> PLC notebooks Department meeting agendas	Math department student-centered activities and projects	PLC Coordinator  PCHS Administration
Students will have increased access to Career Technical Education & CTE pathways will underscore connected math and science standards.	<b>Fall 2024 &amp; Ongoing:</b> Meeting agendas, calendars  Student Surveys	CTE coordinator will work with school personnel and student interest surveys to explore the creation of pathways that include science courses.	Director of Academic Planning and Guidance Services  CTE Coordinator  Math & Science Department Chairs
Science department and PLCs will collaborate to create vertical alignment of life, physical, and air and space standards on the NWEA and CAST blueprints	<b>Spring 2024 and Ongoing:</b> Science department pacing plans and PLC notebooks  NWEA Student Growth Analysis	NWEA student achievement growth  NWEA Student growth reports	Administrative Director, Academic Achievement  Testing Coordinator  Science Department Chairs
Casecarrier will assess the effectiveness of IEP and 504 accommodations, which include specific, measurable learning goals and student outcomes.	<b>Spring 2024 and Ongoing</b> Volunteer for FICMAT audit (spring 2024)  IEP & 504 accommodations  Infinite Campus flags and reports  The Administration will audit IEPs and 504s to confirm the inclusion of specific, measurable learning goals and outcomes.	Data demonstrating that accommodations are contributing to increased student achievement as measured by data, including NWEA targets and CAST results.	Director of Students Support Services  Special Education Coordinator  Special Ed Department  504 Coordinator  Database Manager/SIS Coordinator
Student IEP/504	<b>Spring 2024 and Ongoing</b>	Survey students with	Director of Students

<p>accommodations will be accessible to PCHS staff and students with services.</p>	<p>Infinite Campus flags and documents</p> <p>Teacher log of student meetings</p> <p>The administration will audit Infinite Campus flags and documents.</p>	<p>services as well as staff to measure their ability to access IEP/504 accommodations.</p>	<p>Support Services</p> <p>Special Ed Department</p> <p>504 Coordinator</p> <p>Database Manager / SIS Coordinator</p>
<p>Inclusion of relevant life skills to increase student engagement</p>	<p><b>Fall 2024:</b> Strategically plan with LTSP and Curriculum Council to determine desired life skills (ex.finanical literacy) to create lesson plans, and utilize Pali Periods to carry out these lessons.</p> <p><b>Spring 2025:</b> Incorporate key life skills into specific courses</p>	<p>Improved student survey feedback regarding student engagement in classes</p>	<p>Administrative Director, Academic Achievement</p> <p>Director of Academic Planning and Guidance Services</p> <p>Pali Period Coordinator</p> <p>Curriculum Council</p> <p>LTSP</p>

## ACTION PLAN GOAL #3: Professional Development

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

### Specific Objectives to Achieve Overarching Goal

PCHS will update a professional development plan incorporating the following areas:

- 1) Diversity, Equity, and Inclusion Training
- 2) Teacher technology development in tools, Artificial Intelligence, technology assessment platforms, and data analysis
- 3) Culturally relevant instruction and curriculum design
- 4) Universal lesson design and development of effective classroom routines
- 5) Professional Learning Communities- Dufour

### Alignment with LCAP/SPSA Goals:

- **LCAP Goal #1** Increase Proficiency & Academic Achievement
- **LCAP Goal #3** Safe & Positive School Environment
- **LCAP Goal #4** Modernization

### Major Student Learner Needs: Community & Academic Support

PCHS students need a stronger sense of school belonging, character education on integrity, and healthier strategies for managing conflict. PCHS students need more in-class and systemic out-of-the-classroom support determined by accessible multiple data points. Special attention for these supports should be given to students of color and students with special needs.

### Identified Schoolwide Growth Areas:

4. **Cohesive data systems and processes for timely responses to student intervention and schoolwide metrics and measures for intervention program success.**
  - a. Provide students access to their assessment data
  - b. Increased PCHS staff access to reports and dashboards
  - c. Increased PCHS staff access to equity reports with disaggregated data

Specific Actions to Close Achievement Gaps	Evidence of Implementation	Measurable Student-Focused Outcomes	Assigned Staff
Teachers will participate in relevant professional developments on the topics of: <ol style="list-style-type: none"> <li>1. Diversity, Equity, &amp; Inclusion</li> <li>2. Culturally Relevant Instruction</li> <li>3. Universal Lesson Design</li> <li>4. Effective Classroom Routines</li> <li>5. Professional</li> </ol>	<b>Fall 2024 &amp; Ongoing:</b> Administrative Student Listening Sessions  Professional Development Calendars  Professional Development Agendas & Sign-in Sheets  PLC Notebooks  Lesson Design or Curricular Units	Student Reports on NWEA Growth Targets  Measurable increase in the number of PLC common student assessments  Positive Student Survey results related to their teachers and classroom environment  Positive Student Feedback during listening sessions	Executive Director and Principal  Administrative Director, Academic Achievement  PCHS Administrative Team  Human Resources  Department Chairs  PLC Coordinator  Academic Achievement

<p>Learning Communities</p> <p>6. Ed-Tech Tools including AI, assessment platforms, &amp; data analysis tools</p>	<p>Ed-Tech Tool usage analytics</p> <p><b>Fall 2025:</b> Adoption of school-wide Artificial Intelligence Guidelines or Policy</p>	<p>Increased Student Engagement through the use of Ed Technology Tools (as evidenced by usage analytics)</p> <p>Decrease in Student Detentions for classroom infractions</p>	<p>Team (Coaches)</p> <p>Educational Technology Staff</p>
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# **2020-2025 CHARTER RENEWAL PETITION**



**PALISADES**  
CHARTER HIGH SCHOOL

**A CALIFORNIA DISTINGUISHED SCHOOL**



**Submitted to the  
Los Angeles Unified School District**

**DATE: October 7, 2019**

## **TABLE OF CONTENTS**

<b><u>ASSURANCES, AFFIRMATIONS, AND DECLARATIONS .....</u></b>	<b><u>2</u></b>
<b><u>ELEMENT 1 - THE EDUCATIONAL PROGRAM .....</u></b>	<b><u>4</u></b>
<b><u>ELEMENT 2 – MEASURABLE PUPIL OUTCOMES AND.....</u></b>	<b><u>98</u></b>
<b><u>ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD .....</u></b>	<b><u>98</u></b>
<b><u>ELEMENT 4 - GOVERNANCE.....</u></b>	<b><u>119</u></b>
<b><u>ELEMENT 5 – EMPLOYEE QUALIFICATIONS.....</u></b>	<b><u>137</u></b>
<b><u>ELEMENT 6 – HEALTH AND SAFETY PROCEDURES .....</u></b>	<b><u>214</u></b>
<b><u>ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE.....</u></b>	<b><u>219</u></b>
<b><u>ELEMENT 8 – ADMISSION REQUIREMENTS.....</u></b>	<b><u>221</u></b>
<b><u>ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES .....</u></b>	<b><u>226</u></b>
<b><u>ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEM .....</u></b>	<b><u>240</u></b>
<b><u>ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES .....</u></b>	<b><u>242</u></b>
<b><u>ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES .....</u></b>	<b><u>243</u></b>
<b><u>ELEMENT 14 – MANDATORY DISPUTE RESOLUTION .....</u></b>	<b><u>244</u></b>
<b><u>ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES.....</u></b>	<b><u>247</u></b>
<b><u>ADDITIONAL PROVISIONS.....</u></b>	<b><u>255</u></b>

### **Assurances, Affirmations, and Declarations**

**PALISADES CHARTER HIGH SCHOOL (also referred to herein as “PCHS” and “Pali”) shall:**

- **Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)**



- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific "District Required Language" (DRL), including the Assurances, Affirmations, and Declarations section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

## **Element 1 - THE EDUCATIONAL PROGRAM**

*“The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(b)(5)(A)(i).)*

*“The annual goals for the charter school for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)*

*“If the proposed charter school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)*

### **LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)**

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

### **ACADEMIC CALENDAR AND SCHEDULES**

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by *California Code of Regulations*, title 5, section 11960.

## **MATHEMATICS PLACEMENT**

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

## **TRANSITIONAL KINDERGARTEN**

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

## **HIGH SCHOOL EXIT EXAMINATION**

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

## **WASC ACCREDITATION**

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

## **ENGLISH LEARNERS**

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided

- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

## **STUDENTS WITH DISABILITIES**

### **Federal Law Compliance**

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

### **Special Education Program**

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

### **SELPA Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has

created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

### **Modified Consent Decree Requirements**

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout

District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District’s integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

### **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

### **STANDARDIZED TESTING**

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.





**GENERAL INFORMATION**

The contact person for PCHS is:	Dr. Pamela Magee
The contact address for PCHS is:	15777 Bowdoin Street Pacific Palisades, CA 90272
The contact phone number for PCHS is:	(310) 230-6623
The proposed address or target community of PCHS is:	15777 Bowdoin Street Pacific Palisades, CA 90272
This location is in the LAUSD Board District	Board District number 4
This location is in the LAUSD Local District:	West
The grade configuration of PCHS is:	Grades 9-12
The number of students in the first year will be:	3,000
The grade level(s) of the students in the first year will be:	9 <sup>th</sup> -12 <sup>th</sup> grade
Charter school's scheduled first day of instruction in 2020-2021 is:	August 12, 2020 (tentative)
The enrollment capacity is:	3,000
The type of instructional calendar:	Traditional
The bell schedule for PCHS will be:	Alternating Block Schedule Periods 1-3-5 and Periods 2-4-6 meeting alternately. However, periods 0 and 7 will meet daily. The current bell schedule is subject to change.
The term for this Charter is:	July 1, 2020 to June 30, 2025

**COMMUNITY NEED FOR A CHARTER SCHOOL**

At the beginning of the new millennia, a group of dedicated educators at this school, with the support of their principal, led the way to write a petition to become an independent charter school within Los Angeles Unified School District. These educators were fueled by their collective desire for more autonomy and collaboration to develop policies and practices that would serve the needs of their unique school community. With over fifteen years of charter experience, Palisades Charter High School (PCHS) has successfully served its students in grades 9 through 12, and has consistently provided children from far-reaching areas of Los Angeles with access to a high-quality educational program that offers comprehensive and rigorous programs for all students to succeed in varied facets of life, from admission to higher education and preparation for career readiness, to global citizenship and creativity. PCHS is the home school to students residing in the communities of Pacific Palisades, Topanga, and Brentwood; however, most students enrolled at the school live outside the traditional attendance boundaries. In 2018-2019, PCHS served 2,985 students from more than 115 ZIP codes, making this student body population a unique blend of ethnically and geographically diverse families. To maintain its diversity, PCHS has funded and provided applications for transportation scholarships to students from low-income households. PCHS traveling students commit to making a daily two- to four-hour commute to and from the campus in order to take advantage of the school's highly regarded academic, athletic, and arts programs. Conversely, PCHS resident students receive the benefit of participating in the school's vibrant and distinctive academic community. PCHS is



partnering with its primary feeder school Paul Revere Middle School and elementary schools within the Palisades Charter Complex to focus on maintaining a student body rich in diversity and opportunity.

The Educational Results Partnership (ERP) and the Campaign for Business and Education Excellence (CBEE), named PCHS an Honor Roll School after an extensive analysis of student data for every public school in California. Palisades Charter High School proved itself a clear leader in getting its students to grade-level and beyond. The 2018 - 2019 Honor Roll recognized public elementary, middle and high schools that demonstrate high levels of student academic achievement, improvement in achievement over time, and reduction in achievement gaps. For PCHS, this Honor Roll recognition includes its achievement in its measures of college readiness.

PCHS is a school that has been identified for a common set of success factors which include clear, specific learning objectives aligned to college and career readiness, along with:

- A team of innovative, experienced, diligent and dedicated staff to support students at all levels of achievement
- A defined system-wide mission of college and career readiness for all students with relevant and effective resources and services
- Opportunities for students to participate in community projects and extended learning beyond the Charter School;
- A school-wide investment in providing academic equity for all
- Data and assessment systems to monitor school and student performance
- Resources and guidance to support students' social-emotional needs
- Professional development opportunities that have built and enhanced programs including the Virtual Academy Program, *Fuerza Unida*, The Village Nation, Community Curriculum, Technology Program, and Math Paraprofessional Program

PCHS is proud of the accomplishments of its students. Below are some highlights of the school's academic recognition and performance:

- California Gold Ribbon School 2015  
This prestigious state award program recognized sustained student achievement, excellence in educational program design, and community involvement.
- A six-year clear from Western Association of Schools and Colleges (WASC) accreditation in 2018  
During the week of March 11-14, 2018, eight representatives from the Western Association of Schools and Colleges conducted a full-scale evaluation of Palisades Charter High School. The eight-member committee, including one principal, gave a glowing final report to the Administration, School Board, Faculty and Staff on, expressing in superlative terms their positive impression. As a result of their Visiting Committee Report, they awarded PCHS an accreditation term of six years clear, the maximum assessment rating possible.
- Approximately 30% of the PCHS student body consistently makes the PCHS Principal's Honor Roll, which recognizes both academic and attendance excellence.
- Academic Decathlon finalists  
In March 2019, the Palisades Charter Academic Decathlon Team competed in Sacramento for their State competition. The team went into State ranked 20th in Division 1. The team broke

50,000 points and earned one of the highest scores in PCHS History. The PCHS Academic Decathlon Team team is also currently ranked 35th in the Nation (source: AcaDec Scores and Information Center 2019 Results)

Year ▾	Regionals Score ◆	Regionals Rank ◆	State Score ◆	State Rank ◆
2019	44,116.0	3	45,399.3	11
2018	42,246.7	9	44,731.8	22
2017	43,335.0	7	42,122.1	28

- POSSE scholarships  
 The Posse Foundation was inspired by a simple yet powerful insight: Students who feel like they belong, achieve more. Since 1989, Posse has sent teams of exceptional high school students from cities across the country to some of the best colleges and universities. Equipped with academic and leadership skills and embraced by their peers, POSSE Scholars aspire to make a positive difference in the world. PCHS prides itself on its strong tradition of POSSE scholarship awardees. This past year, PCHS had five POSSE scholars headed off to attend top schools in the country on full-tuition scholarships: Northwestern University, Tulane University, Bucknell University, University of Wisconsin, and Middlebury College. Five POSSE scholars is an educational feat because most schools in the country are only awarded one or two.
- College Going Culture and College Outcomes

**Class of 2019**

Total	White		Black		Asian		Hispanic		Native American		Filipino		Pacific Islander		Multi-Racial		Other		N/A		U	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F		
<b>4 Yr College</b>	171	214	98	111	19	25	11	13	30	0	21	10	0	0	4	8	0	1	2	2	1	
Public In-State	82	96	33	41	10	8	4	8	17	2	0	1	1	0	3	7	0	1	1	9	1	
Private In-State	15	23	11	10	2	2	0	0	1	6	0	2	0	0	0	0	0	0	0	1	3	0

Public Out-of-state	35	38	23	25	4	5	0	2	0	3	0	0	0	0	0	0	0	1	0	0	0	7	3	0
Private Out-of-state	38	57	30	35	3	7	1	3	0	5	0	0	0	0	0	0	0	0	1	0	0	4	6	0
Unspecified	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>2 Yr College</b>	139	107	59	40	21	16	1	2	38	32	0	0	0	0	0	0	0	0	1	2	1	18	15	1
Public In-state	138	105	58	38	21	16	1	2	38	32	0	0	0	0	0	0	0	0	1	2	1	18	15	1
Private In-state	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public Out-of-state	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private Out-of-state	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Unspecified	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Career Education</b>	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
In-state	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Out-of-state	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Non U.S. College</b>	3	3	1	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	1	0
<b>Non U.S. College (Unspecified)</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Other Schools</b>	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	1	0	0

<b>Apprentic e s h i p Program</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
<b>Military</b>	5	0	3	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0
<b>Employed</b>	1	1	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Dropped- out</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>College P r e p School</b>	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Year Off</b>	4	4	2	0	0	1	0	1	0	1	0	0	0	0	0	0	0	0	0	0	2	1	0
<b>Other</b>	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Undecide d / No Plans</b>	2	3	1	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	0
<b>Unknown</b>	29	1	14	4	3	0	1	0	6	7	0	1	0	0	0	0	0	0	0	5	6	0	
<b>T o t a l Students</b>	36	3	18	15	4	4	7	1	6	7	0	3	1	1	0	0	6	9	2	2	5	4	2
	0	5	1	8	4	0	6	3	6											6	5		
		0																					

Source: PCHS College Center Data

Palisades Charter High School (PCHS) has consistently provided students from far-reaching areas of the greater Los Angeles area with access to a high-quality educational program that focuses on skills needed for college and career readiness. There are also options through partnerships with Santa Monica College and West LA College for students to dual enroll and earn college course credits while on the PCHS campus.

Beyond these impressive accolades, outcomes, and accomplishments, PCHS has developed unique educational programs that have formed close communities of different school stakeholders to serve historically marginalized populations. These programs have contributed to closing the opportunity gap in A-G course attainment, leading to higher college admissions rates. PCHS has invested in professional development teams and training that promote social justice and school equity. In August of 2018, all staff attended professional development on school equity and LGBTQI+ sensitivity training. Additionally, the school has focused professional development on social-emotional sensitivity and trauma-informed schools.

Throughout its independence, PCHS has outperformed schools with a graduation rate of over 96%, ranking among the best high schools in the nation, according to polls published by *US News* and *Newsweek Magazine*.

Furthermore, as a testament to PCHS' popularity and reputation, PCHS fields applications that outnumber the open seats available every year. Typically, more than 750 students are on the waiting list. Once enrolled in PCHS, students participate in a variety of programs and services that provide academic, emotional, and health support. Since becoming an independent charter school in 2003, PCHS has been able to accomplish the following:

- support individual student achievement in all subgroups, targeting specific subgroups whenever state or internal assessments warrant;
- commit resources to academic intervention and support programs, lower student-to-counselor ratios, and create special programs aimed at closing the achievement gap;
- increase the size of its teaching staff, exceeding the LAUSD norm table
- undertake innovation and constant improvement of its educational programs and practices, based on a professional reflection on student achievement data;
- adopt the Professional Learning Community model of aligning standards, goals, and assessments for student achievement, collaborating on best practices, and providing continuous on-site Professional Development;
- expand opportunities for students to gain access to rigorous curricula and experience the diversity of learning in heterogeneously grouped classrooms;
- continue development of a comprehensive tiered intervention system to support struggling students;
- implement policies to encourage student attendance and participation resulting in an in-seat attendance rate of over 96 percent;
- begin implementation of a comprehensive school technology plan
- replace obsolete textbooks on a continuous basis;
- improve communication among all stakeholders, a process that includes using Infinite Campus, a web-based, password-protected student information system, and Schoology, a learning management system;
- allocate resources appropriately and effectively, using stakeholder committees to have the maximum impact on student learning

With the establishment of a Long-Term Strategic Planning Committee (LTSPC) in 2012 as an administrative advisory body, PCHS has continuously refined and reshaped its mission, vision, values, and goals to meet student needs by embedding the 2018 WASC Action Plan goals and Visiting Committee recommendations into the school's Long-Term Strategic Plan (LTSP) and Local Control and Accountability Plan (LCAP), annually measuring and evaluating the school's progress toward meeting these goals, and revising and updating accordingly. The LTSPC, which is open to all stakeholders, is composed of five standing committees (Academic Achievement and Innovation, Facilities, Family and Community, Fundraising and Development, and Technology) and meets monthly. The LTSPC committees prioritize school goals, assess the progress toward LCAP goals, make recommendations to the administration, and develop schoolwide budget proposals. Combined with the work done in the PLC system, the LTSPC provides PCHS with an established model for shared accountability and decision-making and continuous collaboration and improvement.

As a final oversight, the PCHS Board of Trustees reviews the school goals monthly to ensure that the school is making continual progress.

## EDUCATIONAL PROGRAM SUCCESS

### *INSTRUCTIONAL DESIGN IN THE 9-12 PROGRAM*

The educational model for curriculum and instruction at Palisades Charter High School is guided by our core values, our beliefs about how learning best occurs and by best practices researched in high performing 9-12 schools that consistently produce well-educated students prepared to successfully enter and succeed in college. The philosophical base and the organizational structure for PCHS curriculum aims to be student centered with built-in accountability for ensuring support that all students achieve proficiency in core competencies and standards. Guided by the principles of the College Board, Common Core State Standards, International Society for Technology in Education (ISTE), Next Generation Science Standards (NGSS), National Core Standards for the Arts, Palisades Charter High School aims to continue providing a safe learning environment in which students are guaranteed a college and career ready comprehensive and rigorous curriculum. Palisades Charter High School's instructional program is guided by the following:

1. Standards Based Instruction
2. School Equity and Equitable Classroom Practices
3. Technology Integration and Appropriate Use
4. Project and Service Based Learning
5. Inquiry Based Learning
6. Academic Programs that Support a Personalized Learning Environment
7. Differentiated Instruction and Intervention
8. College and Career Readiness for all Students
9. The PCHS School-wide Learning Objectives (SLO)

### *PCHS School-wide Learning Objectives ADDRESSED IN THE EDUCATIONAL PROGRAM:*

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

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

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

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

Since the conversion to independent charter status in 2003, the high school program at Palisades Charter High School has existed to meet the needs of the community it serves. PCHS provides students in far-reaching areas with a rich environment for 21st century college and career readiness highlighting academic programs and career technical education classes based on student and community interests and needs.

PCHS has designed and innovated many programs for academic and personal support. Within the last five years, PCHS has expanded, to a remarkable degree, its existing programs for academic and personal support to keep pace with increased need.

These programs include multiple types of support:

- academic support for all students, including support for freshmen through the ninth-grade Pods;
- Campus Unification Program;
- alternative academic programs, such as the Pali Online Program (POP), Virtual Academy, and Pali Academy (formerly Temescal Academy);
- targeted socioemotional and academic support through student clubs such as The Village Nation (TVN), Black Student Union (BSU), Fuerza Unida (FUN), Gender Sexuality Alliance (GSA), and Human Rights Watch;
- the Study Center
- expansion of the counseling, mental health, and nursing staff;
- enhanced options for students with disabilities;
- expansion and restructuring of the English Language Development program;
- contracting with outside student health service providers and community organizations;
- expansion of in-house discipline programs in peer mediation and restorative justice; and
- revival and revamping of the summer bridge program for incoming ninth-graders, now known as Dolphin Leadership Academy.

**Academic support for all students.** PCHS has developed its curricular program around the belief that all students can succeed. To serve its diverse students, PCHS has trended towards detracking curriculum to allow for more student access during the past five years. The Social Science, English, Science, and 9th-grade Small Learning Community SLC have detracked to teach heterogeneous student ability groups, which aligns with the research of Jeanne Oakes. Jeannie Oakes is Presidential Professor Emeritus in Educational Equity at University of California, Los Angeles (UCLA) whose research touts the academic inequity inherent in school tracking (*Keeping Track: How Schools Structure Inequality*, Oakes, 1985). As a result of research and training in educational equity, teachers have increased differentiation of instruction, project-based learning, technology use, as well as interventions to increase student learning.

**Equitable Access to the Curriculum.** Reacting to the lack of diversity in certain AP and Honors classes, the Social Science Department in 2015-16 decided to make all College Preparatory and Honors classes heterogeneous. Students in World History, U.S. History, and Government/Economics are placed in mixed-level classes and receive differentiated instruction as well as an explanation of the different requirements and expectations of the Honors version of the class and the College Prep version. At the eight-week mark, students choose whether they will enroll in the Honors version or the College Prep version and receive differentiated assignments on the basis of their choice. Teachers



also grade similar assignments on different scales. The result has been restoration of diversity in these mixed classes and improved student achievement overall. The English Department rolled out a similar program in English 10 in 2017-18, with the goal of extending this practice to the 11th and 12th grades in the next two years. In addition to the main benefit of ensuring equity of educational opportunity, the transition has provided the ancillary benefit of Professional Development in differentiated instruction and common formative and summative assessments for the two departments. Other departments are examining the Social Science and English model to potentially adapt it for their classes and programs.

**Curricular Expansion and Innovation.** PCHS has expanded both its class offerings and the interdisciplinary programs in which they are embedded, as well as promoted innovative curricular and instructional models to meet the needs of students.

The Drama and Music programs, in particular, have seen robust growth. Additional hires have included a dedicated instructor for the ninth-grade Drama Pod, two instructors who teach both Drama and Dance/Choreography, and staff member for Stagecraft and the allied technical classes that are now part of the Performing Arts strand of the Production and Managerial Arts sub-strand of the Career Technical Education CTE Arts, Media, and Entertainment Career Pathway. The Music program has expanded to three full-time positions from 2 ½, and programs such as the Marching Band, Vocal Ensembles, Concert Band, Orchestra, Jazz Band, and Accapali are at capacity, performing in school-wide and evening concerts and shows with much greater frequency than six years ago.

The Math Department has revamped Algebra IAB Support classes for students testing in as significantly below grade-level in math skills, based on the school's placement test for incoming ninth-graders. In addition, PCHS has developed the Advanced Math Skills (AMS) and Advanced Math Concepts (AMC) courses as a third option for students following Algebra 2, in addition to the traditional pathways of AP Statistics or Math Analysis. AMS and AMC deepen the study of the skills and concepts learned in Algebra 2 in functions, algebra, statistics, and trigonometry and prepare students to advance to Math Analysis.

The Science Department also developed and implemented a new ninth-grade Biology course, untethering Biology from a math prerequisite for more access to science pathways. Additionally, Global Science and Environmental Science courses use chemistry concepts in an environmental engineering context. In these courses, students use chemical and engineering principles to propose, design, build, and test solutions to real-world problems.

Finally, the English and Social Science Departments have written curriculum for and implemented UC/CSU-approved courses based on student interest or cultural inclusion. English 10 now has an African American Literature section, U.S. History an African American History section, and English 12 a Chicano Literature section. PCHS also now offers Honors and College Prep California Literature and Conflict, Combat, and the Canon of War as senior English options.

**Academic Intervention Programs.** Academic Interventions was an area of challenge that the school has experienced within the last five years. Currently, PCHS has an intervention system that is



consistently run, funded, and staffed. Since 2012, PCHS has added a seventh counselor position, reducing counselor-to-student ratios to roughly 425:1. As part of the Academic Achievement (AA) team model that was implemented in 2013, PCHS has also added a part-time Intervention Counselor, a former full-time counselor who works with the Intervention Coordinator to run Student Success Team (SST) meetings and place students in appropriate support classes. The Intervention Team, composed of the Director of Instruction, the Intervention Coordinator and Counselor, the English Language (EL) Coordinator, the ELD teacher, Special Education staff members, members of the Counseling staff, Study Skills teachers, and ninth-grade Literacy teachers, has met periodically to discuss student progress and to identify intervention strategies. Student support classes are offered during every block period, and additional staff has been hired to assist students in need of emotional support. In addition, the Intervention Coordinator receives regular data reports to analyze and identify students in need of assistance. This growth and focus on coordination of services has resulted in timelier SST meetings and intervention. The Intervention Coordinator supports the Study Skills teacher team, allowing Study Skills teachers to focus on common intervention and support strategies. Believing that early intervention is critical to student success, the Intervention Coordinator, English Language and Literacy teacher, and faculty and staff who are involved in the school's summer bridge program, work together to identify incoming ninth-graders who may be in need of additional support.

Data from placement tests required of all incoming ninth graders is used to identify students who are enrolled in Lit Success, a literacy support class taught by the English Language Learner (ELL) teacher. The Literacy class(es) provide specific English Language Arts support for students reading at below a seventh-grade level. Ninth-grade Pod English, Sociology, and elective teachers work together to determine which students can exit the program after the first semester of ninth grade, which students need to remain in the program, and which students overlooked in the initial placement would benefit from focused support. The Intervention Coordinator and Counselors also analyzes grades and test scores of incoming ninth-graders to identify students who may not need Literacy support but could benefit from early support through a Study Skills class. Both the speed of the SST process and the improvements in the pre-placement system have made it less liable for freshmen to "fall through the cracks."

**Dolphin Leadership Academy.** Dolphin Leadership Academy (DLA) was introduced in 2014, filling the void created when the Dolphin Academy summer bridge program was eliminated in 2010 because of statewide educational funding cuts. Designed to provide proactive intervention for incoming ninth graders, DLA focuses on building each participant's leadership capacity by reviewing basic academic skills and having students engage in a series of team-building tasks that emphasize habits of body and mind they will need to succeed in high school and beyond.

Students are invited to participate in DLA based on counselor recommendations, middle-school grades, and California Assessment of Student Performance and Progress (CAASPP) scores. In order to fill offered seats, enrollment is open to students who apply to participate on a first-come, first-served basis. Eighty-five to one hundred and fifteen students participated (over ten percent of the freshman class) on a three-week curriculum with focused activities, facilitated by four teachers and a supervising administrator. Recent developments in the program include

- adding the leadership component, including having the students help participate in school community service and the creation of a Pod Council to advise the freshman president;
- adding a parent component to introduce them to the school and its navigation
- adding leadership seminars to the existing program;
- adding a STEAM project;
- adding a collaborative math unit;
- adding a technology unit;
- retaining the group-read of a common novel to fulfill the PCHS summer reading/dialectical journal requirement;
- adding quarterly follow-up gatherings of DLA students in order to check in with them regarding academics and socioemotional well-being; and
- adding peer mentors to the program who must periodically meet at lunchtime with their mentees throughout the year.

Results and deliverables of the program have improved from its previous iteration (Dolphin Academy). Both student survey data, student grades, and parent/student testimonial evidence prove that students who bond with other program participants and with at least one adult during the summer increase their chances of remaining at PCHS and earning a high school diploma on time. Additionally, initial tracking of DLA students in their freshman years indicates an approximately 80 percent of program participants earned grades of C or better in their classes.

As part of a systemic monitoring of student performance data, the DLA team integrates analysis of this data into an annual self-assessment of the program in order to see whether DLA continues to meet the criteria of effective summer-bridge programs as outlined in a study conducted on behalf of schools in Maryland (Maxwell et al. “Effective Interventions for Ninth Grade Students,” Hanover Research, 2014):

- using performance data to target at-risk students;
- providing achievement data to students beforehand so that instruction is personalized;
- intensive academic focus on foundational reading, writing, math, and academic skills;
- use of experienced, skilled, and qualified teachers, ideally those who teach ninth-graders;
- a curriculum based on clear learning goals and expectations, aligned with ninth-grade standards;
- social and emotional development embedded throughout the curriculum; and
- inclusion of school orientation, organizational skills, study skills, and post-secondary options.

**Freshman Small Learning Communities or “Dolphin Pods.”** The freshmen Pods constitute an important element of the existing academic and socioemotional support system. As part of the POD revamping of 2011-2013 and the institution of the PLC Coordinator in 2014, Pod teachers have been

required to meet twice a month on their common conference period so they can discuss strategies needed to support all students. These meetings have increased the consistency of implementation of support strategies inside and outside the classroom, strengthening the Small Learning Community (SLC) aspect of the Pods, which is to personalize instruction and “make big small.” Pod teachers’ meetings tend to focus first on students and recommendations for collective support, then on interdisciplinary academic strategies. This focused attention increases the likelihood that freshmen in need of either academic or socioemotional support will be quickly identified. The coordinated, interdisciplinary individual Pod assessments built around common themes also serve to create a family-like setting for freshmen. In a broader sense, the ninth-grade Pods remain the largest experimental lab on campus for new curriculum, interdisciplinary instruction, and strategic support and intervention that have the potential for being implemented school-wide. PCHS’ freshman transition program received a Gold Ribbon from the state of California in 2015 for its innovative work in supporting student academic and personal growth.

**The Study Center and Math Lab.** Working with the Intervention team, the Study Center, which offers group, individual peer, and individual teacher tutoring in all subjects, has in the last year expanded its hours, opening at 7 a.m. every school day and remaining open until 5 p.m. three days a week. The Math Lab, which emerged from discussions between the Academic Achievement team and the math department, supplements the work of the Study Center. Staffed by math teachers and paraprofessionals, the Math Lab is open during nutrition, lunch, and Period 7 every school day and until 4:30 one day each week.

The Study Center Coordinator reports that usage over the last several years has remained constant, with approximately 425 students served each semester. Tutoring options, however, have expanded, with an English teacher and a math teacher available during the three after-school sessions. Coordination between the Study Center and the Intervention Coordinator has increased, with the Study Center Coordinator reporting a higher incidence of students reporting to her as the result of SST meetings. Making tutoring appointments also has become easier, as students and parents are able to sign up in person, by phone, through Schoology, or by email. In addition, the Study Center coordinator also recently has been more closely involved with club support groups on campus, attending meetings, workshops, and retreats. The Study Center remains a warm, positive, productive, and crucial element of the PCHS support system. Limited accessibility to the school’s tutoring and support programs for traveling students who leave school after the final block schedule class each day will be discussed below in the section on systemic support. As well, the availability of the math paraprofessional tutors throughout the day for math support provides a glimmer of a model for systemic academic support.

**Pali Academy.** Formerly Temescal Academy, Pali Academy emerged after PCHS absorbed LAUSD’s neighboring continuation school in 2010. The Los Angeles Unified School District (LAUSD) stipulated that as an independent charter PCHS could not maintain a continuation school and thus would need to absorb the Academy into its existing program. Pali Academy maintains an enrollment of between 60 to 75 students who are typically at least one semester behind in credits. Pali Academy provides students with a small learning community that features flexible class schedules, self-paced academic work and a blended learning environment that provides students with a range of credit-recovery options not available in the traditional PCHS program. Staff closely

monitor -- and mentor -- students, showing them ways to overcome obstacles, recover academic credit, and earn a diploma. Some students graduate from Pali Academy, and others choose to re-enter PCHS during their junior or senior year. Graduation rates at Pali Academy improved between 2015-16 and 2016-17. In 2016, 76.3 percent of Pali Academy seniors, or 45 of 59, either graduated from Pali Academy's alternative program, graduated from the traditional PCHS program, or passed the California High School Proficiency Exam; 13 transferred to other schools before graduation, and one student who returned to the traditional program did not graduate. By 2017, the graduation rate for Academy students had improved to 81.16 percent. These rates compare to an overall PCHS graduation rate of 99 percent. Although there is no benchmark for comparison with other similar alternative programs, PCHS is encouraged by what appears to be a high and improving graduation rate for its most at-risk students.

Pali Academy's program has remained stable and consistent with its original vision. The program's director and three to five credentialed teachers use a different instructional model -- the English teacher a more teacher-guided approach to academic writing and speaking, the Social Science teacher a collaborative learning model, and the Math-Science-elective teacher a computer-based model -- to provide students with a wide range of experiences designed to prepare them for post-secondary options. Because of its self-paced instructional model --students only pass their classes after they have demonstrated mastery of the standards -- Pali Academy is able to offer all students an individualized learning program. Unique aspects of the program include

- a cell-phone check-in policy;
- daily attendance sign-in and sign-out policy;
- daily calls by its classified staff member to the homes of all students who are absent;
- weekly meetings of all staff to discuss students;
- use of a longitudinal writing portfolio for standards-based assessment; and
- the Graduation by Example (GBE) senior portfolio project and presentations as the culmination of their work.

Pali Academy students are required to earn 230 credits, the same required at PCHS and other non-charter high schools in the LAUSD. As a result of this change, online instruction through Acellus has expanded at Pali Academy, since not all students choose to take their extra electives at PCHS. Pali Academy is thus able to offer classes not offered at PCHS, a list that includes Career Exploration, World of Music, or Keyboarding, to fulfill the elective requirements. Pali Academy also has a site-based Horticulture class.

**Pali Online Program (POP).** The Pali Online Program (POP), an umbrella for all the online learning programs PCHS employs, also emerged from the 2012 Action Plan and has become a crucial part of the school's current intervention program. POP includes

- the Virtual Academy, both its on-site and off-site versions;
- all online credit-recovery programs; and
- Summer school.

Prior to 2012, PCHS explored establishing an online program. As early as 2008-2009, the then-Executive Director/Principal and the PCHS Board approved a proposal for a Distance Learning

Program, and the then-Director of Counseling Services was hired as an independent contractor to plan and implement the program. Little concrete progress was made until the 2013-14 school year, when Virtual Academy went online. As well, before the passage of Proposition 30 on November 2012, PCHS faced funding shortfalls and made budget decisions that effectively eliminated its summer school credit-recovery and summer-bridge programs for several years. With the passage of Proposition 30, however, funds became available to reinstate summer school, and PCHS launched its blended, online-brick-and-mortar summer school program in the summer of 2014. POP has now begun to meet critical needs in credit recovery and alternative instruction that during the lean budget years often went unmet.

**Virtual Academy.** Virtual Academy began as a pilot program in the fall of 2013 for approximately 50 students who needed a non-traditional educational program because of time constraints linked to outside activities (e.g. jobs in the entertainment industry, participation in elite sports programs) or health-related issues (e.g. extreme anxiety). In order to provide students with a rich educational experience, the Virtual Academy co-coordinators have undertaken training and Professional Development to obtain strong knowledge of new instructional models as well as legal constraints and regulations;

- recruited faculty in each department to meet regularly with the Virtual Academy students;
- established the infrastructure, rules, guidelines, procedures, and practices for the new program, including legal language and documents for student contracts;
- ensured compliance with the State Education Code, especially in the area of attendance;
- adopted technology, curriculum, and an online Learning Management System (LMS); and
- and collaborated with PCHS staff, PLC's, and departments to create curriculum, align with all departmental common assessments, ensure student success, and ensure students learned skills necessary to achieve in high school and beyond.

The Virtual Academy Coordinator completed the self-assessments required for California Learning Resources Network (CLRN) certification. The program integrates its curriculum with Accelerate, which allows PCHS teachers to personalize curriculum, create adaptive learning modules, and assess each student.

The off-site version of the Virtual Academy provides a formal online educational program that

- allows flexibility regarding time and place;
- combines online and brick-and-mortar instruction in academic seminars;
- allows for the option of taking both online and brick-and-mortar courses;
- is UC/CSU- and National Collegiate Athletic Association (NCAA) - approved;
- includes Honors and Advanced Placement (AP) courses;
- aligns with PCHS's PLC and departmental goals and assessments;
- aligns with the CAASPP assessments; and

- is approved by the International Association for K-12 Online Learning, replacing CLRN certification.

In order to comply with the attendance requirements in the California Ed Code, students in the off-site Virtual Academy are required to take four classes online and to attend academic seminars and labs associated with each course. Students away from the site on, for example, a sports or acting trip, must attend via video link. Students also meet once a week with an advisor who monitors overall individual student progress.

Virtual Academy allows students

- to work in small learning environments;
- to enroll in both online and brick-and-mortar courses;
- to participate in counseling either in groups or individually; and
- to take Visual and Performing Arts courses on campus.

**PCHS Summer School.** A blended, online-brick-and-mortar summer school emerged from this program in 2013, allowing students who had failed a course to recover credits during two four-week summer sessions. Students in this program are required to meet with an advisor once a week, but most also access additional tutoring support provided by a PCHS certificated teacher who also proctors unit exams. The summer school program currently uses Acellus, which, if monitored closely by teachers, is NCAA-compliant. This program currently serves approximately 700 students who are attempting to recover credits for at least one class. The pass rate is approximately 71 percent (about 500 out of 700).

Finally, in 2016, under the new umbrella name of the Pali Online Program, POP began implementation of an ongoing credit-recovery program that allows students who have failed a traditional class the opportunity to make it up online. Students must have previously failed the class in order to enroll and are recommended by their counselors. These courses are completed independently and concurrently, including teacher-proctored unit exams, during the school year.

Clearly, both POP and Pali Academy have significantly contributed to the increase in PCHS's overall graduation rate, which was nearly 99 percent in 2019.

### **School Culture and Climate for Academic Success.**

The Campus Unification Department (CUD) was born out of the necessity to cultivate a positive campus and classroom climate, encourage open and productive discussions about campus diversity, and promote a peaceful resolution to campus conflict.

The CUD acknowledges that the social climate and the increasing political divide in the nation have raised many difficult questions and concerns that PCHS students and faculty are facing related to rising national hate crimes. With the CUD, PCHS is actively seeking to prevent hate crimes and violence on campus. Campus Unification promotes the message to campus stakeholders that we are



all human beings and deserve the right to be treated equally and justly under the law, regardless of our race, gender, religion, ability, socioeconomic and/or sexual orientation. It is important to reinforce this message and make it prevalent in our diverse school community daily, just as bias, hate, and confusion are at work daily.

The "achievement gap" between white and minority students in the classroom, along with the under representation of minorities in (AP) classes is disconcerting. PCHS is in need of something beyond a mere academic approach to close this persistent gap. Therefore, the CUD uses a socio-emotional, cultural approach to connect underserved and underrepresented students to set personal goals, while understanding why an education is important to them in life. Campus Unification helps students to adopt a growth mindset so that they can achieve academic success and set up new goals for their post-secondary lives. The PCHS CUD assists both teachers and students in learning the skills of being empathic and intentional with planning, communication, and treatment of one other.

Finally and most importantly, Campus Unification is committed to the PCHS Mission Statement: *"PCHS will empower our diverse student population to make positive contributions to the global community by dedicating our resources to ensure educational excellence, civic responsibility, and personal growth."*

In order to work towards the mission, the Campus Unification goal is to equip PCHS students to become vibrant human beings who will make our world a better place.

**Campus Unification Instructional Support.** Just as students are learning about mathematics, science, technology, and history, etc.; PCHS staff can co-curricularly expose students to the advancements in social human evolution and the life skill of how to effectively engage in healthy dialogue and discussion regarding the social changes the world will continue to face. The CUD advocates for the implementation of student-centered learning and academic programs that create a net around student academic success with restorative justice efforts to either prevent inequity or allow opportunity for growth and care.

**Campus Unification Department Programs, Groups & Activities.** **Activity Days (AD).** Activity Days are usually monthly lunch activities that help raise awareness about the campus, cultural, social, local, and nationwide issues and concerns. Activity days are usually organized by student leadership and social-cultural groups.

**Community Days.** Community Days (CD), are monthly school-wide lesson plans and events set aside for Social Emotional Learning (SEL) and Culture & Climate Building (CCB). All classes are required to participate in the lessons around a particular SEL or CCB topic (examples: Bullying, Anxiety, Earth Day, Civic Responsibility, etc.). CD have their own bell schedule to accommodate for 40 extra class minutes during 3rd and 4th periods, on either odd or even days, according to the block schedule. CD also include a lunchtime event or activity that supports the classroom lesson.

**Community Assembly (CA).** An annual assembly set aside for CCB. Its purpose is to reinforce and introduce new concepts, initiatives, programs, and goals (examples: Student Bill of Rights and Responsibilities (SBRR) & SBRR Concern Form, Positivity Aspiration Leadership Integrity (PALI) school values, Peer Leadership). The assembly is also a celebration of student accomplishments, display of student talents, and personal testimonies. **HELLO.** Hello is a mindset training for how PCHS approaches cultivating healthy campus culture and climate, the promotion of social-emotional

learning, and strategies for equity and inclusion. Hello encourages acknowledgment, from saying “HELLO” while passing through campus to a social contract created by teachers with their students that is displayed in the classroom to set norms for positive classroom culture.

**Justice League (JL).** This student organization is a social justice collective comprised of the leadership of PCHS’s social and cultural clubs. The purpose of the group is to help hold our campus accountable for equity and inclusion by raising awareness, cultural, social, local, and national issues. Supervised by the Director of Campus Unification, the Justice League designs and facilitates classroom and campus-wide activities that address matters of respect, diversity, and social justice. Although it is difficult to make a clear correlation between improved academic achievement for groups and the increased frequency of Community Day-style activities, African American and Latino students participating in the annual Columbia Survey consistently express high levels of satisfaction with their sense of safety and belonging at PCHS.

**Link Crew (LC).** This program helps freshman class students transition into high school. Freshmen are placed in a small group, mentored and supervised by two upperclassmen. Freshmen are taken through a list of activities to help them learn the valuable lessons of taking on challenges, and the importance of participation. The upperclassman follow up throughout the year through LC events and activities.

### **PALI Acronym/PALI Core Values**

**Positivity** - Maintaining a positive attitude and assuming positive intentions in others

**Aspiration** - Adopting a growth mindset, and setting short- and long-term goals

**Learning** - Improving through mistakes and support

**Integrity** - Doing the right thing consistently, even when no one is watching

The purpose of the PALI Acronym is to identify an overall standard of values for all PCHS stakeholders and to promote/cultivate positive campus culture and climate to help breed civility. The acronym serves as a foundation in PCHS efforts to create procedures, programs, events & activities, curriculum and long and short-term strategic planning.

### **More Socioemotional and Academic Support**

Targeted socioemotional and academic intervention has been provided through The Village Nation, Fuerza Unida, BSU, LSU, Gender Sexuality Alliance, Human Rights Watch, and other groups. PCHS has made significant progress in providing both socioemotional and academic support through student-centered clubs and programs that target potentially at-risk subgroups, including African American, Latino, and LGBTQ+ students. Each of these groups is designed to provide mentoring and regular forums for dialogue about issues pertaining to their communities. The overarching goal is to empower students to make healthy and ethical educational and personal choices and to promote equity, community, self-awareness, self-efficacy, and social justice. The progress these groups have made culminated in 2017 with the creation of the position of Director of Campus Unification, who connects to the work of these groups and the school’s regularly scheduled Community Days that provide students with forums in which they may explore and discuss topics such as diversity, digital citizenship, and the harmful effects of bullying. Groups such as The Village Nation (TVN), Fuerza Unida, Gender Sexuality Alliance (GSA), Human Rights Watch, and Asian Students Union (ASU) now operate under the umbrella of the newly formed “Justice League.”



***Expansion of the counseling, mental health, and nursing staff.*** By prioritizing items on the Health budget, PCHS increased its nursing staff to two full-time positions, allowing this critical support office to serve more students during the school day, to participate in mandated IEP meetings, and to take a more proactive approach in training teachers how to deal with potential classroom medical emergencies resulting from food allergies, epileptic episodes, diabetes, or concussions. The nursing staff has also been able to implement and train the staff in school-wide protocols for issues ranging from creating a latex-free environment to dealing with injuries from an earthquake, fire, or shooting emergency. Additionally, PCHS contracts with Westside Health Services, whose mobile unit is on-site once a month to address student needs such as birth control, STD prevention and diagnosis, and counseling on teen medical issues. The school has also been able to fund periodic assemblies or individual classroom visits from social service organizations, including Teen Line, the suicide prevention hotline, and the UCLA Santa Monica Medical Center Rape Treatment Center “Roads to Respect” program.

Finally, PCHS has dramatically expanded its capacity for therapeutic support for students experiences emotional distress. Originally limited to one school psychologist, PCHS developed a Mental Health team during this accreditation term consisting of two full-time psychiatric social workers, a social work intern, a licensed therapist with expertise in autism spectrum disorders, a Department of Mental Health social worker, and Department of Mental Health community service liaison who provides substance abuse counseling on site. PCHS has developed partnerships with community agencies to provide support for students experiencing grief, anxiety, depression, transgender / identity issues and a variety of mental-health issues.

**Expanded options for students with disabilities:** PCHS has continued over the term of this accreditation to build the capacity of its Special Education program and services through expanding options for students with disabilities.

**The Kennedy Marshall Learning Center.** In 2012, PCHS received private funding to transform an underused former shop space at the rear of the school into the Kennedy Marshall Learning Center. Through private donations and Charter Operated Program grants, the Learning Center is equipped with technology for the exclusive use of students with disabilities. The Kennedy Marshall Learning Center has served as the hub for Special Education services, including administrative offices, classroom and meeting space, work areas for related services, and student work and computer space. The Learning Center makes technology easily accessible and available to students receiving Special Education services allowing them to check out chromebook or Mac computers from a centralized location.

### **Programs and Student Support**

A Resource Specialist and Counselor have been embedded in each of the ninth-grade PODS to enhance each of the Small Learning Communities in the ninth-grade transition program. Many students remain on their ninth-grade case-carrier’s caseload throughout high school as long as they receive Special Ed services, providing them a familiar face in their support system starting freshman year.

A dedicated Life Skills class within the Special Day Program, provides students support in the development of social skills and functional life skills.

Designated resources and personnel have allowed for an extremely flexible program based on students' individual needs. PCHS has a continuum of classroom environments, including:

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

Based on their needs, students with disabilities may access educational options to include General Ed classes, study seminars, Special Day classes or self-paced online classes creating a truly individualized least-restrictive academic environment for each student.

The Special Education department has increased the participation and involvement of parents in the program through the creation of the Pali Parent Special Education Committee (PPSEC), a group that meets quarterly and provides participants with training and a forum in which they may discuss their children's specific needs.

### **Section 504 Accommodation Plans**

PCHS has established a system of support for students with disabilities who have a Section 504 Accommodation Plan. A dedicated 504 case manager conducts assessment, leads 504 team meetings, provides Study Seminars and accommodated testing throughout the day.

**English Language Development program.** The implementation of the Los Angeles Unified School District English Learner Master Plan in 2012 significantly changed the delivery of instruction and instructional support for English Learners.

### **ACADEMIC ACHIEVEMENT – CHARTER HIGH SCHOOL PERFORMANCE SINCE THE LAST RENEWAL**

Since the last charter renewal in 2014, PCHS continues to be a top comprehensive public high school in Los Angeles, with a strong track record of preparing students for college and career. Palisades performs higher than Resident Schools Median and higher than LAUSD schools who are similar in enrollment size and demographics. Additionally, PCHS has outperformed state averages overall.

Palisades Charter High School student performance on all standardized tests - Smarter Balanced, PSAT, SAT, ACT, and AP - has outmatched the local district, demonstrating an effective implementation of aligned curriculum and instruction that supports students in fundamental critical thinking skills in both English Language Arts and Mathematics.

In addition to college preparatory classes, PCHS also offers over seven Career and Technical Education pathways. PCHS' nascent CTE program has seen curricular expansion and innovation, including significant expansion in Drama, Music, Business, Media, and innovation in Makers Movement classes.

A rigorous curriculum, high academic expectations, and a college and career-ready focus throughout the campus aims to prepare students for the academic and social-emotional rigors of college and professional pathways.

## **CTE PROGRAMS**

Encouraged by its initial success, PCHS is seeking to expand its CTE programs. Currently, PCHS has developed one fully functional strand: Arts, Media, and Entertainment, along with two developing strands: Business Management, and Information and Communication Technologies. In CTE course strands, students receive real-life skills and experiences related to becoming both competent and competitive in these career pathways.

**CTE Vision:** Career Technical Education will engage every student in high-quality, rigorous and relevant educational pathways and programs developed in partnership with business and industries promoting creativity, innovation, leadership, and lifelong learning and allowing students to turn their passion into their dream careers.

**CTE Mission:** Provide industry-linked programs and services that enable all individuals to reach their career goals in order to achieve economic self-sufficiency, compete in the global marketplace, and contribute to California's economic prosperity.

The following courses comprise 7 CTE pathways at PCHS:

### **1. Theater Ensemble Workshop AB**

Length: 2 semesters Credit: 5.0, 5.0 Grade Level: 9-12

Postsecondary: Meets UC/CSU F requirement Prerequisites: None

CAREER PATHWAY: Arts, Media & Entertainment - Production and Managerial Arts

### **2. Stage Craft/Stage Design AB**

Length: 2 semesters Credit: 5.0, 5.0 Grade Level: 9-12

Postsecondary: Meets UC/CSU F requirement Prerequisites: Instructor Approval. [A1]

CAREER PATHWAY: Arts, Media & Entertainment- Production and Managerial Arts

3. Theater Production AB Length: 2 semester Credit: 5.0, Grade Level: 9-12  
Postsecondary: Meets UC/CSU F requirement Prerequisites: Advanced Drama AB or Instructor approval. [A2]  
CAREER PATHWAY: Arts, Media & Entertainment - Production and Managerial Arts
4. Theater Improvisation AB Length: 2 semesters Credit: 5.0, Grade Level: 9-12  
Postsecondary: Meets UC/CSU F requirement Prerequisites: None [A3]  
CAREER PATHWAY: Arts, Media & Entertainment - Performing Arts
5. Theater Ensemble Workshop AB (Period 7) Length: 2 semesters Credit: 5.0, 5.0 Grade Level: 9-12  
Postsecondary: Meets UC/CSU F requirement Prerequisites: None [A4]  
CAREER PATHWAY: Arts, Media & Entertainment - Performing Arts
6. Advanced Drama AB Length: 2 semesters Credit: 5.0, Grade Level: 10-12  
Postsecondary: Meets UC/CSU F requirement Prerequisites: Instructor Approval  
CAREER PATHWAY: Arts, Media & Entertainment- Performing Arts
7. Beginning Dance AB Length: 2 semesters Credit: 5.0, Grade Level: 9-12  
Postsecondary: Meets UC/CSU F requirement Prerequisites: None  
CAREER PATHWAY: Arts, Media & Entertainment- Performing Arts
8. Advanced Dance AB Length: 2 semesters Credit: 5.0, Grade Level: 9-12  
Postsecondary: Meets UC/CSU F requirement Prerequisites: Audition only [A6]  
CAREER PATHWAY: Arts, Media & Entertainment - Performing Arts
9. Photography 1AB 2017-18 Length: 2 semesters Credit: 5.0, Grade Level: 10-12 Postsecondary:  
Meets UC/CSU F requirement Prerequisites: None  
CAREER PATHWAY: Arts, Media & Entertainment- Design, Visual and Media Arts
10. Photography 2AB Length: 2 semesters Credit: 5.0, Grade Level: 10-12  
Postsecondary: Meets UC/CSU F requirement Prerequisites: Photo 1 or Instructor Approval [A7]  
CAREER PATHWAY: Arts, Media & Entertainment - Design, Visual and Media Arts
11. AP Photography AB (AP Studio Art 2D) Length: 2 semesters Credit: 5.0, Grade Level: 10-12  
Postsecondary: Meets UC/CSU F requirement Prerequisites: Instructor Approval.  
CAREER PATHWAY: Arts, Media & Entertainment- Design, Visual and Media Arts
12. Film Integrated Art Length: 1 semester Credit: 5.0 Grade Level: 9  
Postsecondary: None Prerequisites: None [A8]  
CAREER PATHWAY: Arts, Media & Entertainment - Design, Visual and Media Arts
13. New Media (Pali Production) Length: 1 semester Credit: 5.0 Grade Level: 9-12 Postsecondary:  
None Prerequisites: None  
CAREER PATHWAY: Arts, Media & Entertainment- Design, Visual and Media Arts
14. Media I Length: 1 semester Credit: 5.0 + 5.0 (by registering with SMC) Grade Level: 11-12  
Postsecondary: Receive college credit through SMC; UC/CSU transferable Prerequisites: None

**CAREER PATHWAY: Arts, Media & Entertainment - Design, Visual and Media Arts**

15. Business Enterprise 1AB Length: 2 semesters Credit: 5.0, 5.0 Grade Level: 10-12 Postsecondary: None Prerequisites: None

CAREER PATHWAY: Business and Finance- Business Management

16. Business Enterprise 2AB Length: 2 semesters Credit: 5.0, 5.0 Grade Level: 10-12 Postsecondary: None Prerequisites: Business Enterprise 1 or Instructor Approval

CAREER PATHWAY: Business and Finance - Business Management

17. Business of Music 1AB Length: 2 semesters Credit: 5.0, 5.0 Level: 10-12 Postsecondary: None Prerequisites: None

CAREER PATHWAY: Arts, Media & Entertainment

18. Computer Web Design AB: 2 semesters Credit: 5.0, 5.0 Level: 9-12 Postsecondary: None Prerequisites: None[A9]

CAREER PATHWAY: Information and Communication Technologies.

*Last updated: 3/6/2019*

**Career Technical Education (CTE) Participation (School Year 2017–18)**

Measure	CTE Program Participation
Number of Pupils Participating in CTE	655
Percent of Pupils Completing a CTE Program and Earning a High School Diploma	35.0%
Percent of CTE Courses Sequenced or Articulated Between the School and Institutions of Postsecondary Education	67.0%

California

Department of Education

***THE MEMBERS OF THE PCHS CTE BOARD***

Members of the PCHS Career Technical Education Advisory Committee are recruited by PCHS stakeholders. Members are recruited for their knowledge and professional experience that pertain to CTE pathways. Members are expected to develop recommendations for the CTE program and to provide liaison between the school and potential employers.

**CCSA ACADEMIC ACCOUNTABILITY REPORT**

The report below is an evaluation of our school according to the California Charter Schools Association’s framework based on publicly available academic indicators. Although PCHS is “above CCSA’s minimum academic criteria and has met the academic threshold for CCSA’s public advocacy

support for renewal,” PCHS is required to meet the minimum renewal requirements set by its charter authorizer, LAUSD, as set forth by CA Ed. Code sections 47605 and 47607. In addition, CCSA minimum academic criteria uses different metrics.

All non-Dashboard Alternative School Status (DASS) public schools with 30+ CAASPP test-takers and in operation for 4 or more years are evaluated by the California Charter Schools Association (CCSA) based on the past three years’ worth of assessment results and post-secondary outcomes. Per CCSA’s accountability framework, as described below, our school is above CCSA’s minimum academic criteria and has met the academic threshold for CCSA’s public advocacy support for renewal.

Every school in the Los Angeles Unified School District catchment is evaluated on the following criteria, and is considered “above” if the school is able to demonstrate academic success on at least one of the following metrics:

**State Rank (Academic Status):** “Distance from Level 3” DF3 decile rank of 4 or more in 2 of the past 3 years (DF3 is described below). Academic Status is the school’s DF3 compared to all other eligible public schools in California, using decile rank.

**Similar Schools Rank (SSR):** SSR of 4 or more in 2 of the past 3 years. The Similar Schools Rank is a 1-10 decile ranking of average student test results, after taking into account the demographics of a school’s tested students.

For High Schools:

Post-secondary readiness: 75 % of graduating seniors have completed the minimum course requirements of the University of California/California State University system with a “C” or better in 2 of the past 3 years. Regardless of whether a school is above on any one of the above metrics, if a school is in the bottom 5 percent of performance statewide on DF3 in 2 of the past 3 years, the school is required to participate in a Multiple Measure Review in order to determine eligibility for CCSA’s public advocacy support for renewal.

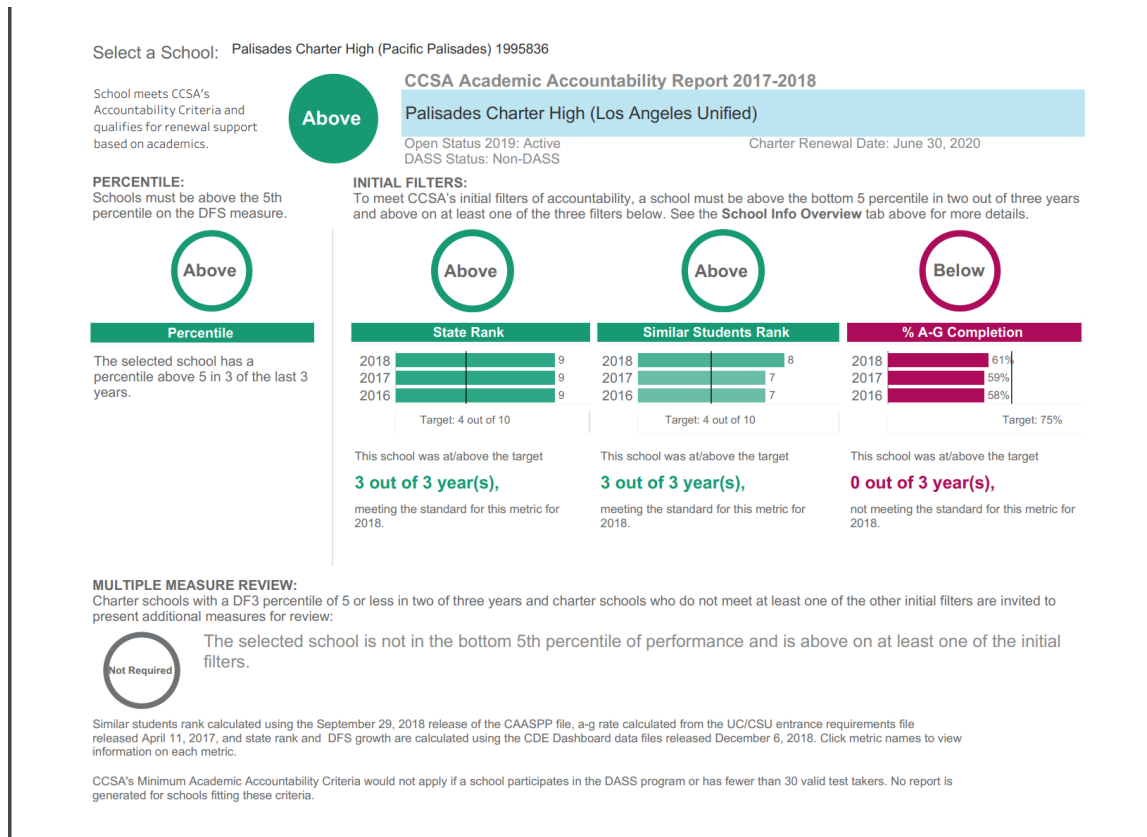
Additional information about CCSA’s accountability framework:

Like the California Department of Education (CDE), CCSA utilizes “Distance from Level 3” (DF3) as a status measure for academic progress. Unlike the CDE, CCSA incorporates grade 11 in the calculation – which will not be done by the CDE until later in the 2018-19 academic year. Therefore, PCHS is providing CCSA 2017-2018 data. CCSA ranks the DF3 score given to every eligible public school in the state from lowest to highest into percentiles (1-100) and 10 decile ranks. The first percentile is equivalent to the lowest 1% of schools statewide, while the first decile translates to the bottom 10% of schools (1-10), according to the schools’ average CAASPP results. Conversely, the 10th decile rank is equivalent to a school having an average DF3 in the top 10% of schools statewide (91-100). A school’s percentile and decile rankings are used to evaluate whether the school is meeting minimum academic performance.

CCSA’s accountability framework is in alignment with California Education Code §§47607 in its similar use of State Rank and Similar Schools Ranks as well as prioritizing “pupil academic achievement for all groups of pupils served by the charter school as the most important factor” in determining whether to advocate for the renewal or non-renewal of the school. CCSA uses California



Education Code §§52066 in determining what to classify as an indicator of academic achievement. This is in contrast to the California Dashboard published by the California Department of Education, which does not prioritize or weight academic achievement greater than non-academic indicators.



CCSA

## PERFORMANCE ON CAASPP, SMARTER BALANCED TESTS

Using the CAASPP test as a primary way to measure student achievement has its limitations. The primary limitation is that it is a test of English and Math only, it is not a measure of school quality although it is commonly misinterpreted that way. CAASPP provides data that is not fully disaggregated. For example, the test scores can tell us how Socio-economically disadvantaged Latinx students are doing, however it cannot differentiate how many of the same students may or may not also be English learners, have learning disabilities, are migrant, or have parents with various education levels to inform precision targeting of actions and support services. “Apples to Apples” comparisons are rare on the state’s data site.

CAASPP test bias is an ongoing debate. Computer adaptive tests by nature remove students from the same set of experiences/test items which may affect the comparability of test results. Language skills related to fully understanding the question being asked may introduce a language fluency bias and a wrong answer where a student may actually know the content. Life experience perspective in

responding to the constructed response, performance task, or interpreting question meaning creates inherent socioeconomic, ethnic, parent education level, and language fluency biases.

PCHS concluded that, overall, comparing school test scores are not representative of differences in the strength of educational programs so much as reflections of the demographic challenges in the neighborhoods that the school serves.

However, PCHS has provided comparison tables for the sake of the aforementioned reflection. Since the implementation of the California Assessment of Student Performance and Progress in 2015, PCHS grade 11 students have out performed district resident schools and district high schools on both ELA and Math. The tables below compare PCHS grade 11 students to grade 11 students in LAUSD residence schools and grade 11 students across LAUSD. California high schools and District high schools on both the English Language Arts and Mathematics assessments. The table below compares PCHS grade 11 students to grade 11 students in LAUSD, and across California Department of Education (CDE) and Differential Reinforcement of Other Behaviors (DRO).

CAASPP English Language Arts			2015-16					
School	Subgroup	Students with scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standards	Met & Exceeds Standards Combined %	
<b>PCHS</b>	<b>All Students</b>	<b>709</b>	<b>10</b>	<b>18</b>	<b>32</b>	<b>39</b>	<b>71</b>	
	Asian	52	2	6	29	63	92	
	Black or African American	94	23	35	27	15	42	
	Filipino	5	*	*	*	*	*	
	Latinx	170	16	25	38	22	60	
	SocioEconomically Disadvantaged	231	19	27	35	19	54	
	Students with Disabilities	62	27	32	29	11	40	
	White	367	6	12	32	49	81	
<b>Resident Schools Median</b>	<b>All Students</b>	<b>199</b>	<b>24</b>	<b>29</b>	<b>32</b>	<b>10</b>	<b>42</b>	
<b>Los Angeles Unified</b>	<b>All Students</b>	<b>266,008</b>	<b>36</b>	<b>25</b>	<b>25</b>	<b>14</b>	<b>39</b>	
<b>CAASPP English Language Arts</b>			<b>2016-17</b>					<b>Change from 2015</b>



School	Subgroup	Students with scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standards	Met & Exceeds Standards Combined %	
<b>PCHS</b>	<b>All Students</b>	<b>694</b>	<b>10.81</b>	<b>12.54</b>	<b>30.84</b>	<b>45.82</b>	<b>76.66</b>	<b>5.66</b>
	Asian	52	3.85	3.85	17.31	75	92.31	0.31
	Black or African American	79	24.05	24.05	30.38	21.52	51.9	9.9
	Filipino	11	9.09	0	36.36	54.55	90.91	
	Latinx	168	19.05	15.48	40.48	25	65.48	5.48
	SocioEconomically Disadvantaged	215	20	15.81	40	24.19	64.19	10.19
	Students with Disabilities	70	34.29	25.71	28.57	11.43	40	
	White	377	5.31	10.34	28.12	56.23	84.35	3.35
<b>Resident Schools Median</b>	<b>All Students</b>	<b>209</b>	<b>24.75</b>	<b>26.47</b>	<b>31.1</b>	<b>11.56</b>	<b>42.81</b>	<b>0.81</b>
<b>Los Angeles Unified</b>	<b>All Students</b>	<b>260,525</b>	<b>36.3</b>	<b>24.14</b>	<b>24.96</b>	<b>14.59</b>	<b>39.55</b>	<b>0.55</b>

CAASPP English Language Arts								2017-18	Change from 2016
School	Subgroup	Students with scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standards	Met & Exceeds Standards Combined %		
<b>PCHS</b>	<b>All Students</b>	<b>725</b>	<b>11.86</b>	<b>12.28</b>	<b>25.66</b>	<b>50.21</b>	<b>75.86</b>	<b>-0.8</b>	
	Asian	75	2.67	9.33	18.67	69.33	88	-4.31	
	Black or African American	102	16.67	28.43	32.35	22.55	54.9	3	
	Filipino	*	*	*	*	*	*	*	
	Latinx	137	21.9	15.33	33.58	29.2	62.77	-2.71	
	SocioEconomically Disadvantaged	269	17.1	19.33	32.71	30.86	63.57	-0.62	
	Students with Disabilities	71	38.03	29.58	22.54	9.86	32.39	-7.61	
	White	404	8.91	7.67	23.02	60.4	83.42	-0.93	

<b>Resident Schools Median</b>	<b>All Students</b>	<b>183</b>	<b>32.88</b>	<b>26.11</b>	<b>28.12</b>	<b>10.37</b>	<b>39.22</b>	<b>-3.59</b>
<b>Los Angeles Unified</b>	<b>All Students</b>	<b>255,279</b>	<b>34.25</b>	<b>23.44</b>	<b>25.82</b>	<b>16.49</b>	<b>42.31</b>	<b>2.76</b>
<i>Source: LAUSD Office of Data and Accountability</i>								

CAASPP Mathematics			2015-16					
School	Subgroup	Students with scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standards	Met & Exceeds Standards Combined %	
<b>PCHS</b>	<b>All Students</b>	<b>705</b>	<b>25</b>	<b>24</b>	<b>30</b>	<b>21</b>	<b>51</b>	
	Asian	52	6	15	21	58	79	
	Black or African American	94	48	27	16	10	26	
	Filipino	5	*	*	*	*	*	
	Latinx	170	41	30	22	6	28	
	SocioEconomically Disadvantaged	229	41	31	22	6	28	
	Students with Disabilities	62	65	21	10	5	15	
	White	365	15	23	36	26	62	
<b>Resident Schools Median</b>	<b>All Students</b>	<b>209</b>	<b>59</b>	<b>25</b>	<b>12</b>	<b>3</b>	<b>15</b>	
<b>Los Angeles Unified</b>	<b>All Students</b>	<b>267,596</b>	<b>43</b>	<b>28</b>	<b>17</b>	<b>11</b>	<b>28</b>	
CAASPP Mathematics			2016-17					Change from 2015
School	Subgroup	Students with scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standards	Met & Exceeds Standards Combined %	
<b>PCHS</b>	<b>All Students</b>	<b>687</b>	<b>25.33</b>	<b>24.45</b>	<b>25.47</b>	<b>24.75</b>	<b>50.22</b>	<b>-0.78</b>
	Asian	52	7.69	13.46	19.23	59.62	78.85	-0.15

	Black or African American	79	50.63	26.58	16.46	6.33	22.78	-3.22
	Filipino	11	18.18	27.27	18.18	36.36	54.55	*
	Latinx	165	39.39	31.52	20	9.09	29.09	1.09
	SocioEconomically Disadvantaged	210	41.43	27.62	17.62	13.33	30.95	2.95
	Students with Disabilities	69	69.57	14.49	10.14	5.8	15.94	0.94
	White	374	16.31	22.19	31.02	30.48	61.5	-0.5
<b>Resident Schools Median</b>	<b>All Students</b>	<b>206</b>	<b>59.92</b>	<b>23.95</b>	<b>12.53</b>	<b>2.57</b>	<b>14.76</b>	<b>-0.24</b>
<b>Los Angeles Unified</b>	<b>All Students</b>	<b>262,953</b>	<b>43.52</b>	<b>26.62</b>	<b>17.46</b>	<b>12.4</b>	<b>29.86</b>	<b>1.86</b>
<b>CAASPP Mathematics</b>								<b>Change from 2016</b>
<b>2017-18</b>								
School	Subgroup	Students with scores	% Standard Not Met	% Standard Nearly Met	% Standard Met	% Exceeds Standards	Met & Exceeds Standards Combined %	
<b>PCHS</b>	<b>All Students</b>	<b>718</b>	<b>31.48</b>	<b>20.75</b>	<b>22.28</b>	<b>25.49</b>	<b>47.77</b>	<b>-2.45</b>
	Asian	74	9.46	20.27	25.68	44.59	70.27	-8.58
	Black or African American	102	45.1	29.41	17.65	7.84	25.49	2.71
	Filipino	*	*	*	*	*	*	*
	Latinx	137	48.18	19.71	21.9	10.22	32.12	3.03
	SocioEconomically Disadvantaged	267	44.19	25.47	17.98	12.36	30.34	
	Students with Disabilities	72	72.22	12.5	8.33	6.94	15.28	-0.61
	White	399	26.32	19.05	23.31	31.33	54.64	-0.66
<b>Resident Schools Median</b>	<b>All Students</b>	<b>182</b>	<b>60.86</b>	<b>23.54</b>	<b>10.67</b>	<b>3.27</b>	<b>13.39</b>	<b>-1.37</b>
<b>Los Angeles Unified</b>	<b>All Students</b>	<b>256,285</b>	<b>42.07</b>	<b>26.3</b>	<b>17.65</b>	<b>13.67</b>	<b>31.32</b>	<b>1.46</b>
<i>Source: LAUSD Office of Data and Accountability</i>								

External student achievement data (eg. CDE data) from 2015-2018 CAASPP scores reveal several dynamics at PCHS. When viewed through the narrow lens of CAASPP achievement, PCHS still remains a high-performing school, making small gains in Mathematics with Black African American students and Latinx students. This aligns with the shifting in the math department to a more aligned curriculum. Socioeconomically disadvantaged students grew by 2.95 percentage point gain in met and exceeded standards on the CAASPP math in 2016-17. In English Language Arts, students in subgroups continue to make incremental gains. Socioeconomically disadvantaged students were able to meet and exceed English standards with a jump of ten percentage points from the 2015-2016 school year to the 2016-17 school year as noted in the tables above. The following year 2017-2018 there was a slight decline of 0.62%, however the ratio from not met to nearly met was reduced with more students moving into the nearly met band. However, we do acknowledge that there remain persistent gaps between white and Asian students and Black/African American and Latinx students, most of whom travel a significant distance to PCHS from areas east of La Cienega Boulevard with significantly lower median income and parent education levels.

In order to create an accurate picture of student growth overtime multiple data sets should be used throughout the analysis process. When analyzing one data point, such as, CAASPP achievement (comparing just two consecutive school years), one can conclude PCHS has more Common Core Standard alignment work to do in its foundation courses. In addition, PCHS has to build more intervention strategies in the subject area of math. Using only 11th grade math state test data, there still remains persistent gaps between white and Asian students, and Black/African American and Latinx students, most of whom travel a significant distance to Pali from areas east of La Cienega Boulevard with significantly lower median income and parental education levels. In regard to the area of math intervention, making note of this area of concern PCHS has implemented a Math Task Force, made up of students, parents, math teachers and administrators to determine student needs and best practices to improve student outcomes. With that there has also been a schoolwide push to implement and maintain Math paraprofessionals that assist daily in Math classes with Math teachers, as well as, a Math Lab that has extended hours to meet the needs of our students. Significant and persistent gaps also exist between other Special Education (SPED) and disabled students. Palisades Charter High School is addressing these educational gaps through its 2018 WASC Action Plan for Equity as well as school plans after a school-wide equity study in the Spring of 2018 with Joaquin Nogra and PCHS staff.

### **Internal Assessment System**

With PCHS's recent development of a comprehensive data dashboard system using Power Bi and with the technology plan adoption of the Schoology Internal Assessment System (Schoology Assessment Management Platform), PCHS is poised to begin integrating the analysis of both external and internal schoolwide data into a continuous loop of instruction, assessment, data analysis, instructional design and implementation, as well as identification of subgroups in need and priorities for resource allocation.

**AREAS OF GROWTH.** All departments have made strides in creating, aligning, and delivering common internal benchmark assessments. PCHS is committed to revising and refining a centralized platform for housing all common assessment and benchmark assessment student data. Centralizing

this data will increase school response time in interventions. Teachers across all PLCs will have access to this data as they continue to norm their grading practices on common assessments in alignment with school-wide and departmental policies on grading. The increased data accessibility will improve classroom interventions for students.

Students with Disabilities' performance over the past 3 years (2016-2018) demonstrated 40% Met or Exceeded standards for 2016 & 17 compared to 32% in 2018 in English Language Arts. In Math, 15% of Students with Disabilities' Met or Exceeded Standards in 2016, 16% in 2017, and 15% in 2018.

PCHS conducted a root cause analysis and action plan through the Performance Indicator Review process to develop strategies designed to meet growth targets for students with disabilities. The root cause analysis was completed through examination of the following data sources: California School Dashboard for ELA & Math CAASPP Assessment Results-Students with Disabilities, California School Dashboard School Five-by-Five Placement, Annual Performance Report (APR) Measures – ELA & Math CAASPP Participation Rate, PCHS Student Information System, formal and informal school assessments, student records & transcripts, and student Individualized Education Plans.

Students with disabilities routinely have difficulty demonstrating their skills on standardized assessments with unfamiliar formats and accommodations. In examining areas of lower performance, difficulties were noted in the demonstrating effective reasoning, use of mathematical language and applications, and embedding critical reasoning within the writing process required in open responses on the CAASPP. In addition, PCHS has seen a decline since the increase of enrollment for the Asian subgroup. Strategies to improve student performance in all subgroups include teacher professional development to improve use of critical reasoning student writing and mathematical language within both general education and special education classes; increased number of collaborative classes in Algebra 1, Geometry and Algebra 2 where a general education and special education teacher share instruction providing increased scaffolding and monitoring of student achievement; and the provision of CCASPP practice sessions within special education classes to familiarize students with the test format and accommodations. Selected general and special education teachers have completed or are in the process of completing professional development in the hand scoring of CCASPP practice tests so students receive meaningful feedback on skill attainment and to guide instructional practices for faculty.

## **COMPARISON TO NEIGHBORING AND COMPARABLE SCHOOLS**

PCHS Subgroups have consistently outperformed comparable schools. Over the past three years, the subgroup of PCHS students with disabilities have tested on the CAASPP over 9-20 percentage points over schools comparable in ELA and 13-16 percentage points in Math over the last three years. Additionally, Palisades Charter High School has consistently outperformed neighborhood and comparable high schools in LAUSD (schools listed below data tables) in graduation rates for students with disabilities, based on the CDE dashboards. PCHS subgroup graduation rates are consistently high, at or above 93%.

### Students with Disabilities- CAASPP Comparison to Similar Schools

School	% Met/Exceed			% Met or Exceed			% Met or Exceed		
	2016	ELA	Math	2017	ELA	Math	2018	ELA	Math
PCHS	20+% / 10%	40%	15%	20+% / 8+%	40%	16%	9+% / 9+%	32.50%	15.25%
Venice HS		20%	4%		10.35%	3.45%		23.75%	11%
University HS		13%	5%		20.40%	8.16%		22.50%	2.36%
Hamilton HS		11%	4%		12.25%	5.45%		8.25%	1.59%
Birmingham Charter HS		18%	6%		17.28%	0%		20.75%	2.60%
Taft HS		11%	2%		22.50%	3.17%		27%	6.70%
LAUSD		13%	4%		14%	3.40%		14%	3.35%
CA State		16%	5%		16%	4.75%		14.75%	4.75%

CDE

PCHS submitted to CDE, through the Charter Operated Programs and the LAUSD SELPA, the following actions (PIR) to improve performance of students with disabilities under the following for indicators three and four:

#### Performance Indicator #3 - Assessment

In 2017-18, students with disabilities’ participation rate in state testing was below the target of 95%. Improvement strategies have been put into place to include specific scheduled test times for state testing for students with disabilities and monitoring to ensure students with disabilities have completed the test.

While PCHS students with disabilities performance on standardized assessments has been above that of comparable schools, district and state, it has not increased over the past three years. This is believed to be impacted by several factors. CAASPP assessments are conducted via a computerized format that is not familiar to our students. Accommodations afforded on state tests have been poorly understood by teachers and students have not had the opportunity to experiment to identify the accommodations that best meet their needs. To address these issues, in the spring of 2019, special education teachers participated in professional development to better understand accommodations on state standardized tests and dedicated time was provided. Additionally, time was provided for students to explore accommodations on the CAASPP to identify those that increased their ability to access the test and demonstrate their proficiency. Teachers will continue to work with students to

identify specific accommodations for individual students and will provide multiple opportunities for students to take sample tests to familiarize them with the test format.

Test data further indicates that increased instructional focus on the application of critical reasoning in mathematics and written language, increased student utilization of mathematical language and applications needs to occur.

#### Performance Indicator #4 - Suspension & Expulsion

Suspension rates for students with disabilities increased during the 2017-18 school year. PCHS is dedicated to taking a proactive approach for all students. Beginning with the 2018-19 school year mental health support was increased to include two clinical school social workers, 1-2 social work interns, and a licensed marriage & family therapist with expertise in autism spectrum disorders. Additionally, Department of Mental Health social workers provide support to eligible students and a community outreach counselor provides substance abuse counseling and linkage to community agencies.

A restorative justice model, as part of PCHS' positive behavior intervention system, assists students in developing strategies to resolve conflict and adopt more adaptive behavioral strategies.

#### **English Learners – Reclassification Rates**

Despite the small population of ELL students, PCHS has developed a robust program to support its multilingual students. PCHS provides individualized support with a fully staffed Multilingual department, which includes a dedicated administrator, an EL coordinator, a teacher assistant, and a certified ELL teacher. This team has dedicated itself to provide additional and individualized support for multilingual students, monitoring and meeting about their progress regularly. As a result, PCHS has consistently outperformed the district in its reclassification rate. PCHS reclassification rates still remain above the district's reclassification rates at 27% (18-19). In 2017-18, PCHS transitioned from CELDT testing to ELPAC testing. Currently, the program serves approximately 30 multi-language learners and monitors over 50 reclassified students, years one through four. For 2018-19, the multilingual team analyzed the baseline ELPAC data and designed curricular units in listening and notetaking. After comparing results from the previous school year and first semester testing, all ELD students' Reading Inventory Test scores improved. Several students have met the state standards and are eligible for reclassification as long as they meet the other ELA and ELPAC requirements. The biggest improvement in Reading Inventory Test scores were from beginning ELD students, who increased by several hundred points. The table below is from data available from the CDE Data Reporting Office.



**ELPAC TEST**

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
09	3	0	5	0	8	99	107
10	1	0	6	0	7	90	97
11	4	1	1	0	6	104	110
12	1	1	1	0	3	125	128

**Report Totals**

Level	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
Palisades Charter High	9	2	13	0	24	418	442
Los Angeles Unified	72,921	20,946	28,112	1,600	123,579	176,216	299,795
Los Angeles County	146,917	47,756	73,293	4,948	272,914	334,986	607,900
State	607,888	220,738	342,983	24,379	1,195,988	1,131,092	2,327,080

**RESULTS 2019**

**Note:** The "EL Total" column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the "English Learners" heading. The "Total (Ever-EL)" column displays the summed total of the data in the "RFEP" column plus the data in the four columns under the "English Learners" heading OR the data in the "EL Total" column, but not both. To view the data in this report as percentages, including "At-Risk" and "LTEL" percentages, select "Percents" from the View Data As menu option located above the report. The percent values displayed in this report are calculated as a percent of the "Total (Ever-EL)" which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP).

Grade	Asses	Language C	Overall Sca	Overall Per	Oral Langus	Oral Langua	Written Lar	Written Lar	Listening P	Speaking P	Reading Pe	Writing Performance
9	MIS		1603	3	1587	4	1618	3	2	3	3	2
9	SPA		1482	1	1450	1	1513	1	1	2	1	2
9	PER		1478	1	1477	2	1478	1	1	2	1	1
9	SPA		1680	4	1816	4	1543	2	3	3	2	2
9	SPA		1492	1	1494	2	1490	1	1	3	1	2
9	SPA		1596	3	1636	4	1556	2	3	3	2	2
9	SPA		1554	3	1570	3	1537	2	2	3	2	2
10	SPA		1560	3	1570	3	1549	2	2	3	2	2
10	THA		1538	2	1532	3	1543	2	2	3	2	2
11	SPA		1527	2	1502	2	1552	2	2	2	2	2
11	BUL		1501	2	1502	2	1500	1	2	2	1	2
11	SPA		1517	2	1489	2	1545	2	1	2	2	2
11	SPA		1626	4	1600	4	1651	4	2	3	3	2
12	SPA		1532	2	1483	2	1581	2	1	3	2	2

**State Test**

**Operations Management System**

In its fourth year of ELPAC testing, PCHS is establishing a strong baseline and emerging trend for ELPAC benchmark testing. It is difficult to compare scale scores to LAUSD, due to the disparity in both size and population. However, PCHS overall mean scale scores per grade level are all above LAUSD’s range of mean scale scores. The ELAC results are analyzed in conjunction with Scholastic Reading Inventory Scores, Achieve 3000 scores, Newsela achievement, and other classroom-based assessments. These are analyzed to establish students’ goals and targets for their English language learning. Student benchmark goals are tracked by the PCHS Multilingual team and by the Student Support and Progress Team (SSPT).

**Preparing Students for College and Career**

All PCHS students who are low achieving to gifted, coming from lower socio-economic to higher socio-economic families, from different races, ethnicities, and cultures; have an opportunity to select a quality academic program while have a fundamental right to high expectations and quality instruction that prepares them to enter and succeed in college and/or the workplace. Because the PCHS graduation curriculum requirements mirror the minimum UC/CSU curriculum entrance eligibility requirements, all students who take and pass their A-G course requirements with a “C” grade or better meet the minimum CSU/UC course admission requirements. For the PCHS



graduating class of 2019, it is estimated that the A-G completion rate will rise to over 75%, which has increased more than 5% since 2014 and is significantly above the LAUSD rate of 55 percent and the state completion rate of 50 percent (Class of 2019, CDE DRO, PCHS internal enrollment and grade reports). This performance is achieved through intensive monitoring and support both in and outside the classroom. All PCHS faculty is informed of the A-G course requirements. PCHS students are provided early counseling as well as in-class presentations on these requirements. If a student does not earn an A, B, or C in their A-G courses at the end of a semester, the student meets with the counselor to identify credit recovery options.

**College Center.** The College Center expanded its counseling staff from three to four in 2014, making it unique among public schools on Los Angeles's Westside in terms of the number of counselors solely devoted to college awareness as well as the admission and application process. Pali's October College Fair, which during the tight budget years was held every other year, has reverted to annual status and attracts upwards of 100 colleges and universities from the local area and around the state and country each year. In addition, the depth of knowledge of the College Center staff, has contributed to one of the most robust and expansive lists of college destinations in the area. PCHS college counselors meet individually with all interested juniors and their parents to discuss college options in the spring and summer before senior year. One college counselor participates in both Fuerza Unida and The Village Nation, which has led to the creation of outreach programs for both African American and Latino students and their parents. This year, college-readiness workshops have been held on campus and in neighborhoods located in areas with high concentrations of PCHS students. The counselors also provide a series of college application and financial aid workshops every fall. Other duties of the College Center staff include

- advising college-bound seniors, both individually and in groups, on their college search, testing, essays, applications, recommendations, scholarships, and financial aid;
- writing all Secondary School Reports for students applying to private colleges and universities;
- supervising the college application process for all students, including letters of recommendation, through the Naviance Family Connection Web-based college-planning and application-management system;
- booking and supervising writing coaches for students applying to college;
- distributing senior and parent questionnaires to facilitate recommendation-writing;
- sending mid-year grades and final transcripts to colleges;
- posting information about national and local scholarships;
- booking and facilitating visits by college and university representatives;
- ongoing Professional Development through attending college counseling conferences and visiting colleges throughout the country;
- conducting college tours with PCHS students, including to Historically Black Colleges and Universities (HBCU's);
- providing published and online resources for students searching for information on colleges, test preparation, financial aid, and summer programs (academic, community service-based, internships, etc.);

- overseeing registration and fee waivers for standardized testing (PSAT's, SAT's, ACT's), as well as advising students regarding the testing calendar;
- sending out grade-appropriate mailings and postings about College Center services and events;
- registering students for and administering Advanced Placement (AP) examinations;
- advising student athletes on NCAA eligibility; and
- booking and supervising classroom-based SAT- and ACT-prep courses.

Pali's rate of students going to two- or four-year colleges and universities has remained consistently in the 94-to-97-percent range since the school's becoming an independent charter in 2003. Recent studies, including "A Review of the Role of College Counseling, Coaching, and Mentoring on Students' Postsecondary Outcomes" by researchers at Harvard University, the College Board, and the University of Pittsburgh, suggest a strong correlative, even causal, relationship between the availability of counseling and support during the college application process and qualified students' enrolling in appropriate colleges and universities. While the College Center is the capstone of the school's strong college-going culture, PCHS is exploring how to create a more focused school-wide program to foster college awareness and a college-going culture over the course of students' four-year high school experience.

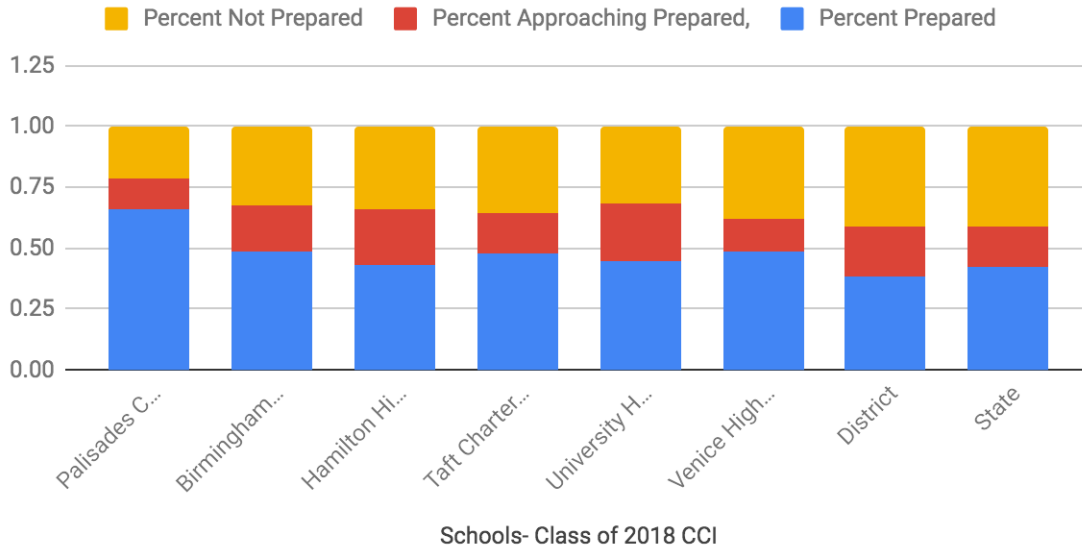
Using data from the Associated Student Body (ASB) annual survey in the Spring of 2018, students praised PCHS' commitment to creating a college-going environment. One student asserted that Pali "has given me a competitive environment to force me to pursue a college education and the resources like the College Center that gave me all the information I need." Many other students lauded the 9th grade Pods for allowing them to "choose [courses] you're interested in." Along these lines, students of all grades appreciated that PCHS makes efforts to "personalize" the academic paths. "Pali offers a lot of different courses and electives for all kids to have their own specialized journey," noted one 10th grade student, and this sentiment was shared by both the 9th grade students, as well as those getting ready to graduate.

These variety of curricular opportunities not only helps students get "excited about going to college", but help "us feel that we can be successful in school." As one 11th grade student astutely reflected, "my AP English teacher creates a variety of ways for us to show that we get the material. This makes this difficult class less stressful."

The students enjoyed having an "approachable" and "active" College Center and especially the annual college fair. Older students felt they had the skills to be successful in college, especially those in AP and Honors English and History classes. Only a few students reflected upon career opportunities. One scientifically-inclined senior liked that PCHS held job fairs, but felt that PCHS could do more to offer "internships and research opportunities." However, 9th grade students spoke excitedly of how their Pods expose "us to different career paths and skills. Pods will lead you in the direction you want to go. My Social Justice Pod has sparked by passion to study Sociology and [pursue a] career in that."

### CA State Dashboard: College and Career Indicator, Comparison Data

#### Percent Prepared, Percent Approaching Prepared, and Percent Not Prepared



PCHS

#### Class of 2018, 741 students

Schools- Class of 2018 College, Career Indicator	Percent Prepared	Percent Approaching Prepared	Percent Not Prepared
<b>Palisades Charter High School</b>	<b>66%</b>	<b>12.60%</b>	<b>21.40%</b>
Birmingham Community Charter High School	48.60%	19.40%	32%
Hamilton High School	43.30%	22.50%	34.20%
Taft Charter High School	47.50%	16.80%	35.80%
University High School	44.70%	24%	31.40%
Venice High School	48.40%	14%	37.60%
District	38.20%	20.80%	40.90%
State	42.20%	17.10%	40.70%

Palisades Charter High School succeeds in maintaining a “college going culture.” PCHS ensures that its students demonstrate college bound competencies as evidence of readiness for success in college and careers. Data from the new CA Dashboard, Priority 7 and 8, the College and Career Indicator,

shows that **66** percent of the 2018 graduating class is prepared, **12.6** percent are approaching prepared, and **21.4** percent are not prepared. The 2019 data has not been released. As demonstrated by the table above, Palisades Charter High School graduates are more than **17%** prepared than their peers graduating from neighborhood schools.

In recent years, PCHS has targeted outreach and counseling to students with high AP potential. With both outreach and detracking Honors programs, PCHS has seen an increase in our AP participation. There is evidence of the strong support and guidance provided to students in selected AP courses, as the percentage of students earning at least one qualifying score (typically a score of “3” or higher) has continued to surpass the percentages in California and nationwide.

**Students Earning a Qualifying Score on an Advanced Placement Test (College Board) and College Entrance Exams Data**

<b>AP SUMMARY (2019)</b>						
Graduating Class Summary	58.40%	Number of Palisades Charter High School Seniors who scored 3 or higher on at least one AP Exam at any point during high school divided by total number of your district's seniors.				
12th Grade	39.70%	Number of Palisades Charter High School students who scored 3 or higher on at least one AP Exam this year divided by total number of students in each grade.				
11th Grade	49.10%	Number of Palisades Charter High School students who scored 3 or higher on at least one AP Exam this year divided by total number of students in each grade.				
10th Grade	34.50%	Number of Palisades Charter High School students who scored 3 or higher on at least one AP Exam this year divided by total number of students in each grade.				
<b>SAT SUMMARY (2018)</b>						
			<b>EVIDENCE BASED READING AND WRITING</b>	<b>MATH</b>		
PCHS AVERAGE SCORE			591	588	1179	
NATIONAL AVERAGE			536	546	1082	
<b>PSAT SUMMARY</b>						
	<b># TEST TAKERS</b>	<b>EVIDENCE BASED READING AND WRITING</b>		<b>MATH</b>	<b>TOTAL</b>	
PCHS AVERAGE SCORE	358		571	550	1121	
District	885		448	437	885	
State	969		489	470	1013	
<b>ACT SUMMARY (2018)</b>						
			<b>ENGLISH</b>	<b>MATH</b>	<b>READING</b>	<b>SCIENCE</b> <b>COMPOSITE</b>
PCHS AVERAGE SCORE			27.3	25.5	27.5	25.1   26.5
NATIONAL AVERAGE			21.8	22.7	23	22.1   22.7

\*\*2019 DATA NOT AVAILABLE

**UC A-G Readiness:** 75% of our students met A-G requirements

**Percent enrolled in UC-approved courses:** Over 99.5%

**Graduation Rate Comparison**

When looking at how PCHS compares to similar schools, PCHS analyzed schools that were from the given LAUSD data set that had similar enrollment, junior class cohort size, educational programs, and student populations. The following data sets show a realistic comparison to similar schools. This is represented by our calculated “Similar” Schools Median.

The following data sets show a comparison of graduation rates to district and charter schools that are roughly similar in cohort size and/or pupil demographics. PCHS has held a steady graduation rate of over 95%.

<b>Graduation Rate Multi-Year Summary</b>						
<b>School</b>	<b>Subgroup</b>	<b># of students 2015-16 cohort</b>	<b>2013-14 Graduation Rate</b>	<b>2014-15 Graduation Rate</b>	<b>2015-16 Graduation Rate</b>	<b>Change from 2015-16</b>
<b>Palisades Charter High School</b>	<b>All Students</b>	<b>738</b>	<b>95.7</b>	<b>95.1</b>	<b>96.1</b>	<b>0.9</b>
University High School	All Students	379	87	87.8	90.8	3
Venice High School	All Students	445	79.6	78.8	79.8	1
Hamilton High School	All Students	653	83.9	83.2	89.3	6.1
Taft Charter High School	All Students	513	89.5	91.9	89.7	-2.2
Birmingham Comm. Charter High School	All Students	712	89	91.2	93.8	2.6
<b>Resident School Median</b>	<b>All Students</b>	<b>199</b>	<b>76.7</b>	<b>77.4</b>	<b>78.6</b>	<b>1.2</b>
<b>LAUSD</b>	<b>All Students</b>	<b>34563</b>	<b>70.2</b>	<b>72.2</b>	<b>77.3</b>	<b>5.1</b>
<b>Four Year Adjusted Cohort Graduation Rate</b>						
<b>School</b>	<b>Subgroup</b>	<b># of students 2017-18 cohort</b>	<b>2016-17 Adjusted Cohort Graduation Rate</b>	<b>2017-18 Adjusted Cohort Graduation Rate</b>		<b>Change from 2016-17</b>
<b>Palisades Charter High School</b>	<b>All Students</b>	<b>733</b>	<b>96.9</b>	<b>96</b>		<b>-0.9</b>
University High School	All Students	405	91.8	88.9		-2.9
Venice High School	All Students	479	82.1	79.5		-2.6
Hamilton High School	All Students	617	86.3	86.4		0.1
Taft Charter High School	All Students	632	89.5	86.1		-3.4
Birmingham Comm. Charter High School	All Students	728	90.6	89.1		-1.5
<b>Resident School Median</b>	<b>All Students</b>	<b>211</b>	<b>80.2</b>	<b>78.25</b>		<b>-1.95</b>
<b>LAUSD</b>	<b>All Students</b>	<b>33,059</b>	<b>76.1</b>	<b>76.6</b>		<b>0.5</b>

<p><i>Source: LAUSD Office of Data and Accountability</i></p>						

### **PCHS Technology Programs**

The first step to growing any technology program is to make sure that an established infrastructure is developed to support any technology plan adopted by PCHS. One of the paramount accomplishments of the PCHS Technology Department was increasing the Wi-Fi network bandwidth and access points to allow students and teachers access to high speed internet in order to support a successful integration of any future PCHS technology plans. PCHS provides high-speed wireless internet access to all students who sign the Acceptable Use Policy and demonstrate continuous, ethical digital citizenship practices throughout the school year. An SSO system allows students simplified access via one account to cross-curricular, cross-platform tools: Google Apps for Education (G Suite), Office 365, Schoology, and Atomic Learning. Once a stable infrastructure and reliable network were in place, the focus of technology then shifted to providing PCHS students equitable access to devices. By closely following the ever-changing market trends in educational technology resources, the technology staff was able to move from ipads to chromebooks. PCHS has since established a blended Bring Your Own Device (BYOD) program that supports a device agnostic vision for educational technology. PCHS developed an “Access First” BYOD program that allowed students the option to bring their own personal devices to school and provided them access to the PCHS Wi-Fi network. Students that were not able to bring their own device were provided an opportunity to take part in a chromebook loaner program that was successfully piloted and rolled out to all 9th graders during the 2016-17 school year and 2017-18 school year. With the assistance of a PCHS’s Tech Equity Campaign, PCHS was able to acquire additional funding through fundraising and extended the chromebook loaner through the 2018 spring semester. The PCHS tech department has closely monitored the number of students who bring their own devices versus those who opt to participate in the “Access First” chromebook loaner program.

As PCHS works to update the PCHS Technology Plan, there is an increased focus on professional development for teachers to integrate technology standards into their curriculum based on a foundation of solid pedagogy. All strides to incorporate educational technology in the classroom stem from the International Society for Technology in Education (ISTE) and Common Core State Standards (CCSS) for technology for students and educators. PCHS aims to incorporate these standards across all curriculum by implementing a comprehensive evaluation of each department’s curriculum and embedding the tech standards in both core and elective classes.

PCHS has established a physical “Tech Corner” within the Academic Achievement office (AA Room) that acts as a vital resource for faculty and students alike. It is here where the EdTech coordinator and tech coaches will provide teachers with the necessary support needed to successfully integrate these technology standards within their own classes. The professional development plan that has been adopted by PCHS will stress coherence with individual PLC Specific, Measurable, Attainable, Relevant, Timely(SMART) goals, active learning and be content specific. PCHS values



the fostering of personalized learning networks for its faculty through the use of social media, blogs, webinars, tutorials, and technology training.

PCHS has provided all faculty, staff and students with school Google accounts in order to have access to G Suite for Education since the 2014-15 school year. Since the adoption of Google Applications for Education GAFE and now G Suite for Education, PCHS has seen a dramatic increase in participation of these tools inside and outside of the classroom. Access to G Suite tools ties directly into PCHS's goal of building 21st century skills among their students by promoting the Student Learning Objectives of *collaboration, critical thinking, creativity, and communication*.

Palisades Charter High School has adopted Schoology as their official Learning Management System since the 2013-14 school year. As more and more school districts utilize learning management systems as an extension of the classroom, PCHS has supported this move by providing teachers with numerous professional development opportunities on and off campus. Schoology has also been adopted as one of the primary sources of communication between students, campus groups, clubs, faculty members and parents. With the incorporation of "OneRoster" in the spring semester of 2017-18, PCHS made significant strides to increase the interoperability of Schoology, the Learning Management System and Infinite Campus, the student information system. Infinite Campus has the capacity to eliminate the redundancy within the two systems.

In 2016, the Pali STEAM Shop was profiled by Intel/TBS for America's Greatest Makers and won national recognition from the White House and US Dept. of Education for their technology innovation program. The STEAM Shop hosts Make and Fabricate Pod classes, Makers' Space elective classes, the Robotics club, and the MESA program. The aim of PCHS is to increase engagement by providing differentiated pathways for PCHS's diverse students to blend Science, Technology, Engineering, Art and Math as well as provide CTE pathways for students to pursue careers in Game Design and other STEAM related careers. In 2017, PCHS expanded to another STEAM annex within a computer lab. PCHS is working with the Technical Education Department and The Educational Technology team to develop these two spaces.

## **STUDENT POPULATIONS TO BE SERVED**

PCHS prides itself on educating a racially, ethnically, geographically, academically, culturally, and socio-economically diverse mix of students. This defining characteristic of the school creates a microcosm of Los Angeles and Southern California, which, in turn, enriches the education of all students at PCHS.

PCHS will continue to operate as a comprehensive public high school (grades 9 through 12) serving students from communities within the Los Angeles Unified School District (LAUSD) and all other California high school students who wish to attend PCHS, subject only to the operating capacity. Enrollment typically comes from the historical attendance area neighborhoods and from Paul Revere Charter Middle School. After the loss of traditional LAUSD integration traveling programs in 2010, PCHS developed an admissions outreach plan designed to maintain an ethnically diverse student population. The outreach includes admissions presentations at numerous middle schools throughout

the Los Angeles area. In addition to continuous outreach PCHS hosts monthly school tours, as well as, Parent Information night in the Spring.

In an effort to meet the needs of traveling students, PCHS created a Transportation Program, which provides students with safe, dependable, and convenient transportation to and from PCHS. There is a monthly fee for the service, but students from low-income families may apply for a transportation scholarship. There is a monthly fee for service ranging from \$65-\$225. Students that demonstrate financial need through our scholarship program. Late buses are provided so that students may participate in PCHS-sponsored extracurricular and after-school activities.

**PCHS Enrollment Demographics, 2014-2019**

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
<b>Total Enrollment</b>	2,925	2,970	2,982	3,056	2,964
<b>Hispanic or Latino</b>	691	660	636	591	576
<b>American Indian or Alaska Native</b>	12	9	12	11	9
<b>Asian</b>	206	235	248	244	237
<b>Pacific Islander</b>	17	16	15	9	8
<b>Filipino</b>	36	30	25	27	20
<b>African American</b>	418	423	415	420	365
<b>White</b>	1,529	1,574	1,619	1,740	1,743
<b>Two or More Races</b>	16	14	12	1	3
<b>Not Reported</b>	0	9	0	13	3

\*Source: California Department of Education

<b>PCHS Enrollment Roll-Out Plan</b>					
Grade	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
9	750	750	750	750	750
10	750	750	750	750	750
11	750	750	750	750	750
12	750	750	750	750	750
<b>Total</b>	<b>3000</b>	<b>3000</b>	<b>3000</b>	<b>3000</b>	<b>3000</b>

**GOALS and PHILOSOPHY**

**Mission Statement**

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

In the spring of 2018, the Long-term Strategic Plan committees and faculty as a whole were both able to reflect on the mission and vision statements from previous years. Both the development of the



school's statements and the way in which these statements are created have become more intentional and inclusive for stakeholder groups. A main factor of increased participation in the school's mission, vision, and long-range plan is due to the many stakeholders who comprise the Long-term Strategic Planning Committee. This school committee has students, parents, community members, classified employees, teachers, counselors, and administrators who are committed to navigating a course for the school by determining the actions the school needs to take to achieve its mission.

The Mission and Vision statements reflect a commitment to fostering the belief that students benefit from a diverse student body. As stated in its mission statement, PCHS will empower our diverse student population..." PCHS also recognizes the various socioeconomic backgrounds of its families as it focuses on issues of equity in its beliefs that all students deserve and can achieve academic excellence as seen in its mission statement, "by dedicating our resources to ensure educational excellence, civic responsibility, and personal growth." Similarly, the PCHS vision statement celebrates that "A belief in diversity as an asset, particularly in the promotion of multicultural understanding; this includes the belief that pupils should be taught explicitly to value diversity and to learn about other cultures as well as become proficient in more than one language." Further, in order to ensure that the school's statements represent the needs of all students, PCHS sought contribution from all stakeholders regarding the school's financial and academic priorities and goals and LCAP.

It is quite evident that future global competencies and college and career readiness are reflected in PCHS' Mission and Vision statements. In its Mission Statement PCHS steadfastly asserts the importance that its students are empowered to, "make positive contributions to the global community by dedicating our resources to ensure educational excellence, civic responsibility, and personal growth." Further, they explicitly recognize the importance of an "extensive use of technology." Even more so, it creates an understanding that schools, in general, "need to graduate educated people who are adaptive, creative, critical thinkers, effective communicators, and conscientious members of the workforce and world community." The importance that the PCHS stakeholder community places on college and career readiness is evident as its Vision Statement promulgates, "The educational program will prepare PCHS graduates for admission to four-year colleges, institutions of higher learning, and postsecondary career fields." The marriage of these two concepts comes through as the PCHS school community advocates that, "the need for personalization in education in which a community of adults nurtures students and ensures that they meet graduation requirements and prepare them for goals beyond high school.

Since the school mission is reviewed and revised by the Long-term Strategic Planning Committee, listed below are the parts of the mission living in each Long-term Strategic Plan operational and administrative subcommittees:

1. Academic Achievement and Innovation "ensures educational excellence," "personal growth," and civic responsibility
2. Family and Community "empowers our diverse student population to make positive contributions to the global community"
3. Budget/Development , Technology, and Facilities are three committees "dedicating resources" for students to thrive

These important school committees embed the PCHS WASC Action Plan for Equity and the Local Control Accountability Plan into the school's Long-term Strategic Plan to accomplish the mission and vision of the school.

## **Vision**

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

PCHS is committed to the following:

1. The focus of the school's core activities on pupil learning and achievement and the development of positive values and goals.
2. A belief in ongoing collaboration in Small Learning Communities (SLCs) and Professional Learning Communities (PLCs) in order to achieve goals and promote professional growth of all adults in the school community.
3. Expectations that all students will master the same rigorous academic content in standards-based curricula and will be prepared for post-secondary opportunities.
4. A belief in diversity as an asset, particularly in the promotion of multicultural understanding; this includes the belief that pupils should be taught explicitly to value diversity and to learn about other cultures as well as become proficient in more than one language.
5. A safe, secure, encouraging, and student-centered learning environment.
6. Recognition that communication and knowledge-acquisition require maximizing the use of technology.
7. The need for personalization in education in which a community of adults nurture students and ensure that they meet graduation requirements and prepare them for goals beyond high school.
8. The necessity to maintain technical proficiency for both PCHS staff and students.
9. The pursuit of educational equity and campus unification.
10. The Pali pillars or values of Positivity, Aspiration, Learning, and Integrity.

## **Defining an "Educated Person" in the 21st Century**

In the 21st century, an educated person must possess the critical-thinking, creative-thinking, problem-solving, collaboration, and communication skills to be able to participate ethically and productively in a multicultural global environment. Educated people

- have a sound basis of knowledge and vocabulary in disciplines critical to the survival of U.S. culture, society, and democracy;
- are fluent in Standard American English;
- can communicate fluently in a variety of written, spoken, and technological formats;
- can recall, comprehend, apply, analyze, synthesize, and critically evaluate a wide variety of information;
- can apply numeracy skills and mathematics to various disciplines;
- can apply a wide variety of cognitive, metacognitive, critical thinking and creative-thinking skills to solve real-world problems;
- can appropriately apply the scientific method and methods of historical inquiry;
- can communicate in a second language;
- can appreciate the visual and performing arts as an expression of culture and society;
- can commit to contribute to environmental health and welfare;
- can apply their knowledge to ensure their own physical, emotional, and social health and well-being, and
- can reflect critically and make ethical choices for their own benefit and society's benefit.

Educated people must also become self-directed learners who recognize that learning is a lifelong process that is not restricted to the classroom environment. Schools need to graduate educated people who are adaptive, creative, critical thinkers, effective communicators, and conscientious members of the workforce and world community.

Upon graduation, PCHS pupils must have:

- met all graduation requirements defined by the California Department of Education and PCHS;
- mastered cognitive, communicative, collaborative, problem-solving, critical- thinking, and creative-thinking skills and learning strategies that will allow them to pursue post-secondary opportunities and to participate fully and positively in their local, regional, national, and global communities;
- developed an understanding of how to make effective use of technology to locate, analyze, interpret, and communicate information in a wide variety of media;
- cultivated individual talents and abilities;
- developed metacognitive thinking in order to be habitually reflective and self-aware, able to determine what they know and need to know, and committed to continuous self-improvement; and
- internalized values that will enable them to be productive and responsible citizens.

The staff at PCHS strives to model what it means to be an educated person in the 21st century through its commitment to the pursuit of lifelong learning. PCHS effectively recognizes that opportunities that technological tools can afford students as they become 21st Century learners. Technology not only becomes an educational tool, but also essential in forging future post-secondary pathways. For over five years, we have been committed to providing personal electronic devices for all of our incoming freshmen in order to provide an equitable learning environment for all students in order to ensure they can learn the many ways in which technology can be used to enhance their learning journey, as well as to demonstrate their acquired knowledge.

## How Learning Best Occurs

PCHS strives to use educational research to inform its professional development plan and educational practices. Below is a list of the more prominent research and educational studies that have inspired educational shifts both in the classroom and schoolwide, shaping how teaching and learning best occurs:

### **Jeanne Oakes (School Equity and Detracking)**

Professor Jeannie Oakes research has been influential in detracking PCHS departments. Her research promotes engaging heterogeneously grouped students in experience-based learning (Oakes, 1985). Learning occurs at a higher level with hands-on and critical thinking activities that apply to the content of what students are learning. To learn, all students are exposed to challenging problems that are likely to have more than one right answer or more than one way of achieving the answer. PCHS has used her research when providing deeply contextualized curriculum.

### **Carol Tomlinson (Differentiation)**

PCHS has incorporated Carol Tomlinson's research, (Tomlinson, 2010) in differentiation of instruction for academically diverse learners including teacher and administrator attitudes and practices related to academic diversity, impacts of initial teacher preparation on novice teacher readiness to teach in academically diverse settings, impacts of varied school and teaching practices on low income and minority learners, and the change process in schools moving toward more academically responsive classrooms.

### **Pedro Noguera and Joaquin Noguera (Equity Study)**

PCHS has had the opportunity to use Pedro Noguera's research (Noguera et al., 2015) to develop its Campus Unification program and educational support for African American students. PCHS has adopted one of the tenets of his research that states "until our schools do a far better job of educating Black and Latino students, our society will fail to tap a vast reservoir of human talent." Therefore, PCHS must teach to prioritize opportunities for Black and Latinx students to learn. Currently, PCHS is using the research from Noguera's book, **Excellence Through Equity: Five Principles of Courageous Leadership to Guide Achievement for Every Student** to inform professional development and curricular planning.

PCHS contracted with Joaquin Noguera's Small Axe group to collaborate with Pali staff on a schoolwide School Equity Review. A School Equity Review (SER) is a systematic examination of the systems, structures, practices and processes that shape student experiences and outcomes in a school setting that is intended to clarify the context and starting points of school development and improvement efforts through the lens of educational equity. These review results guide the development of a meaningful school plan and suggests benchmarks for instructional evaluation. One of the areas of the study was Teaching, Learning and Assessment. The results of the study recommended the following:

1. Make more effective use of time in class:
  - o increase active engagement of students in lessons
  - o regularly check for understanding and utilize formative assessment to provide appropriate rigor and support for students

- o Support students to generate knowledge based on prior learning, lived experiences and real-world connections in relation to course content
2. Utilize strategies that strengthen students' self-efficacy:
    - o improve the quantity and quality of feedback provided to students on the progress of their learning and how they can improve (success criteria)
    - o improve communication with community stakeholders regarding programmatic and support opportunities on campus
  3. Deepen teachers' understandings of equity and diversity so they can recognize equity related issues that surface in classes and make informed decisions when responding
  4. Build teacher capacity of what is necessary to support high quality learning for all students through the PLC structure in order to address issues like inconsistencies in grading practices, understandings of how to differentiate content based on student needs, understandings of the necessary components of a lesson to support student learning, assessment needs, etc.
  5. Make better use of monitoring systems to ensure that trends in teaching and learning are known, but also to uphold expected standards for learning
  6. Empower leaders of learning and teaching to develop ways of understanding trends in teaching and learning within their departments, and provide non-evaluative support and feedback/collaboration on student learning and how (or for whom) it might be improved
  7. Address the barriers to entry and success in AP classes for underrepresented students

For improved teaching and learning, the PCHS Equity Task Force recommended the following:

1. Continue to develop Professional Learning Communities across the campus to establish shared understandings of learning and teaching needs and expectations for addressing equity and areas for growth outlined in the Equity Report.
2. Incorporate aspects of the workshop model into pedagogical practices across the school to provide more modeling and feedback, to enhance the use of formative assessment to adjust plans and strategies for learning, and to differentiate engagement and support for students.
3. Provide differentiated professional development and coaching for teachers on culturally responsive learning, teaching and planning strategies that address school equity goals, and make curricula more robust, accurate and representative, but also to support teachers to personalize learning based on understanding of each student as a person and a learner, and to identify and take action on need for intervention and support and increase the relevance of teaching.

**Kikanza Nuri-Robins, Delores B. Lindsey, Raymond D. Terrell, and Randall B. Lindsey  
(Cultural Proficiency)**

PCHS recognizes that cultural competence is the key to thriving in culturally diverse classrooms and schools - and it can be learned, practiced, and institutionalized to better serve diverse students, their

families, and their communities. Cultural competence is the ability to successfully teach students who come from a culture or cultures other than our own. It entails developing certain personal and interpersonal awareness and sensitivities, understanding certain bodies of cultural knowledge, and mastering a set of skills that, taken together, underlie effective cross-cultural teaching and culturally responsive teaching.

Cultural competence doesn't occur as a result of a single day of training, or reading a book, or taking a course. PCHS is aware that educators become culturally competent over time; therefore, professional development training will be embedded in regularly scheduled Professional Learning Community meeting time and staff meetings.

Jeff Zwiers and Marie Crawford, *Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understandings*

Throughout history, conversations have allowed us to see different perspectives, build ideas, and solve problems. Conversations, particularly those referred to in this book as academic conversations, push students to think and learn in lasting ways. Academic conversations are back-and-forth dialogues in which students focus on a topic and explore it by building, challenging, and negotiating relevant ideas.

Unfortunately, academic conversations are rare in many classrooms. Talk is often dominated by the teacher and a few students, or it does not advance beyond short responses to the teacher's questions. Even certain teaching approaches and curriculum programs neglect to train students how to maintain a focused, respectful, and thoughtful conversation.

To address these challenges, authors Jeff Zwiers and Marie Crawford have identified five core communication skills to help students hold productive academic conversations across content areas. These skills include: elaborating and clarifying, supporting ideas with evidence, building on and/or challenging ideas, paraphrasing, and synthesizing. This book shows teachers how to weave the cultivation of academic conversation skills and conversations into current teaching approaches. More specifically, it describes how to use conversations to build the following:

- Academic vocabulary and grammar
- Critical thinking skills such as persuasion, interpretation, consideration of multiple perspectives, evaluation, and application
- Literacy skills such as questioning, predicting, connecting to prior knowledge, and summarizing
- Complex and abstract essential understandings in content areas such as adaptation, human nature, bias, conservation of mass, energy, gravity, irony, democracy, greed, and more
- An academic classroom environment brimming with respect for others' ideas, equity of voice, engagement, and mutual support

The ideas in this research stem from many hours of classroom practice and video analysis across grade levels and content areas. To increase learning, this research provides practical activities for working on each conversation skill, crafting conversation-worthy tasks, and using conversations to teach and assess.



## **Carol Dweck and Jo Boaler: Brain Research, Mathematical Mindset, and Growth Mindset**

PCHS has engaged in this very important research out of Stanford to banish math anxiety and give students of all ability levels a clear roadmap to math success. Mathematical Mindsets provides practical strategies and activities to help teachers and parents show all children, even those who are convinced that they are bad at math, that they can enjoy and succeed in math. Jo Boaler—Stanford researcher, professor of math education, and expert on math learning—has studied why students don't like math and often fail in math classes. She's followed thousands of students through middle and high school to study how they learn and to find the most effective ways to unleash the math potential in all students.

There is a clear gap between what research has shown to work in teaching math and what happens in schools and at home. Jo Boaler's research bridges that gap by turning research findings into practical activities and advice. Boaler translates Carol Dweck's concept of 'mindset' into math teaching and parenting strategies, showing how students can go from self-doubt to strong self-confidence, which is so important to math learning. Boaler reveals the steps that must be taken by schools and parents to improve math education for all. Mathematical Mindsets:

- Explains how the brain processes mathematics learning
- Reveals how to turn mistakes and struggles into valuable learning experiences
- Provides examples of rich mathematical activities to replace rote learning
- Explains ways to give students a positive math mindset
- Gives examples of how assessment and grading policies need to change to support real understanding

Boaler's research recognizes that many students hate and fear math, so they end up leaving school without an understanding of basic mathematical concepts. Their evasion and departure hinders math-related pathways and STEM career opportunities. Mathematical Mindsets provides a proven, practical roadmap to mathematics success. **Grant Wiggins and Jay McTighe, Understanding by Design (UbD)**

1. Learning is enhanced when teachers think purposefully about curricular planning. The UbD framework helps this process without offering a rigid process or prescriptive recipe.
2. The UbD framework helps focus curriculum and teaching on the development and deepening of student understanding and transfer of learning (i.e., the ability to effectively use content knowledge and skill).
3. Understanding is revealed when students autonomously make sense of and transfer their learning through authentic performance. Six facets of understanding—the capacity to explain, interpret, apply, shift perspective, empathize, and self-assess—can serve as indicators of understanding.

4. Effective curriculum is planned backward from long-term, desired results through a three-stage design process (Desired Results, Evidence, and Learning Plan). This process helps avoid the common problems of treating the textbook as the curriculum rather than a resource, and activity-oriented teaching in which no clear priorities and purposes are apparent.

5. Teachers are coaches of understanding, not mere purveyors of content knowledge, skill, or activity. They focus on ensuring that learning happens, not just teaching (and assuming that what was taught was learned); they always aim and check for successful meaning making. Teachers regularly review units and curriculum against design standards enhances curricular quality and effectiveness, and provides engaging and professional discussions.

6. The UbD framework reflects a continual improvement approach to student achievement and teacher craft. The results of our designs—student performance—inform needed adjustments in curriculum as well as instruction so that student learning is maximized. The Understanding by Design framework is guided by the confluence of evidence from two streams—theoretical research in cognitive psychology, and results of student achievement studies. In addition to enacting this powerful pedagogical research, PCHS staff are committed to ensure learning by:

1. creating a nurturing and safe environment to meet students' socioemotional needs
2. providing clear and consistent high expectations for learning outcomes
3. designing daily opportunities for personalized instruction through flexible small groupings and web-based applications and resources
4. designing with the overarching goal that all students will be college and career focussed
5. creating opportunities for students to attain communication skills and critical thinking, interpersonal skills, research skills, and high level proficiency in core content standards and interdisciplinary thinking.
6. enacting each student's Individualized Education Program (IEPs) for students in the Special Education department,
7. employing 504 accommodations for each student with a 504 plan,
8. providing students real-life relevance of the instructional content,
9. using technology as a tool,
10. incorporating community through providing opportunities to participate in internships, and service learning
11. involving families as educational partners to support student achievement.

#### Research Based Instructional Methodology (Grades 9-12)

General education teachers, special education teachers, and related service providers instruct from a multi-tiered approach utilizing differentiation on a daily basis to meet the needs of all students as well as scaffolding lessons for students who need additional support. Common benchmarks, daily formative and comprehensive summative assessments are used to measure progress towards grade level standards as well as IEP goals. Parents have the ability to access ongoing postings of grades on Schoology, the PCHS learning management system.



PCHS uses a variety of instructional methods to provide the best opportunities for all students to learn at high levels creating a highly accountable model of educational innovation guided by research-based core beliefs and best practices. These instructional methods support the vision and mission of PCHS and are well suited to address the needs of the student population because they scaffold learning, use SDAIE strategies, support critical thinking, apply skills necessary for students to be college and career ready, and address visual, auditory, and kinesthetic learning modalities.

PCHS uses the PLC model to analyze data around students' mastery. Course alike teacher groups share, analyze, and discuss intervention strategies and identify successful instructional practices.

PCHS teachers use both inquiry based instruction and direct instruction. Direct instruction strategies include modeling, cues, questions, reinforcement, advanced organizers, nonlinguistic representations, individual practice, lectures, explanations and demonstrations through which students are asked to acquire concepts, instructions and information, learn to take notes, ask questions and clarify ideas in a whole class, small group cooperative learning or one-on-one format. Inquiry based instructional strategies involve asking students to structure and solve problems, research and pursue information, generate and test hypotheses and draw inferences independently.

PCHS teachers provide authentic experiences and real world exercises for students. This is evidenced by applying the scientific method to hands-on experiments, field experiences and by interacting with stakeholders on community issues. Students enrolled in the Technology, STEAM (Makers Space), or CTE classes consistently apply learning as it relates to everyday life and understanding of the world around them.

PCHS staff aim to integrate the PCHS Community Service Requirement (40 hours for graduation) to afford students the opportunity to apply their learning in real world settings, build relationships with adults and make contributions to their communities. With community service and CTE internship experience, PCHS connects with students' personal and career interests.

PCHS faculty and staff are at different levels of technical expertise. Technology professional development embedded in daily preparation are expected to facilitate and inspire student learning and creativity, design and develop digital-age learning experiences, and promote digital citizenship and responsibility to train and guide students in their use of technology.

PCHS has grown its collaborative teaching program in Special Education. With co-teaching models, PCHS ensures greater accessibility and support for students with disabilities within general education classrooms in the following departments: math, social science, and English.

### **How Students Become Self-Motivated, Competent, Lifelong Learners**

An effective school must contain several bedrock elements in order to produce self-motivated, competent, lifelong learners. In *How People Learn: Brain, Mind, Experience, and School*, successful learning environments are defined as being learner-centered, knowledge-centered, assessment-centered, and community-centered. As an independent charter school, PCHS strives to implement the findings of such research. To that end, PCHS is committed to the following:

- Recognizing that personalization, differentiation of instruction, the acknowledgment of

differences in prior knowledge, beliefs, and cultural backgrounds, and the building of metacognitive skills are keys to maintaining a learner-centered environment. The resources that PCHS invests in, create a learner-centered environment as outlined in the Long-Term Strategic Plan and the Local Accountability Plan – and PCHS believes these actions will help support its pupils transform into young adults who can think, act, and learn independently and ethically.

- Recognizing that knowledge-centered environments emphasize depth of knowledge over breadth of knowledge. Across the curriculum, students are encouraged to see interrelationships, analogies, comparisons, and contrasts, variety theories, causes and effects, and ideas in context. Students are encouraged to draw inferences and to use deductive and inductive reasoning. A culture of inquiry is also established by developing metacognitive skills, having pupils identify what they know, what they need to know, what they have learned, and what information they still need to know or acquire.
- Recognizing that an assessment-centered environment supports collective inquiry, enabling educators to build shared knowledge, make more informed decisions, and arrive at a consensus on best practices that will support student learning. At PCHS, Small Learning Communities (SLC’s) and Professional Learning Communities (PLC’s) continually collectively review student work. Feedback from assessments benefits both staff and students by making all parties aware of pupil performance, learning needs, and areas for growth in either teaching practice or student learning.
- Recognizing that community-centered learning environments establish social norms of participation that foster student achievement by valuing the search for understanding and allowing pupils and teachers the freedom to make decisions in order to learn. Community-centered learning environments enhance cognitive processes by setting norms that allow pupils to learn from themselves, from each other, from the school community, and from the outside world. Community-centered schools are the ultimate in personalized instruction in that they allow each student to connect in-school learning with his or her unique learning experiences outside of school.

(LCFF) LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

### **Local Control and Accountability Plan**

<b>LCFF STATE PRIORITIES</b>
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PCHS will continue to hold that teachers required to hold a credential will hold a valid CA teaching credential as defined by the CA Commission on Teaching Credentialing and be appropriately qualified in the content area taught.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="7" style="text-align: right; padding: 2px;"><b>Related State Priorities:</b></td> </tr> <tr> <td style="padding: 2px;"><input checked="" type="checkbox"/> 1</td> <td style="padding: 2px;"><input type="checkbox"/> 4</td> <td style="padding: 2px;"><input type="checkbox"/> 7</td> <td colspan="4"></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> 2</td> <td style="padding: 2px;"><input type="checkbox"/> 5</td> <td style="padding: 2px;"><input type="checkbox"/> 8</td> <td colspan="4"></td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> 3</td> <td style="padding: 2px;"><input type="checkbox"/> 6</td> <td colspan="5"></td> </tr> <tr> <td colspan="7" style="text-align: right; padding: 2px;"><b>Local Priorities:</b></td> </tr> <tr> <td colspan="7" style="padding: 2px;"><input type="checkbox"/> :</td> </tr> <tr> <td colspan="7" style="padding: 2px;"><input type="checkbox"/> :</td> </tr> </table>						<b>Related State Priorities:</b>							<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 4	<input type="checkbox"/> 7					<input type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 8					<input type="checkbox"/> 3	<input type="checkbox"/> 6						<b>Local Priorities:</b>							<input type="checkbox"/> :							<input type="checkbox"/> :						
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All Students (Schoolwide)	<i>100% Compliance</i>	<i>100% Compliance</i>	<i>100% Compliance</i>	<i>100% Compliance</i>	<i>100% Compliance</i>	<i>100% Compliance</i>																																																	

GOAL #2																						
<i>All students will have access to standards aligned materials, including implementation of academic content and performance standards for all students, including English learners.</i>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="3" style="text-align: right; padding: 2px;"><b>Related State Priorities:</b></td> </tr> <tr> <td style="padding: 2px;"><input checked="" type="checkbox"/> 1</td> <td style="padding: 2px;"><input checked="" type="checkbox"/> 4</td> <td style="padding: 2px;"><input type="checkbox"/> 7</td> </tr> <tr> <td style="padding: 2px;"><input checked="" type="checkbox"/> 2</td> <td style="padding: 2px;"><input checked="" type="checkbox"/> 5</td> <td style="padding: 2px;"><input type="checkbox"/> 8</td> </tr> <tr> <td style="padding: 2px;"><input type="checkbox"/> 3</td> <td style="padding: 2px;"><input type="checkbox"/> 6</td> <td></td> </tr> <tr> <td colspan="3" style="text-align: right; padding: 2px;"><b>Local Priorities:</b></td> </tr> <tr> <td colspan="3" style="padding: 2px;"><input type="checkbox"/> :</td> </tr> <tr> <td colspan="3" style="padding: 2px;"><input type="checkbox"/> :</td> </tr> </table>	<b>Related State Priorities:</b>			<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 7	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 8	<input type="checkbox"/> 3	<input type="checkbox"/> 6		<b>Local Priorities:</b>			<input type="checkbox"/> :			<input type="checkbox"/> :		
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Specific Annual Actions to Achieve Goal																						

- Update Instructional & Supplemental Materials.
- Teachers will participate in CCSS professional development, conferences, and training
- School will continue to administer interim assessments in ELA and Math through SBAC in their English and Math classes.
- Increase student access to technology by adding additional devices for classrooms by 20% per year over the next 3 years.
- All teachers of EL students will be certified in SDAIE and ELD instructional strategies; PCHS will continue to ensure that faculty complete classes and testing for English Learner Authorization
- Continuation of the Academic Achievement Team (teacher coaches supporting professional development, PLC/SLC coordination, data, EL, math, and literacy) -PLC/SLC notebooks
- Release time for PLC/SLC instructional design and assessment design

**Expected Annual Measurable Outcomes**

**Outcome #1:**

The school’s curriculum is fully aligned to CCSS, NGSS and ISTE standards.

**Metric/Method for Measuring:**

Review of Adopted Curriculum, Unit Plans, Internal Assessments, Performance Benchmarks and Complete departmental vertical alignment.

	B Baseline	2020-20 21	2021-20 222021- 2022	2022-202 3	2023-2 024	2024-20 25
School Curriculum	75% <i>aligned</i>	80% <i>aligned</i>	85% <i>aligned</i>	90% <i>aligned</i>	95% <i>aligne d</i>	100% <i>aligned</i>

**Outcome #2:**

The one-to-one device ratio (Chromebooks) in grades 9-12 will replace the BYOD program by 2024.

**Metric/Method for Measuring:**

Annual inventory of all loaner devices as well as a spring annual technology survey of all PCHS students.

STUDENT GROUPS	Baselin e	2020-202 1	2021-20 22	2022-202 3	2023-20 24	2021-20 25
All Students (Schoolwide)	60% <i>BYOD from studen t survey</i>	40% <i>BYOD</i>	30% <i>BY OD</i>	20% <i>BY OD</i>	10% <i>BY OD</i>	0% <i>BYOD</i>

**Outcome #3:**  
The school will annually increase the number of students meeting or exceeding the standards in ELA and math as measured on the CAASPP.

**Metric/Method for Measuring:**  
CAASPP Interim Data and CAASPP Data

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	CAASPP Data Collection for baseline	1% above baseline	2% above baseline	3% above baseline	4% above baseline	5% above baseline

GOAL #3	
<p>School will provide opportunities for parent involvement in school decisions through parent volunteer opportunities, committee membership, and informational sessions as well as continue to increase communication efforts in areas of family and community outreach and parent involvement in all key operations and programs.</p>	<p><b>Related State Priorities:</b>  <input type="checkbox"/> 1    <input type="checkbox"/> 4    <input type="checkbox"/> 7  <input type="checkbox"/> 2    <input type="checkbox"/> 5    <input type="checkbox"/> 8  <input checked="" type="checkbox"/> 3    <input type="checkbox"/> 6</p> <p><b>Local Priorities:</b>  <input type="checkbox"/> :  <input type="checkbox"/> :</p>
Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> <li>● 3 parent activities/meetings per semester minimum</li> <li>● Parents serve on each of 5 LTSP committees and advisory councils</li> <li>● English learners and Reclassified English Learners: Outreach and ELAC Parent</li> <li>● Meetings held twice annually Low income youth: Outreach and Title I Parent Meetings held at least twice annually</li> <li>● Foster youth: Outreach and Parent/Foster Guardian informational/input meetings as needed</li> <li>● Students with Disabilities: Outreach and PSEC parent meetings held at least twice annually English learners and redesignated fluent English proficient pupils</li> </ul>	
Expected Annual Measurable Outcomes	
<p><b>Outcome #1:</b> The school will annually increase the number of parents attending workshops and seminars as well as increase parent engagement through annual survey responses.</p> <p><b>Metric/Method for Measuring:</b> Percentage of parents participating in workshops, seminars and surveys.</p>	

APPLICABLE GROUP	Baseline	2020-2021	2021-2022 2	2022-2023	2023-2024 4	2024-2024
Parents/Guardians	<i>Baseline by login sheets and survey respondent numbers</i>	<i>3% increase</i>	<i>3% increase</i>	<i>3% increase</i>	<i>3% increase</i>	<i>3% increase</i>

GOAL #4						
<p><i>PCHS will address test performance with advanced placement exams and the Early Assessment Program thus preparing students for college. Our CTE program will prepare students for college and potential careers. This goal encompasses all students, including EL.</i></p>					<p>Related State Priorities:</p> <p><input type="checkbox"/> 1    <input checked="" type="checkbox"/> 4    <input type="checkbox"/> 7</p> <p><input type="checkbox"/> 2    <input type="checkbox"/> 5    <input checked="" type="checkbox"/> 8</p> <p><input type="checkbox"/> 3    <input type="checkbox"/> 6</p>	
					<p>Local Priorities:</p> <p><input type="checkbox"/> :</p> <p><input type="checkbox"/> :</p>	
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> <li>• Develop partnerships through development director &amp; CTE advisory council to enhance services and expose students to college course and alternative opportunities.</li> <li>• EL coordinator, Factor, ELAC, EL Teacher/Assistant, Tutoring, MESA/SHPE to provide services to EL students and families</li> <li>• Utilize Achieve 3000 to track &amp; adjust Lexile growth for EL Students</li> <li>• Counseling Support, Teacher Training, FACTOR, TVN, Fuerza Unida that leads to more students taking and completing A-G and/or CTE courses.</li> <li>• Increase student participation in Honors and AP courses.</li> <li>• Increase student participation in Dolphin Leadership Academy.</li> <li>• Provide alternative options such as summer school, Virtual Academy, Pali Academy and the Pali Online Program for students to take courses, improve grades and recover credits.</li> <li>• Proper placement of incoming 9th grade students in English and Math support courses that have reduced class sizes to increase support and pass rates in support classes</li> </ul>						
Expected Annual Measurable Outcomes						
<p><b>Outcome #1:</b> Continue to re-define CTE pathways by evaluating offerings and CTE-credentialed teachers Percentage of students accessing a CTE course within 5 years will increase 5 percent.</p> <p><b>Metric/Method for Measuring:</b> Master Schedule (monitor enrollment of students in courses for identified outcome #2)</p>						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024 4	2024-2025 5

All Students (Schoolwide)	Approximately 600 (Taking CTE courses)	> 1% increase from previous year	> 1% increase from previous year	> 1% increase from previous year	> 1% increase from previous year	> 1% increase from previous year
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**Outcome #2:**  
EL students will demonstrate one year's growth in English Language Development each academic year as measured by the ELPAC.

**Metric/Method for Measuring:**  
ELPAC

APPLICABLE STUDENT GROUPS	Base line	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
English Learners	Baseline collected by individual ELPAC scores and benchmark assessments (as outlined in the EL Master Plan)	one year growth target for each student	one year growth target for each student	one year growth target for each student	one year growth target for each student	one year growth target for each student

**Outcome #3:**  
75% will show growth in ELPAC scores and 30% will be classified as RFEF.

**Metric/Method for Measuring:**  
ELPAC and Reclassification Data

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
English Learners	Collected over three years	75% growth 30% Reclassified	75% growth 30% Reclassified	75% growth 30% Reclassified	75% growth 30% Reclassified	75% growth 30% Reclassified

**Outcome #4:**  
Increase student academic achievement as evidenced by high graduation rate and increased A-G/CTE completion rate.

**Metric/Method for Measuring:**  
California School Dashboard- Graduation Rates & College/Career Indicator

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025

All Students (Schoolwide)	96% (Grad) 66% (Colleg e/ Career)	96% or Greater (Grad) 67% (Colleg e/ Career)	96% or Greater (Grad) 67.5% (Colleg e/ Career)	96% or Greater (Grad) 68% (Colle ge/ Caree r)	96% or Greater (Grad) 68.5% (Colleg e/ Career)	96% or Greater (Grad) 68.5% or Greater (Colleg e/ Career)
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GOAL #5						
<p><i>PCHS will maintain a high ADA- as close to 96% as possible. PCHS is aware that high attendance leads to higher student achievement.</i></p>				<p>Related State Priorities:</p> <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6		
				<p>Local Priorities:</p> <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> <li>● Attendance Personnel/training in Infinite Campus (IC) to track student attendance</li> <li>● Continue with high levels of communication with various media/formats to students and parents</li> <li>● Continue providing positive incentives and reinforcements for perfect attendance</li> <li>● Intervention &amp; counseling for students with attendance concerns</li> <li>● Monitor ADA, as well as modes of transportation to school</li> <li>● Create relationships with public transportation companies to serve our students</li> </ul>						
Expected Annual Measurable Outcomes						
<p><b>Outcome #1:</b> Tracking IC reports on ADA reflecting 96% or above.</p> <p><b>Metric/Method for Measuring:</b> Infinite Campus / The creation of Power BI (internal dashboard created with IC)</p>						
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	96% or better	96% or better	96% or better	96% or better	96% or better	96% or better



GOAL #6	
PCHS will work to maintain a low (under 2.5%) suspension rate and maintain less than a 1% expulsion rate. PCHS is aware that students are suspended for more than 2 days in a year and lose valuable instruction.	<b>Related State Priorities:</b> <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6
	<b>Local Priorities:</b> <input type="checkbox"/> : <input type="checkbox"/> :

**Specific Annual Actions to Achieve Goal**

- Maintain adequate staffing to assist in identifying alternate consequences for student behavior.
- Track Discipline and expulsion records
- Provide counseling services including crisis counselor/consultant and Educationally Related Mental Health Services.
- Increase counseling participation rates
- Continue to improve completion and decrease drop-out rates
- Link students with behavior challenges to adult mentors to develop positive behaviors via Link Crew, & restorative justice program

**Expected Annual Measurable Outcomes**

**Outcome #1:**  
Lower the 2.8% suspension rate for all students.

**Metric/Method for Measuring:**  
Discipline Data in School SIS and CALPADS

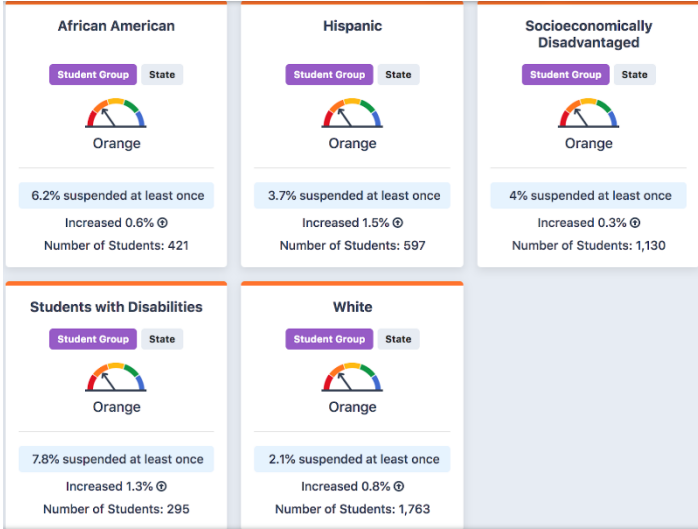
APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	<i>To be established in June 2020</i>	<i>Less than .3% of previous year</i>	<i>Less than .3% of previous year</i>	<i>Less than .3% of previous year</i>	<i>Less than .3% of previous year</i>	<i>Less than .3% of previous year</i>

**Outcome #2:**  
Move AA, Latino, SED, Students with Disabilities, and White subgroups from the orange band to the blue band on the State Dashboard Discipline Indicator.

**Metric/Method for Measuring:**  
State Dashboard Indicator

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025

Socioeconomically Disadvantaged Students	<i>orange (4%)</i>	<i>yellow</i>	<i>yellow</i>	<i>green</i>	<i>green</i>	<i>blue</i>
Students with Disabilities	<i>orange (</i>	<i>yellow</i>	<i>yellow</i>	<i>green</i>	<i>green</i>	<i>blue</i>
African American Students	<i>orange</i>	<i>yellow</i>	<i>yellow</i>	<i>green</i>	<i>green</i>	<i>blue</i>
Latino Students	<i>orange</i>	<i>yellow</i>	<i>yellow</i>	<i>green</i>	<i>green</i>	<i>blue</i>
White Students	<i>orange</i>	<i>yellow</i>	<i>yellow</i>	<i>green</i>	<i>green</i>	<i>blue</i>



**Outcome #3:**  
Assign students with behavioral challenges to adult mentors and develop positive peer relationships via Link Crew.

**Metric/Method for Measuring:**  
Caseload documentation.

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	Collect Caseload Data 2019-2020	Caseloads Established	100% case load coverage	100% caseload coverage	100% caseload coverage	100% caseload coverage

GOAL #7	
Improve student achievement for lowest achieving subgroups with a focus on gains in math achievement.	Related State Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :
Specific Annual Actions to Achieve Goal	

- School dedicated funding efforts to address transportation costs and alternative methods of transportation
- Continued to support PCHS efforts to on-going efforts to provide 1:1 devices in the hands of all students devices in the hands of all students.
- PCHS continued the Campus Unification Program to assist with creating a positive learning environment on campus.
- PCHS provided both in-class and out-of-class the math interventions. Push-in support in math classes were very successful using both student/peer math tutors and math paraprofessionals.
- Additional interventions were provided at nutrition, lunch, and afterschool in the Math Lab.
- Math and Growth Mindset lessons were incorporated in Fuerza Unida Assemblies in Fuerza Unida as well as Dolphin Leadership Academy.
- PCHS math department used research from pedagogical theories (such as Jo Boaler's Mathematical Mindsets), and Understanding by Design.
- PLC members and the Academic Achievement team developed lessons and common activities through PLC training, specifically looking at means to support and target Black and Latino students and other concerns from Equity Study. Summer hours/Conferences were provided.
- The math department incorporated logic/puzzle/games /investigations and visual models in the curriculum.

**Expected Annual Measurable Outcomes**

**Outcome #1:**

3% increase in Met and Exceeded percentages on the math CAASPP for African American students, Latino Students, Low SES students, and Students with Low Parent Education.

**Metric/Method for Measuring:**

CAASPP math scores. % of students who score with a Met or Exceeded on the 11th grade SBAC.

APPLICABLE STUDENT GROUPS	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	47.77%	50.77%	53.77%	56.77%	59.77%	62.77%
English Learners	--	--	--	--	--	--
Socioeconomically Disadvantaged Students	30.34%	33.34%	36.34%	39.34%	42.34%	45.34%
Foster Youth	--	--	--	--	--	--
Students with Disabilities	15.28%	18.28%	21.28%	24.28%	27.28%	30.28%

African American Students	25.49%	28.49%	31.49%	34.49%	37.49%	40.49%
American Indian/Alaska Native Students	--	--	--	--	--	--
Asian Students	70.27%	73.27%	76.27%	76.27%	76.27%	79.27%
Filipino Students	--	--	--	--	--	--
Latino Students	32.12%	35.12%	38.12%	41.12%	44.12%	47.12%
Native Hawaiian/Pacific Islander Students	--	--	--	--	--	--
Students of Two or More Races	--	--	--	--	--	--
White Students	54.64%	57.64%	60.64%	63.64%	66.64%	69.64%

## INSTRUCTIONAL DESIGN

### Standards-Based Instruction

Palisades Charter High School provides a vibrant and relevant learning environment for its students. Within this environment, PCHS staff encourage and support students to challenge themselves in order to achieve personal academic excellence. Guided by the college- and career-readiness standards, state standards, national standards, and the school-wide learner outcomes; departments develop challenging curriculum that allow for students to successfully synthesize and analyze the rigorous in order to understand its relevance. Palisades Charter High School is implementing the California Common Core Standards (CA CCSS) while also following pre-existing California State Content Standards, the California Career Technology Education Standards, the International Society for Technology in Education (ISTE), the Next Generation Science Standards, National Core Arts Standards, and English Language Development Standards. There is a school-wide expectation that, in every class, students will engage in standards-based instruction that is linked to SLO's. All PCHS teachers routinely address standards in daily lessons as they collectively work to equip students with the skills and knowledge needed to take full advantage of a wide variety of post-secondary opportunities.

### Professional Learning Communities at Work

PCHS is committed to ensuring that students of all academic levels and socioeconomic backgrounds are exposed to a rich academic experience and can their personal achieve academic success. In *Professional Learning Communities at Work: New Insights for Improving Schools*, authors Richard DuFour, Rebecca DuFour, and Robert Eaker state that learning at high levels occurs best in an environment in which variations of the following four questions are at the heart of all decision

making:

1. What do we want our pupils to learn?
2. How will we determine if they have learned?
3. What will we do if they have not learned?
4. What will we do for pupils who exceed the standards?

Since the inception of its charter, PCHS staff have engaged in the Professional Learning Community (PLC) and Small Learning Community (SLC) models in order to most effectively and efficiently create and evaluate the success of curricula and needs of refinement. Both departments and the administration analyze a variety of metrics in order to determine the degree of students' standards mastery.

PLCs and SLCs create opportunities for peer collaboration to examine student work for the purpose of analyzing student academic growth. Across all departments, teachers collaborate to create a variety of common assessments to gauge the degree of success of student learning. This can range from a hands-on water filtration lab that fosters discovery and critical analysis in an Environmental Engineering classes to students monitoring their own fitness progress in P.E. classes using a graphic organizer to meet the California Physical Fitness Test requirements. The PLC teachers then take advantage of "pull-out time" provided within the school day, to analyze students' work on common assessments. Recently, the 11th grade English Department upon reflection of their common assessment on modes of persuasion using the Declaration of Independence, updated the assignment by using current contemporary works as comparison in order to make the rigorous curriculum more relevant to the students. All PLCs have pacing plans in order to more effectively provide the curriculum. All PLCs and SLCs are required to maintain digital notebooks that hold student work to analyze and to maintain evidence to inform their refinements. The PCHS administrative team and the department chairs evaluate these notebooks of students' work and teachers' reflections in order to gather information on students' standards mastery and to give direct feedback to the PLCs on areas to refine.

PCHS uses a variety of instructional methods to provide the best opportunities for all students to learn at high levels creating a highly accountable model of educational innovation guided by research-based core beliefs and best practices. These instructional methods support the vision and mission of PCHS and are well suited to address the needs of the student population because they scaffold learning, use SDAIE strategies, support critical thinking, apply skills necessary for students to be college and career ready, and address visual, auditory, and kinesthetic learning modalities.

PCHS follows the PLC model to analyze data around students' mastery. Course alike teacher groups share, analyze, and discuss intervention strategies and identify successful instructional practices.

PCHS teachers use both inquiry based instruction and direct instruction. Direct instruction strategies include modeling, cues, questions, reinforcement, advanced organizers, nonlinguistic representations, individual practice, lectures, explanations and demonstrations through which students are asked to acquire concepts, instructions and information, learn to take notes, ask questions and clarify ideas in a whole class, small group cooperative learning or one-on-one format. Inquiry based instructional strategies involve asking students to structure and solve problems, research and pursue information,

generate and test hypotheses and draw inferences independently.

PCHS teachers provide authentic experiences and real world exercises for students. This is evidenced by applying the scientific method to hands-on experiments, field experiences and by interacting with stakeholders on community issues. Students enrolled in the Technology, STEAM (Makers Space), or CTE classes consistently apply learning as it relates to everyday life and understanding of the world around them.

PCHS staff aim to integrate the PCHS Community Service Requirement (40 hours for graduation) to afford students the opportunity to apply their learning in real world settings, build relationships with adults and make contributions to their communities. With community service and CTE internship experience, PCHS connects with students' personal and career interests.

PCHS faculty and staff are at different levels of technical expertise. Technology professional development is embedded in daily preparation are expected to facilitate and inspire student learning and creativity, design and develop digital-age learning experiences, and promote digital citizenship and responsibility to train and guide students in their use of technology.

PCHS has grown its collaborative teaching program in Special Education. With co-teaching models, PCHS ensures greater accessibility and support for students with disabilities within general education classrooms in the following departments: math, social science, and English.

The 9th grade SLCs, also known as 9th grade "Pods", nurture classes that are heterogenous. Teachers employ a variety of scaffolding and differentiation techniques in order to guarantee that students of all levels are exposed to challenging curriculum. All students in their Social Science classes are enrolled all students in Honors-level or AP curriculum in 10<sup>th</sup>-12<sup>th</sup> grades. Students do have the option to opt out of the curriculum, however a vast majority (over 70%) of PCHS students in 10<sup>th</sup>-12<sup>th</sup> grade take Honors or AP level classes in the Social Sciences. Collaboration still occurs between students regardless of "course credit" earned, however the responsibility of the students on a particular assignment varies accordingly. The English Department has followed the Social Science lead, and now all 10<sup>th</sup> grade English classes receive Honors-level curriculum, also with the option to opt out. However, all students are at the very least, exposed to such rigorous curriculum. Students requiring support through IEPs or 504s are participating in Advanced Placement, Honors and College Ready English Language Arts and Social Studies Curriculum. Specialized Academics are planned for students with identified disabilities and are provided accommodations and gauges to monitor the success of the modifications. Tutorial, intervention and study seminar classes provide additional support for students as well as access to their case carriers in Special Education and the Section 504 Coordinator for assistance with specific accommodations. Departments take advantage of our student information system Infinite Campus to better identify the needs of our diverse student body. This, along with common assessments allows PLCs to track trends among our demographic groups.

The online programs use vetted and State approved curriculum to provide rigorous and stimulating curriculum. Departments meet to evaluate any supplemental assignments that they would like online students to complete in order to meet all students' needs in meeting the challenging mastery of standards. Pali Academy and the Pali Online Program create syllabi for the students with clear

deadlines and pacing plans so that students can successfully complete the coursework in order to matriculate to the next grade or to meet graduation deadlines.

### **Students Standards and Performance Levels towards Proficiency**

In order to provide excellent education for all students, PCHS quite effectively strives to make it students aware of their expected learning goals. Further, PCHS is committed to having its students understand the importance and relevance of the material and standards. In order to achieve this active cognition, PLCs develop rubrics to express expected learning outcomes and clear expectations. Many PLCs break down the rubrics into categories that reveal the points a student can receive based upon the demonstration of mastery of a particular standard or learning outcome. This process has influenced the administration to create their own rubric for teachers' performance. Most teachers write an agenda on the board so that students understand daily learning expectations. Further, Schoology is used to reinforce understanding, as students can consistently visit learning goals on assignments online. Study guides are another tool used to help students reflect upon expected learning goals. Many PLCs will review common assessments in order to gain insight if there is a need to reteach and reassess certain standards. Students are often involved in this process, as seen with AP World History as students review their formative assessments in order to review what standards they mastered and for which ones they may need to seek extra support.

### **Multimedia, Technology and Student Learning**

Differentiated instruction is essential in order for all students to attain an exceptional educational experience and achieve personal academic excellence. PCHS effectively recognizes that all students can demonstrate mastery through a variety of means, and that differentiated instruction helps build an array of multiple intelligences. Further, differentiation is used as a scaffolding technique for those students needing additional support, as well as to reinforce acquisition of knowledge for other students. PLCs are collecting data on formative assessments in order to gauge mastery of expected learning outcomes. With this, they can better differentiate. School wide, Schoology and Infinite Campus are online programs which are used to help monitor student success and needs for support, as well as for communicating and assessing curricula and learning expectations. PCHS is committed to equity and provides Chromebooks for all incoming 9th graders who desire a personal technology device. As PCHS transitions from a "Bring Your Own Device" program to a 1:1 program, Chromebook carts will still be available classes to use. At Pali, all students have the opportunity to access many research Library Databases for any assignments or projects.

### **PCHS has designed and developed two longstanding Stakeholder Coalitions to support and advance students of color in academic achievement.**

**The Village Nation.** Initially introduced to PCHS in 2008, the Village Nation model seeks to improve the self-efficacy and academic outcomes of African American students by providing students with culturally congruent curriculum and a network of support and resources. Students who participate in the program eventually serve as mentors to incoming students. In its early years, the advent of TVN correlated with a clear uptick in the performance of African American students on state standardized testing. Funding remained consistent even throughout the recession years for four assemblies for African American students per year to discuss issues of importance to the community



such as academic achievement, the use of the “n”-word, and racial profiling. In recent years, because of the external “data gap” that resulted from the transition from the CST to the CAASPP, information on that correlation is not available. Nonetheless, during that same time period the number of programs operated under the umbrella of TVN has increased significantly. In addition to TVN assemblies and academic recognition awards, Black Student Union (BSU), Young Black Scholars, and two gender-specific clubs (Phenomenal Woman and the TVN Men’s Group) all meet regularly with robust participation, creating a sense of community and purpose among African American students. This increase in participation has taken place concurrently with an increase in the number of African American certificated and classified staff members at PCHS and the number of African American students who enroll in Honors and AP classes. Growth in these programs also correlates with a steady increase during this accreditation term with the rates of African American students passing the UC/CSU “a-g” requirements. Additionally, when a PCHS student posted a racist video in 2015 and when the school was the target of racially- and homophobic-charged graffiti in 2016, TVN-sponsored groups responded by facilitating forums for student-led dialogue and teach-ins that contributed to the school’s awareness of issues of equity and discrimination.

**Fuerza Unida (FUN).** Modeled after TVN, Fuerza Unida was founded in 2011 as the umbrella for the Latino Student Union (LSU) and related student, parent, and staff support groups, the Parent Institute for Quality Education (PIQE), and the English Learner Advisory Committee (ELAC). With the goal of providing support for academic and personal self-empowerment for Latino students much the same as TVN does for African American students, Fuerza Unida is unique among the PCHS support programs in its parental component. On the advice of the newly-formed ELAC, PCHS began a partnership with the award-winning National City-based **Families Acting Towards Results (FACTOR)** formerly the Parent Institute for Quality Education (PIQE) program in 2012. FACTOR’s stated goal is to create parent-student-educator partnerships designed to “educate, empower, and transform parents to actively engage in their children’s education and strengthen parent-school collaboration in order to improve the academic success of students.” To this end, PCHS has conducted Saturday FACTOR workshops that provide Latino parents of first-generation college-bound students with information on how to navigate the high school system and how to provide support for their children. To date, PCHS has graduated approximately 850 parents from its Saturday FACTOR programs, and in 2017 began to train parents and educator mentors (Padrinos and Padrinas) how to assist students in navigating online systems that allow them to send messages to teachers, view password-protected online gradebooks, schedule Study Center tutoring lessons, and access resources in Naviance, which provides information about college applications, scholarships, and financial aid. Like The Village Nation, Fuerza Unida’s work has done much to create a school-wide sense of unity and acceptance.

## **CURRICULUM AND INSTRUCTION**

In accordance with Common Core Standards (CCSS), the pre-existing California State Content Standards, The International Society for Technology in Education Standards (ISTE), the Next Generation Science Standards (NGSS), the National Core Arts Standards, and English Language Development Standards, students at PCHS are expected to meet the following academic department standards:



one's language and culture, realize academic achievement in all subject areas, and become proficient in academic English. ELD courses are non-core classes.

**Mathematics:** By working in a variety of instructional settings, students will learn to communicate mathematics using numeric, graphical, symbolic, and written means. They will practice and apply basic skills and critical-thinking skills to solve mathematical problems, construct valid arguments, and appreciate real-world applications of mathematics. Students will demonstrate proficiency on core learning as stated in department essential standards for each course. When appropriate, students will use calculators and/or computers to integrate and enhance their knowledge of mathematics. All Mathematics courses are core classes.

**Physical Education and Health:** Students will acquire lifetime physical fitness concepts to help them develop motor skills, shape and maintain a positive self-image, display appropriate social behavior, and enjoy physical education as a recreational interest. Students will increase muscular strength and endurance, flexibility, and agility; develop cardiovascular endurance, and maintain body composition. Students will gain an understanding of human growth and development, as well as sexuality; plan a physical fitness program; understand nutrition, substance abuse, and the nature of illness. Students will demonstrate their knowledge of the skills and course content on written examinations, physical skills tests, and observation by the instructor during class activities. The standards addressed in the ninth- and tenth-grade classes are aligned to those addressed on the California Physical Fitness Gram. Other options for physical education include dance and yoga. Physical Education and Health courses are non-core classes.

**Science:** The goal of the Science Department is to help students understand and use the scientific and engineering design processes and knowledge in problem-solving for the purpose of making a positive impact in their local, as well as global community. In accordance with the expectations of the CCSS and NGSS, students in science classes will use technology for information retrieval, data acquisition and analysis, and communication and will develop knowledge about the natural world by using science and engineering skills in a hands-on curriculum. Thus students will acquire an understanding of science and technology to exercise civic responsibility when making technology- and science-based decisions, and to impact the world in a positive way. All Science courses are core classes.

**Social Science:** Students will address the following universal concepts by using a variety of sources: recognition of the dignity of the individual and the importance of ethical issues in the context of societies; understanding religion, philosophy, and other major belief systems as they relate to culture as well as to human and environmental interaction; application of basic economic and political concepts; knowledge of the role people have played in society, including minorities, immigrants, and women; understanding the basic principles of democracy and the origins of basic constitutional concepts; and using time and chronology in the analysis of cause and effect. In addition to course offerings, the Social Science Department is dedicated to providing students with opportunities to participate in extracurricular activities related to social science, including Mock Trial, Moot Court, Junior Statesmen of America, and Girls and Boys State. All Social Science Courses are core classes.

**Special Education:** Each student will achieve goals and objectives designed specifically to address his or her academic, vocational, and socio-emotional strengths and needs. Multiple methods of assessing student growth and understanding will be employed in order to provide continuous feedback for all individuals supporting the student (e.g., parents, teachers, designated instructional

service providers). Students will access the general education curriculum in all subject areas, with accommodations and modifications appropriate to each student’s needs pursuant to an Individualized Education Plan (IEP). Students will demonstrate proficiency as defined in their IEP in core curriculum subject matter through a variety of methods. Consultation and collaboration between general and special education teachers will ensure full access to the general education curriculum for all students with exceptional needs. PCHS will continue federal and state-mandated education services. All Special Education courses are core classes with the exception of Study Seminars, Health, and Physical Education courses.

**Technical Education:** Through a wide range of experiential learning activities, students will gain an understanding of the critical significance and impact of rapidly emerging, evolving, and converging technologies on every aspect of life. Using technology in academic and occupational settings, students will develop core skills -- skills necessary to understand and manage infinite resources available to enhance their current and future quality of life. The Common Core skills include reading comprehension, command of the language to enhance communication in multiple modes, critical thinking, mathematical problem solving, technical knowledge, and life skills that demonstration application of the processes. The following courses are core classes: Data Processing, Information Processing, Computer Programming AB (CTE), AP Computer Science Principles AB (CTE), AP Computer Science AB (CTE) Graphic Design AB (CTE), Web Design AB (CTE), Game Design AB (CTE), Business Enterprise (CTE), Business of Music

**Visual and Performing Arts:** Students will learn how to express their own creativity effectively and skillfully. They will also make critical, informed judgments about the arts and aesthetics. Students will reflect critically on their own artistic process and performance. Additionally, students will understand that art is an expression of culture and society and its changes are a reflection of the differences across cultures and societies. All Visual and Performing Arts courses are core classes.

**World Languages:** Students will use a world language to communicate accurately and appropriately, whether listening, speaking, reading, or writing. Students will understand the cultures of those countries where the target language is spoken as well as the place of the target language in our own society. All World Language classes are core classes.

**Course Offerings- All Course Offerings meet high school graduation requirements.**

Subject Area	Courses
English Language Arts- all meet A-G requirements	Lit Success 1 AB, English 9AB, H English 10 AB, English 10 AB, Sheltered English 10AB, H American Literature A, American Literature A, AP English Language AB, H Contemporary Comp, Contemporary Comp, AP English Lit AB, Expository Comp, H Advanced Comp, H World Lit, Lit Analysis, Modern Lit, Journalism 1 AB, Journalism 2 AB, Journalism 3AB, Journalism 4AB, Verbal Prep, Adv. ELD 11/12 B, H California Literature AB, California Literature AB, EL Literacy 9/10 AB, EL Literacy 11/12 AB, ESL Beginning 1AB, ESL Inter 2a-B, ESL Adv. 3, Adv. ELD 9/10 AB, Adv. ELD 11/12 A, H Chicano Literature, H African American Literature, Combat, Conflict, and the Canon of War Literature AB

Mathematics- - all meet A-G requirements	Algebra I AB Support, Algebra I AB, Algebra IAB 1-2, H Geometry AB, Geometry AB, H Algebra 2 AB, Algebra 2AB, Adv. Applications of Math AB, Geometry AB, H Geometry Advanced Math Concepts, Advanced Math Skills, H Math Analysis AB, AP Calculus AB, AP Calculus BC, AP Statistics AB, H Math Analysis AB, Math Analysis AB, High School Calculus AB, MESA AB
Physical Education	Beg Dance Choreography Performance AB, Choreography Sh. AB, March Band SH AB, March Band AB, Adv. PE 1 AB, Physical Ed Lead, Movement Body Aware AB, Adv. PE 2 AB, Physical Fitness, Adv. Conditioning, Swim, Water Polo, Surf AB, Cheer, Outdoor Education, Track Field, Wrestling, Adv. Baseball, Baseball, V Baseball, JV Baseball, JV Basketball, V Boys Basketball, JV Boys Basketball, V Girls Basketball, JV Girls Cross Country, V Football, V Football, Football Fr/So, Golf, V Boys Soccer, JV Boys Soccer, V Girls Softball, JV Tennis, V Boys Tennis, V Girls Volleyball, V Boys Volleyball, JV Boys Volleyball, V Girls Volleyball, JV Girls Volleyball Fr/So, Girls Basketball Fr/So, Boys Basketball Fr/So, Advanced Football, Adaptive Physical Education, Adv. Softball, Golf, Yoga, Health, La
Science- - all meet A-G requirements	Global Science AB, Environmental Science AB, H Environmental Science AB, AP Environmental Science AB, Biology AB, H Biology AB, AP Biology AB, Physical Geology AB, Chemistry AB, H Chemistry AB, AP Chemistry AB, Conceptual Physics, Physics AB, H Physics, AB, AP Physics AB, Astronomy AB, Urban Ecology, Marine Biology AB, H Marine Biology AB, Human Anatomy AB, H Human Anatomy
Social Science-- all meet A-G requirements	Sociology A, Entrepreneurship A, AP US History AB, US History 20 AB, H US History 20 AB, US History AB, AP World History AB, Modern World AB, H Modern World AB, AP Human Geography AB, AP European History AB, Philosophy, American Government College Prep, H American Government, AP US Government and Politics, Economics, H Economics, H US African-American History, US African- American History
Special Education - Alternate Curriculum- all meet A-G requirements except Health, Life Skills, PE/APE, and Electives	Collaborative English, Collaborative Algebra, Collaborative Geometry, Collaborative Algebra II, Pract Eng; Applied Eng; Comm Eng; Comm Res; Pract Math; Cons Math; Prat Soc St; SS Hist-Comm; SS History-Cons; Pract Sci; Comm Sci; Life Skills; Personal Health; PE/APE; Transition; Electives to support life skills / leisure interests.
Technical Education- all meet A-G requirements except: Independent Living, Parenting and Child Development, Beginning Clothing AB, Advanced Clothing, Foods and Nutrition, and Hobbies	Data Processing, Information Processing, Computer Programming AB (CTE), AP Computer Science Principles AB (CTE), AP Computer Science AB (CTE)Independent Living, Parenting and Child Development, Beginning Clothing AB, Advanced Clothing, Foods and Nutrition, Graphic Design AB (CTE), Web Design AB (CTE), Game Design AB (CTE), Business Enterprise (CTE), Business of Music, Hobbies
Visual/Performing Arts- all meet A-G requirements	Art Pod, Drama Pod, Music Pod, Digital Media and Film Pod, Business of Music (CTE), Ceramics 1 AB, Ceramics 2 AB, Beg Dance AB (CTE), Advanced Dance AP (CTE), Dance Production (CTE), Drawing and Painting 1 AB, Photography 1 AB (CTE), Photography 2 AB (CTE), Photo Production AB, Filmmaking 1 AB (CTE), Filmmaking 2 AB (CTE), Drawing AB, Adv. Drawing/Painting AB, AP Art History AB, AP Studio Art 2-D AB (CTE), AP Studio Art 3-D AB, AP Drawing AB, AP Music Theory AB (CTE), Drama AB, Play Production AB, Stage Craft/Stage Design AB (CTE), Theatre Improvisation AB (CTE), Pali Production AB, Chorus AB, Vocal Ensemble AB (CTE), Guitar AB, Concert Band AB, Advanced Band AB, Drum Line AB, Intro to Video Production (CTE), Yearbook AB (CTE), Theater Production AB (CTE), Jazz Ensemble AB (CTE), Concert Orchestra AB, Symphony Orchestra AB(CTE),

Work Experience	General Work Experience AB
World Language- all meet A-G requirements	French 1 AB, French 2 AB, H French 3 AB, H French 4 AB, AP French, Italian 1 AB, Italian 2 AB, Italian 3 AB, Italian 4 AB, AP Italian AB, Spanish for Native Speakers 1 AB, Spanish for Native Speakers 2 AB, H Spanish for Native Speakers 2 AB, Spanish 1 AB, Spanish 2 AB, H Spanish 2 AB, Spanish 3 AB, H Spanish 3 AB, Spanish 4 AB, AP Spanish Language and Culture AB, AP Spanish Literature and Culture AB

**Selection of Curriculum and Instructional Materials**

Curriculum, materials, and instructional activities are aligned with California Common Core State Standards, state standards, California Career Technical Education Standards and National Core Arts Standards. Curriculum, materials, and instructional activities are selected on the basis of rigor and relevance to support our school-wide goal of preparing students to be college- and career-ready. Department chairs and PLC/SLC leaders facilitate the selection of instructional materials, with input from their respective team members. These materials are presented and vetted through the PCHS Curriculum Council, which is comprised of administrators, coordinators, and department chairs. The Curriculum Council has made significant gains in standardizing a school-wide curriculum adoption policy and updating the curriculum at PCHS.

**Graduation Requirements**

All students must accumulate a minimum of 230 credits in grades nine through twelve and meet proficiency standards as determined by the State of California to be graduated with a diploma. The current graduation requirements are listed on the chart that appears on the next page.

A-G completion is not required for graduation, however over 70% of PCHS students are A-G eligible. Students must earn a C grade or higher to meet A-G requirements.



**PCHS Graduation Requirements (Approved by Board of Trustees on March 20, 2018)**

<b>SUBJECT</b>	<b>HIGH SCHOOL GRADUATION 9-12</b>	<b>UC/CSU (*1) A-G Requirements: must complete each course with a mark of “C” or higher</b>	<b>NCAA Division I (*2) Eligibility Requirements</b>
Social Studies “A” Requirement	30 credits  World History AB US History AB Government Economics	2 years UC :World History AND US History (or 1 semester US Hist AND 1 semester Gov) CSU: US History (or 1 semester US AND 1 semester Gov), plus 1 year Social science from either the “A” or “G”	2 years
English “B” Requirement	4 years college preparatory English  Intermediate ESL/ELD can count for 1 year toward requirement Advanced ESL/ELD can count for 1 year toward requirement	4 years college preparatory English  UC :no more than 1 yr of ADV ESL/ELD and not in senior year  CSU: no more than 1 yr of ADV ESL/ELD	4 years college preparatory English
Mathematics “C” Requirement	20 credits college preparatory mathematics. Minimum- Algebra I and Geometry or Applied Math	3 years college preparatory math 4 <sup>TH</sup> year recommended. Must complete Algebra 1, 2 and Geometry	3 years (Algebra 1 or higher)
Science “D” Requirement	10 credits- Life Science 10 credits- Physical Science	2 years laboratory science 3 <sup>rd</sup> year recommended. UC: 2 of 3 – Biology, Chemistry, Physics OR 1 of Bio/Chem/Physics and 1 Interdisciplinary Science (“D” only) CSU: 1 year life science; 1 year physical science (1 from “D”, 1 from “D” or “G”  (* 3)	2 years
Foreign Language “E” Requirement	None required for graduation	2 years of the same foreign language; a 3 <sup>rd</sup> year recommended, ASL accepted	none
VPA-Visual and Performing Arts “F” Requirement	10 credits One full year course or 2 semesters in same discipline (Dance, Music, Theater, Art)	10 credits One full year course or 2 semesters in same discipline (Dance, Music, Theater, Art)	none
Electives “G” Requirement	75 credits	1 year or more worth of advanced courses in A – G subjects: Social Science, English, Math, Lab Science, Foreign Language, Arts  (*3)	1 additional year of math , English or science, plus 4 years of additional courses from any area above, foreign language, or non- doctrinal religion/ philosophy
Applied Technology	10 credits- must include one semester of computers	none	none
Physical Education	20 credits	none	none
Health	5 credits	none	none
Assessments		UC: ACT Assessment plus writing or SAT Reasoning Test. Subject Tests are optional. CSU: ACT without writing or SAT Reasoning Test (writing score not used)	SAT or ACT

Non-course requirements	40 hours community service (10/yr) Required mandatory testing Senior post graduation plan	Report SAT or ACT scores to NCAA Eligibility Center
<b>Total credits needed for graduation – 230 credits</b>		

1. *\*1. This list reflects the minimum admission requirements for UC/CSU. For a complete description of UC/CSU admission requirements, please refer to [admission.universityofcalifornia.edu](http://admission.universityofcalifornia.edu) and [www.calstate.edu](http://www.calstate.edu) . To see Palisades Charter HS A-G course list, go to [www.ucop.edu/agguide](http://www.ucop.edu/agguide).*
2. *\*2.NCAA- this is a brief summary. Please log on to the NCAA website for the complete eligibility requirements at [www.eligibilitycenter.org](http://www.eligibilitycenter.org).*
3. *\*3.Integrated Science and Astronomy are not lab sciences, but can be used to meet the “G” requirement. Honors Environmental Science, AP Environmental Science and Physical Geology are interdisciplinary sciences that meet either the life science or physical science requirement for UC/CSU.*

### **Accreditation and Transferability of Courses**

PCHS is accredited through the Western Association of Schools and Colleges (WASC). This accreditation ensures that the academic program of PCHS is acceptable and transferable to other high schools and universities. PCHS has an articulation agreement with the University of California (UC) and with the Cal State University (CSU). Through this articulation program, PCHS has developed a list of approved classes that meet the entrance requirements of both university systems. PCHS will continue to have an administrator and a college counselor who will communicate with colleges, universities, and other schools regarding acceptable courses. All courses are designed to meet the CCSS and pre-existing state standards and thus should be transferable to the public high schools in accordance with local policies. Information regarding accreditation and transferability of courses is available in the Parent/Student handbook, on the PCHS website ([www.palihigh.org](http://www.palihigh.org)), and in the Counseling Office upon request. Counselors conduct 4-Year Planning meetings with all 9th grade students during the second semester with materials sent home to parents that convey graduation and college entrance requirements. The college entrance requirements are made available in Spanish. Counselors review with all students at least once a semester to review college entrance and graduation requirements. Families with students in jeopardy of not meeting graduation requirements receive communication from the Counseling Office throughout their senior year. Families can meet with the College Center counselors starting in 11th grade to review college entrance requirements. Families of students with a Fail in any class for each grading progress period, receive letters sent home of notification. When students transfer into PCHS, the families can meet with the counselors to review the incoming student’s academic record and transferability of courses to meet graduation and college entrance requirements.



# ACADEMIC CALENDAR AND SCHEDULES

## 2020-2021 Palisades Charter High School Academic Calendar

July 2020						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2020						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

July	
4	Independence day

August 9 Instructional Days	
19	First Day of Fall Semester Schedule

September 19 Instructional Days	
4	Admissions Day (No School)
7	Labor Day (No School)
11	Minimum Day Schedule
28	Yom Kippur (No School)

October 22 Instructional Days	
6	Early Dismissal Day

November 15 Instructional Days	
11	Veterans Day (No School)
17	Early Dismissal Day
23-27	Thanksgiving Break (No School)

December 13 Instructional Days	
15	Final Exam Schedule
16	Final Exam Schedule
17	Final Exam Schedule
18	Non-Instructional Day
12/21/20-01/08/21	Winter Break (No School)

January 2021						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

January 13 Instructional Days	
	12/23/19-01/10/20 Winter Break (No School)
13	Non-Instructional Day
14	First Day of Spring Semester Schedule
18	Martin Luther King Jr. Day (No School)

February 19 Instructional Days	
9	Early Dismissal Day
15	President's Day (No School)

March 19 Instructional Days	
2	Early Dismissal Day
26	Caesar Chavez Day (No School)
	3/29-4/2 Spring Break (No School)

April 19 Instructional Days	
	3/29-4/2 Spring Break (No School)
5	Unassigned Day
13	Early Dismissal Day

May 20 Instructional Days	
31	Memorial Day (No School)

June 7 Instructional Days	
4	Last Day of Semester Schedule
7	Final Exam Schedule
8	Final Exam Schedule
9	Final Exam Schedule
10	Graduation Non-Instructional Day

**MINIMUM DAY**

		Classroom Minutes	Passing Period Minutes	Total Instructional Minutes
Passing	7:40-7:50AM			
Period 1 or 2	7:50-9:05AM	75		
Nutrition	9:05AM-9:28AM			
Period 3 or 4	9:35AM-10:44AM	69		
Period 5 or 6	10:51-12:00PM	69		
Period 7	12:07-12:43PM	36		
		249	21	270

**FINAL EXAM SCHEDULE**

		Classroom Minutes	Passing Period Minutes	Total Instructional Minutes
Passing	7:40-7:50AM			
Period 1, 2, or	7:50-9:50AM	120		
Nutrition	9:50AM-10:20AM			
Period 3, 4 or	10:27AM-12:27PM	120		
		240	7	247

**EARLY DISMISSAL DAY**

		Classroom Minutes	Passing Period Minutes	Total Instructional Minutes
Passing	7:40-7:50AM			
Period 1 or 2	7:50-9:31AM	101		
Nutrition	9:31AM-9:51AM			
Period 3 or 4	9:58AM-11:44AM	106		
Lunch	11:44AM-12:18PM			
Period 5 or 6	12:25-2:06PM	101		
		308	14	322

**FIRST DAY OF FALL/SPRING SEMESTER**

		<b>Classroom Minutes</b>	<b>Passing Period Minutes</b>	<b>Total Instructional Minutes</b>
Passing	7:40-7:50AM			
Period 1	7:50-8:49AM		59	
Period 3	8:56-9:44AM		48	
Nutrition	9:44AM-10:04AM			
Period 5	10:11AM-10:59AM		48	
Period 2	11:06-11:54AM		48	
Lunch	11:54AM-12:29PM			
Period 4	12:36-1:24PM		48	
Period 6	1:31-2:19PM		48	
Period 7	2:26-3:14PM		48	
		347	42	389

**LAST DAY OF SEMESTER (ALL CLASSES)**

		<b>Classroom Minutes</b>	<b>Passing Period Minutes</b>	<b>Total Instructional Minutes</b>
Passing	7:40-7:50AM			
Period 1	7:50-8:44AM		54	
Period 3	8:51-9:39AM		48	
Nutrition	9:39AM-9:59AM			
Period 5	10:06AM-10:54AM		48	
Period 2	11:01-11:49AM		48	
Lunch	11:49AM-12:14PM			
Period 4	12:21-1:09PM		48	
Period 6	1:16-2:04PM		48	
Period 7	2:11-2:59PM		48	
		342	42	384

**REGULAR BLOCK SCHEDULE DAY**

		<b>Classroom Minutes</b>	<b>Passing Period Minutes</b>	<b>Total Instructional Minutes</b>
Passing	7:40-7:50AM			
Period 1 or 2	7:50-9:31AM		101	
Nutrition	9:31AM-9:51AM			
Period 3 or 4	9:58AM-11:44AM		106	
Lunch	11:44AM-12:18PM			
Period 5 or 6	12:25-2:06PM		101	
Period 7	2:13-3:08PM		55	
		363	21	384

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of Final Exam Days	Number of Instr. Minutes Per Final Exams Day	Number of First Day of Semester	Number of Instr. Minutes Per First Day of the Semester	Number of Last Day of Semester	Number of Instr. Minutes Per Last Day of the Semester	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	No													0	36000	0	-36000
1	No													0	50400	0	-50400
2	No													0	50400	0	-50400
3	No													0	50400	0	-50400
4	No													0	54000	0	-54000
5	No													0	54000	0	-54000
6	No													0	54000	0	-54000
7	No													0	54000	0	-54000
8	No													0	54000	0	-54000
9	Yes	160	384	5	322	1	270	6	247	2	389	1	384	175	64800	65964	1164
10	Yes	160	384	5	322	1	270	6	247	2	389	1	384	175	64800	65964	1164
11	Yes	160	384	5	322	1	270	6	247	2	389	1	384	175	64800	65964	1164
12	Yes	160	384	5	322	1	270	6	247	2	389	1	384	175	64800	65964	1164

## PROFESSIONAL DEVELOPMENT

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

School-wide PD days are aligned to school goals, such as implementation of new CA State Standards (Common Core), Human Relations (Culture, Climate, and Community, Cultural Relevance and Schoolwide Equity).

The measurable effect PCHS professional development has had on student learning is demonstrated by PLCs courses that are more aligned, particularly in terms of pacing, grading, curriculum, common assessments, common performance tasks, and common activities/scaffolding. Additionally, professional development from the AA team trained PLCs to implement nine SBAC Interim Block Assessments in 2016-17, across the disciplines in order to monitor student learning. SBAC scores in ELA improved by 7% due to the PLC work and additional PD on writing across the curriculum. Highlights of students writing tasks exist from 9th grade pod Humanitas prompts, the History department’s Document Based Queries, Technical Education department’s writing performance tasks, and Physical Education’s journal assignment.

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

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

The professional development strands that are planned for the first year of the charter term are standards alignment, standards aligned assessment design, mathematical/growth mindset lesson design, cultural proficiency in the classroom, and differentiated instruction that are planned are standards alignment, mathematical mindset lesson design, cultural proficiency in the classroom, and differentiated instruction. PCHS provides these professional developments with faculty-wide trainings, PLC trainings, small group trainings, monthly new teacher meetings, and coaching sessions. PCHS recruits credential teachers who are qualified to deliver the educational program through different means. In 2018-19, PCHS partnered with Pepperdine University to start a Professional Development School. PCHS participates in the program by designing training with Pepperdine and providing high quality master teachers for every student teacher. PCHS holds interviews with student teachers who have successfully completed this program. Additionally, PCHS' Human Resources department attends recruiting fairs at diversity career fairs and universities. Lastly, PCHS advertises job positions on both its website and Edjoin. Teachers engage in annual professional development to review the school's restorative justice practices, school policies, instructional best practices, as well as conflict-resolution strategies. For example, the school administration supported teachers and staff members for training in Council and Peer Mediation, a program that facilitates open communication on campus.

### ***MEETING THE NEEDS OF ALL STUDENTS***

**English Learners.** Palisades Charter High School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school's academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), PCHS shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that PCHS will either adopt and implement LAUSD's English Learner Master Plan *or* implement PCHS's own English Learner Master Plan. If PCHS chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the school will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, PCHS shall provide to the CSD a report on its annual EL program assessment. Upon request, PCHS shall provide a copy of its current EL Master Plan to the CSD.

PCHS shall administer the ELPAC annually in accordance with federal and state requirements.

PCHS shall reclassify English Learners in accordance with federal and state requirements.

PCHS shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

**PCHS adopted the *English Learner Master Plan* from LAUSD beginning October 2012.** This plan and its subsequent versions will guide all staff to ensure that consistent, coherent services are provided to every English Learner (EL) and Standard English Learner (SEL) in our school.

PCHS shall meet all applicable legal requirements for English Learners (ELs) as it pertains to annual notification to parents, student identification, placement, program options, EL, and core content instruction, teacher qualifications and training, reclassification to fluent English proficient status, monitoring, and evaluating program effectiveness, and standardized testing requirements. PCHS will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

PCHS is continuously developing a culture of improvement and it will continue to provide an education program characterized by high expectations and personalization to ELs so they can attain optimal linguistic and academic success.

### **Home Language Survey**

PCHS will administer the Home Language Survey form upon a pupil's initial enrollment into the Charter School in accordance with California *Education Code*, Section 52164.1 (a) contains legal requirements which direct schools to determine the language(s) spoken in the home of each student. The initial English Language Proficiency Assessments for California (ELPAC) is administered to any pupil who is new to the school whose home language is one other than English. The results of the tests are used to ensure proper placement.

### **English Language Proficiency Assessments for California (ELPAC) Testing**

All pupils who indicate initially that their home language is other than English will take the ELPAC test within thirty days of their initial enrollment and at least annually thereafter between July 1 and Oct. 31 until re-designated as fluent English proficient.

PCHS will notify parents of the school's responsibility for ELPAC testing and of ELPAC results within thirty days of receiving the assessment results. The ELPAC shall be used to fulfill the requirements under the Every St for annual English proficiency testing. ELPAC results offer a gauge of academic progress for English Learners. PCHS uses the results of the ELPAC to support and accelerate student progress towards English proficiency. The strategies used to analyze, communicate, and set benchmarks goals both with internal assessments and ELPAC are in alignment with the LAUSD Master Plan.

### **Strategies for English Language Learner Instruction and Intervention**

The PCHS English Learner curriculum and instruction is research-based, supported by resources from the School, and frequently evaluated for efficacy.

PCHS teachers are trained in the use of Specially Designed Academic Instruction in English (SDAIE) engagement strategies. PCHS is committed to further Professional Development opportunities.

Teachers are supported by ongoing professional development, bell-to-bell classroom observations, and access to mentoring and coaching. PCHS aims to incorporate differentiated instruction to meet the needs of English Learners based on their academic and language readiness.

In order to assist EL students accessing a high-quality education, PCHS offers the following support:

- EL Summer School for English credits
- Tutorials
- Literacy classes for EL and LTEL students
- Sheltered English Courses for RFEPs
- Credit-recovery classes
- Spanish for Native Speakers

Recognizing the critical role parents play in a student's education, PCHS provides parents with access to the FACTOR. Parents also are invited to participate in the English Learner Advisory Committee (ELAC) and activities coordinated by *Fuerza Unida*. The ELAC's functions and responsibilities include, but are not limited to the following:

- Providing written recommendations regarding programs and services for EL students
- Assisting in the development of the school's language census
- Assessing achievement gaps of the EL student population
- Development and evaluation of the school's programs and services for EL students
- Advising on efforts to inform parents/guardians about the importance of regular school attendance
- Reviewing the school's student attendance data and the school's student attendance policy

### **Reclassification Procedures**

The process for annual evaluation of PCHS multilingual program is in accordance with the LAUSD EL Master Plan. PCHS uses the same measures, metrics, and procedures as the District. Additionally, EL identification and reclassification are done in accordance with the LAUSD EL Master Plan. "EL" are reclassified to fluent-English proficient based on the following multiple criteria, in alignment with California EC and the State Board of Education recommendations:

1. Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language development
2. Teacher evaluation, including but not limited to, a review of the student's curriculum mastery
3. Parent/guardian opinion and consultation
4. Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age.

The goal of EL supplemental instructional services is to support students in attaining proficiency in English to succeed academically. Without a proper foundation in ELD, ELs may experience difficulties in the core content areas. Although often students may reach the necessary level of



English proficiency in four years or fewer, research indicates that language acquisition may take as many as seven years, depending on language aptitude, motivation, and other highly complex and interrelated aspects of individual students' mindsets and personalities, educational context, and myriad other factors. It is the job of the The Student Support and Progress Team (SSPT) to ensure that students who have been identified in need of continued support for English learning are provided with services. It is the school's responsibility to ensure that the services students receive are of high quality and contribute to continued progress toward English proficiency and graduation. Once students are reclassified, they retain the reclassified fluent English proficient (RFEP) status for the remainder of the time they are enrolled as a student in a Local Education Agency (school district). The academic progress of RFEP students must be monitored regularly for a minimum of four years, as required by the State. (L.A. Unified 2018 Master Plan for English Learners and Standard English Learners Chapter 2: Identification, Reclassification, Graduation, and Beyond).

### **Long-Term English Learner (LTEL) Designee Program**

In accordance with the EL Master Plan, LTELs enrolled in grades nine through twelve are assigned a counselor, teacher specialist, or faculty member to serve as a designee. LTEL students and their parent(s) or guardian(s) meet at least twice a year with the school-based designee for the purpose of reviewing the student's current language status, program placement, test results, and goals for attaining reclassification criteria and accelerated academic progress targets. In addition, each student meets twice a month with the designee to discuss individual academic progress. Meetings are documented on the LTEL Student Goal Sheets, which are retained by the EL Coordinator.

### **The Student Support and Progress Team (SSPT)**

The Student Support and Progress Team (SSPT) plays many roles for many students. For ELs and long-term ELs (LTELs), they review progress at least quarterly (i.e., four times per year) to determine supports needed and readiness for reclassification. In the event that an EL in grades 9-12 meets the ELPAC and basic skills criteria, but does not meet the Teacher Evaluation criteria, the student must be referred to the SSPT for review and possible reclassification recommendation. Based on analysis of student data, the SSPT will either recommend the student for reclassification or develop an instructional/intervention action plan. A potential long-term (PTEL) or an LTEL student, with the support of the parent/guardian, teacher, and LTEL designee, could then set targeted instructional goals within his/her Individual Reclassification Plan to meet the reclassification criteria.

- monitors the placement and instruction of EL and RFEP students;
- monitors the linguistic and academic progress of EL's according to the minimum progress expectations outlined for their instructional program in Chapter 2 of the EL Master Plan;
- ensures appropriate placement of LTEL's, as well as recommending instructional strategies to support their academic and linguistic progress;
- reviews the progress of EL's in meeting reclassification criteria;
- monitors the progress of RFEP's in reaching academic proficiency in all core subject areas based on data, grades, and state test scores;
- monitors individual students through the SSPT referral process; and
- reviews EL/RFEP student and school data at least three times a year to ensure the above is documented and accurately monitored.



***GIFTED and TALENTED STUDENT (GATE)S and STUDENTS ACHIEVING ABOVE GRADE LEVEL.*** PCHS offers a number of classes that meet the needs of gifted and talented students achieving above grade level. Students who have gone to LAUSD feeder schools have been identified as GATE through the LAUSD process. However, PCHS does not test for GATE.

PCHS has an extensive Advanced Placement and Honors program. PCHS's Advanced Placement program is comprised of various classes that serve **approximately 1100 students, or 33 percent of the school's population.** This demonstrates an increase of over ten percent over the last five years compared to previous years. PCHS also offers a variety of honors-level courses. Honors and AP students may or may not be designated as gifted.

PCHS GATE students are flagged within Infinite Campus (SIS). These students are monitored by their academic counselors, which will be their counselor for all four years of attendance at PCHS. Each counselor has their caseload of students that they meet with bi-annually to review previous and upcoming courses. The point of contact for GATE inquiries is the Director of Planning and Guidance Services. All incoming students take placement tests and are placed accordingly. CAASPP data as well as Grade Point Average (GPA) data is studied to make sure high-achieving students are identified. Special programs such as The Village Nation (TVN) and *Fuerza Unida* work to identify underrepresented students and encourage them to work toward taking Advanced Placement and Honors classes.

### ***FOSTER STUDENTS***

Students in Foster Care On September 23, 2013, AB 216 was passed and approved by the Governor to amend Section 51225.3 of, and add Section 51225.1 to the Education Code, relating to high school graduation for students in foster care. As of January 1, 2015, Assembly Bill 1806 (AB 1806) was signed into law, revising section 51255.1 of the Education Code, extending these provisions to homeless youth. Students who qualify for AB 167/216 and AB 1806 are youth in foster care, identified as homeless, or on probation at the time of the school transfer. To be considered a youth in foster care for purposes of AB 167/216 graduation, the youth must be subject to Welfare and Institutions Code (WIC) Sections 300 or 309 petition, regardless of where they live. 205 To be considered a probation youth for purposes of AB 167/216 and AB 1806 graduation, the youth must be subject to a petition under WIC Section 602, regardless of where they live.

A youth is considered a WIC 602 youth as long as they are charged with a crime in delinquency court; they do not need to already be found guilty or placed on probation. Among the provisions are Foster youth who transfer between schools any time after the completion of their second year of high school are exempt from all coursework and other requirements adopted by the school district that are in addition to California coursework requirements for graduation, unless the district determines that the student is reasonably able to complete the local requirements by the end of the student's fourth year of high school. If PCHS determines that a student is reasonably able to complete the school district's graduation requirements within a fifth year of high school, PCHS shall inform the student of his or her option to remain in school for a fifth year to complete the PCHS graduation requirements.

PCHS shall notify the student and the education rights holder about the effect this will have on their ability to gain admission to a postsecondary educational institution and PCHS shall provide information about transfer opportunities available through the California Community Colleges.

PCHS shall permit that student to attend a fifth year of high school to complete the district's graduation requirements upon agreement with the student, if the student is 18 years or older, or with the education rights holder if the student is under 18 years of age. The number of credits earned or the length of the student's school enrollment are to be used to determine whether the student is in his or her third or fourth year. Schools must notify the holder of education rights, the foster youth, and the youth's social worker within 30 days of a transfer of the exemption and whether the student qualifies for the exemption. Foster youth who meet the eligibility criteria for exemption under AB 167/216 and complete the state graduation requirements before the end of their fourth year in high school are entitled to remain in attendance at their school. The school shall not require or request that the students graduate before the end of their fourth year of high school. Schools must notify students in foster care that any course requirements waived under AB 167/216 will affect the pupil's ability to gain admission to a postsecondary education institution and shall provide information about transfer opportunities available through the California Community Colleges. Foster youth who meet the eligibility criteria for exemption under AB 167/216 shall not be required to accept the exemption and are entitled to remain in attendance at their school.

Foster youth may not be denied enrollment in, or the ability to complete, courses for which he or she is otherwise eligible, including courses necessary to attend an institution of higher education. If a student in foster care is not exempted from local graduation requirements or has previously declined the exemption, the school shall exempt the student at any time if the student requests an exemption and the student qualifies for the exemption. If a student in foster care is exempted from local graduation requirements, a school shall not revoke the exemption. If a student in foster care is exempted from local graduation requirements, the exemption shall continue to apply after the termination of the court's jurisdiction over the student while he or she is enrolled in school or if the student transfers to another school or school district. A school, a student in foster care, the education rights holder, the student's social worker, and/or the student's probation officer shall not require or request a student in foster care to transfer schools in order to qualify the student for an exemption.

Foster care students are identified during the registration process, self-reported, or through CALPADS. The PCHS Counseling Office manages the caseloads and provides students and their families with connections to resources and support.

The minimum graduation requirements for eligible students in foster care as required by the CDE are the following number of courses in the subjects specified, each course having a duration of one year, unless otherwise specified: Three years in social science, including United States History and Geography; World History, Culture, and Geography; a one-semester course in American Government and Civics; and a one semester course in Economics. Three years in English. Two years in mathematics. algebra 1 or an advanced algebra course must be completed in grades 6-12. Two years in science, including biological and physical sciences. One year in visual or performing arts or foreign language or CTE. Two years in physical education, unless the pupil has been exempted pursuant to the provisions of this code. Students must complete the CDE requirements with a grade of "D" or better. Note: In many cases completion of an "a-g" course will also satisfy the CDE requirement. Advanced placement exams and/or subject tests may not be used to meet the CDE requirements.

### ***LOW INCOME/ SOCIOECONOMICALLY DISADVANTAGED STUDENTS.***

Palisades Charter High School uses the student information system to monitor the progress [A1] of socioeconomically disadvantaged students on all available assessments such as NWEA, CAASPP, AP, PSAT, and SAT at each reporting period based on subject grade performance. Socioeconomically Disadvantaged Students are identified both upon enrollment and checked on throughout the school year. The point person for students in this subgroup is the Director of Admissions and Attendance. Final determination of socioeconomically disadvantaged subgroup students is determined by the eligibility for Free or Reduced Meal and the highest parent education level identified as not a high school graduate and is entered into student records. Palisades Charter High School uses the student information system to monitor the progress of socioeconomically disadvantaged students on all available assessments such as NWEA, CAASPP, AP, PSAT, and SAT at each reporting period based on subject grade performance. Understanding socioeconomically disadvantaged students often requires supplemental assistance for teachers and staff, the Charter School employs a wide variety of strategies to support student learning. Students are encouraged to enroll in a rigorous curriculum, offered early intervention, provided with instruction supported by technology, and are supported by a bilingual aide, and paraprofessionals. Parents and students also have access to college workshops. Further, students are able to access college and curricular field trips along with a wide variety of curriculum including science, technical education, and visual and performing arts classes. Socioeconomically disadvantaged students also have access to discounted testing exam fees and access to after school SAT/ACT test preparation courses that are discounted as well. Various support offices and staff, provide outreach to ensure that students are aware of these supports. Additionally, all students, including socioeconomically disadvantaged students, take the PSAT free of charge during 9th, 10th, and 11th grade years.

***STUDENTS ACHIEVING BELOW GRADE LEVEL.*** Palisades Charter High School continues to develop a tiered Response to Intervention (RtI) model designed to improve the performance of all students, including those identified as low-achieving, under-achieving, or at-risk of retention. To that end, PCHS has allocated resources and is committed to the following:

- refining school-wide protocols for timely identification of pupils who are not achieving up to ability;
- refining and implementing systemic, graduated, directive responses when pupils do not appear to be making adequate academic progress; and
- providing timely and appropriate support for pupils' individual learning and socio-emotional needs.

Members of the school's Crisis Team, teachers, counselors, and support staff routinely use data from progress reports, report cards, and internal and state assessments to identify pupils who are low-achieving or at risk of retention. Members of the school's Crisis Team, teachers, counselors, and support staff also help identify pupils and recommend them to any one of a number of academic or emotional support programs on campus. Once a student has been identified as being in need of support, members of the school's Crisis Team, teachers, counselors, and support staff work with parents to identify appropriate resources.

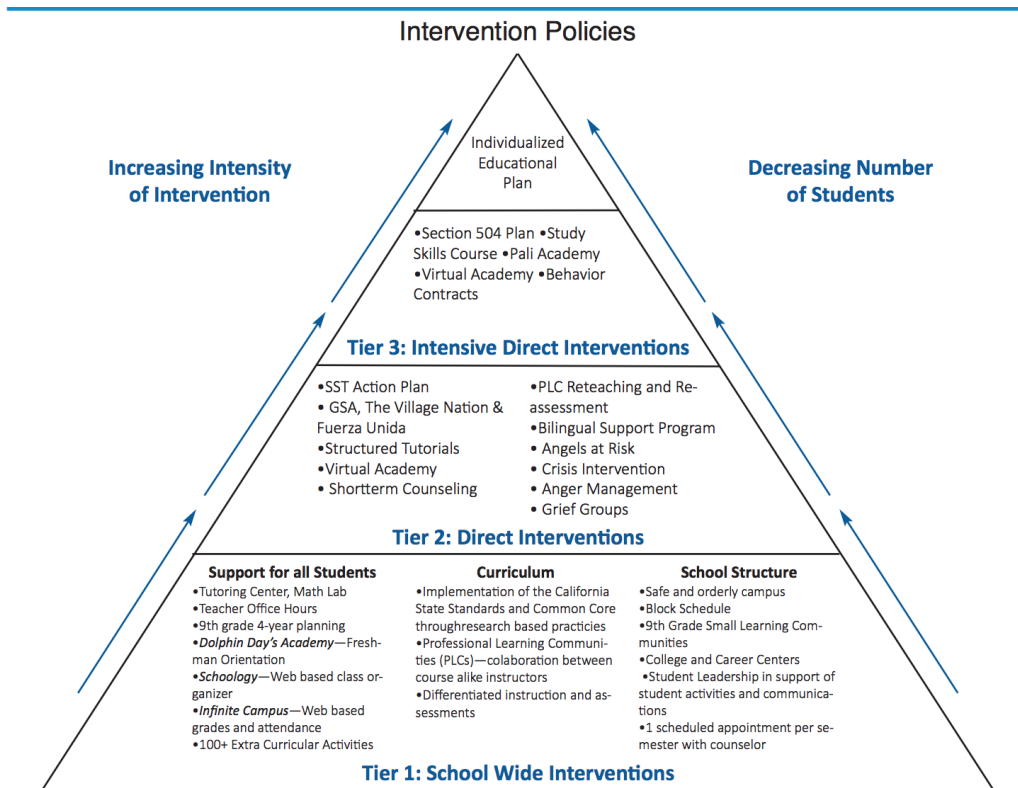
Pupils have access to a wide variety of academic support services, including content-specific support classes embedded in the regular school day; targeted informational assemblies; one-on-one tutoring; credit-recovery classes, and the Virtual Independent Studies program, which offers blended-online learning. Pali Academy, a small learning community designed to serve approximately 80 pupils, is

committed to providing the individual help pupils need to overcome obstacles, recover academic credit, develop interpersonal skills, and graduate and receive a diploma. Long-Term English Learners (LTEL's) have access to specially designed support classes, and their progress is monitored through the LTEL Designee program described in the English Learner section of this document. In an effort to be proactive in providing support, PCHS also uses internal diagnostic placement tests to identify high-risk and at-risk incoming ninth-graders, who are invited to participate in a Summer Bridge Program that focuses on helping pupils build academic skills and develop leadership skills.

PCHS also provides pupils with access to a registered school nurse, a credentialed school psychologist, and a social worker who work collaboratively to address issues pertaining to an individual pupil's medical and emotional well-being. Through the Health Office, pupils and parents/guardians are informed of and will have access to psychological and counseling services provided on and off campus by community agencies and organizations.

PCHS intervention counselor and Student Success Team Coordinator uses qualitative and quantitative data to monitor a pupil's individual progress. Parents are provided with password-protected access to the school's student information system, where they may access real-time information about their child's academic progress and attendance records. Through the school's learning management system, parents may access information regarding course-specific learning goals and assignments.

As a staff, PCHS strives to find more effective and efficient means of helping pupils succeed. The tiered RtI model will undergo changes, but its core principle will remain the same: PCHS wants to provide assistance to every pupil who needs it to ensure academic success for every pupil who wants it.



Economically disadvantaged (ED) pupils are identified upon enrollment and on an annual basis. The Free and Reduced Price School Meals program is the primary marker used to determine a pupil's socioeconomic status. As part of the enrollment process, every pupil is required to complete a Free and Reduced Price School Meals Application. Total family income is used to determine which pupils are eligible for free and reduced lunches.

PCHS monitors the progress of pupils in this subgroup by accessing data included in progress reports and report cards. Another source is data from external assessments, AP, and PSAT, ACT, and SAT exams.

PCHS has high expectations for all pupils. The school recognizes the need to provide extra support for economically disadvantaged pupils and does in many ways, including:

- creating a rigorous, culturally congruent curriculum for all students;
- maintaining high standards for all students;
- providing transportation scholarships;
- providing early academic interventions and opportunities for enrichment;
- creating a print-rich classroom environment;
- continually celebrating the diversity of our student population;
- communicating effectively with parents;
- engaging and empowering parents through FACTOR and college readiness workshops;
- providing freshman students with access to technology through the 1:1 Chromebook program and on-campus computer labs;
- organizing college and curricular field trips; and
- supporting all students with access to science, technical education, and visual and performing arts.

## **“A TYPICAL DAY”**

*On a typical day at Palisades Charter High School, every student, faculty member, classified employee, and visitor can see tangible evidence of the School-wide Learning Outcomes – core learning, critical thinking, communication, and community.*

*For some, the school day begins at 7 a.m., when students have the opportunity to participate in a zero-period class, such as orchestra or choir. For others, school starts after the 7:45a.m. bell at Take 10, a service program for students that travel to school on the school bus or public transportation who arrive late due to incidental hold ups in traffic. Here students are recognized after a long journey and have access to a ten minute break, breakfast, restrooms and printers and computers if needed. For some the school day ends at 10 p.m., when the final buzzer sounds, marking the end of a football game at Stadium by the Sea. And, for many stakeholders, the day often begins and ends with a renewed sense of purpose, urgency, and determination encouraged by the four pillars of Pali. Students continue to work hard to realize the goals articulated in the school's mission statement.*

*On a typical day, anyone visiting campus may well see the following:*



- *the four pillars of Pali flashing across the quad's marquee, signifying the values set for all Pali stakeholders;*
- *students in a ninth-grade POD elective using their chromebooks to search the Internet for information they will use to write an interdisciplinary Pod essay;*
- *students enrolled in the Virtual Independent Studies Program meeting with a science teacher, who is facilitating a weekly, hands-on lab activity;*
- *a teacher at Pali Academy showing students how to use Chromebooks to access text-based evidence they will need to write a Document-Based Question (DBQ) essay assessment developed by the World History PLC;*
- *the Study Center coordinator matching tutors with students who have asked for subject-specific support;*
- *the Academic Achievement Office administrative assistant running a report for a science teacher who wants to analyze individual results of the most recent assessment;*
- *students using manipulatives in a Geometry class in order to gain a better understanding of a standard being taught;*
- *teachers examining student work during a PLC meeting, so they can identify and share best practices and adjust units of study created through backward design;*
- *students in an 11<sup>th</sup>-grade English class using laptop computers to peer-edit essays stored in a digital, cloud-based system;*
- *coaches and coordinators organizing extra-curricular activities, such as Envirothon, drama, and softball;*
- *student-organized clubs gathering at lunch to discuss shared interests and/or plan an event;like*
- *Justice League students sharing, organizing and collaborating to raise awareness on different social and cultural issues;*
- *Link Crew members following up with 9th grade mentees to provide support and encourage participation and success;*
- *Pali stakeholders meeting to help plan the next Campus Unification / Community Day lesson and activities;*
- *The Campus Unification Director interacting with students having fun while creating and supporting systems and culture for students to self-advocate;*
- *Math Paraprofessionals tutoring students in the quad area on Algebra I, Geometry, and Algebra 2;*
- *students receiving personal tutoring in various subjects in the Study Center;*
- *PTSA planning meetings to help assist with providing support for various campus events and meetings;*
- *after school athletics and band practices;*
- *music playing in the background in the quad and hallway area's during nutrition and lunch;*
- *various visual displays and signs to remind students to be an upstander and to be responsible for their carbon footprints;*
- *the Pali Production team working together to prepare to provide live-stream coverage of an upcoming sporting event;*
- *9th grade pod teachers meeting to create a student intervention plan;*
- *a Resource Specialist using the computers in the Kennedy Marshall Learning Lab to show a new student how to access his grades on Infinite Campus;*
- *a trained psychologist or social worker providing individual or group counseling;*
- *teachers meeting with Resource Specialists to discuss how to differentiate an assignment for a student with special needs;*
- *one-on-one's assisting students with special needs and goals;*

- *teachers, counselors, and support staff using the school's student information system to monitor student progress, and*
- *a team of students enrolled in the Makers program using Web-based technologies to identify, access, and compile information they will use to design a project they are creating.*

## **ELEMENT 2 – Measurable Pupil Outcomes and**

### **ELEMENT 3 – Method by Which Pupil Progress Toward Outcomes Will be Measured**

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C).)

#### **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

#### **STANDARDIZED TESTING**

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Pupils at PCHS are expected to demonstrate the following department standards. PCHS provides a variety of academic support for students needing extra help. Students who are unsuccessful have a variety of options to make up credits.

<b>Departments</b>	<b>Assessments and Frequency Given</b>	<b>Measurable Outcomes</b>	<b>Courses</b>
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<p>English Language Arts</p>	<p>Each grade level administers common summative assessments. In the 9th grade fall semester a Persuasive essay is given. In the Spring semester a Literary Analysis essay is given.</p> <p>Fall 10th Lit Ana Spring Per</p> <p>11th Rhetorical analysis</p> <p>12th Grade Personal Statement</p> <p>Each PLC gives varied formative assessments</p>	<ul style="list-style-type: none"> <li>● Pupils will be able to read and comprehend a variety of texts, and write and speak with clarity.</li> <li>● Pupils will be able to analyze ideas/themes presented in expository and literary texts, form ideas, and defend their findings with textual evidence.</li> <li>● Pupils will synthesize information from multiple texts in order to form an argument; they will use evidence from those texts in support of their argument and cite it in MLA format.</li> <li>● Pupils will analyze an author’s language in order to a) deepen understanding of the author’s purpose and message and b) study how the author conveyed that message both explicitly and implicitly.</li> <li>● Pupils will independently utilize the writing process in order to plan, draft, and refine written work that adheres to grade-level standards of fluency and organization.</li> <li>● Pupils will be able to apply knowledge of word parts and context to understand a new word.</li> <li>● Pupils will be technically proficient in Google Docs</li> </ul>	<p>Lit Success 1 AB English 9AB ** H English 10 AB ** English 10 AB ** H American Literature A ** American Literature A ** AP English Language AB ** H Contemporary Comp ** Contemporary Comp ** AP English Lit AB ** Expository Comp ** H Advanced Comp ** H World Lit ** Lit Analysis ** Modern Lit ** Journalism 1 AB ** Journalism 2 AB ** Journalism 3AB ** Journalism 4AB** Adv. ELD 11/12 B H California Literature AB ** California Literature AB ** H. African American Lit AB** H. Combat, Conflict, and War Canon Lit ** H. Chicano Lit ** EL Literacy 9/10 AB EL Literacy 11/12 AB English Lang Skills 4 AB ESL Beginning 1AB ESL Inter 2 AB, ESL Adv. 3 ** Adv. ELD 9/10 AB Adv. ELD 11/12 A</p>
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<p>Mathematics</p>	<p>Formatives- weekly Summatives- monthly Common PLC assessments- at least two per semester</p>	<ul style="list-style-type: none"> <li>● Increase the percentage of 9<sup>th</sup>-graders who successfully complete the first half of Algebra 1 (Algebra 1A/Algebra B) in their first year by 5%.</li> <li>● Increase the percentage of 11<sup>th</sup>-graders who successfully complete Geometry AB by 5%.</li> <li>● Increase proficiency rates on each essential standard in Algebra 1, Geometry, and Algebra 2 by 3% (as measured on the final exam).</li> <li>● All students will practice and develop a growth mindset while solving problems and analyzing questions.</li> </ul>	<p>Algebra I AB ** Algebra IAB 1-2 ** H Geometry AB ** Geometry AB ** H Algebra 2 AB ** Algebra 2AB ** Adv. Applications of Math AB* Geometry AB ** H Geometry AB ** H Math Analysis B ** AP Calculus AB ** AP Calculus BC ** AP Statistics AB ** H Math Analysis AB ** Applied Mathematics Skills * Applied Math Concepts* Math Analysis AB ** High School Calculus AB ** MESA AB</p>
<p>Life (Biological) and Physical Science</p>	<p>Formatives- weekly Summatives- monthly Common PLC assessments- at least two per semester</p>	<ul style="list-style-type: none"> <li>● Pupils will develop the science and engineering processing skills necessary to interpret scientific information as presented in scientific texts and conferences.</li> <li>● Students will be able to use graphs, develop models, and design and perform experiments to organize and interpret data.</li> <li>● Students will understand the core idea of biodiversity and whether they can recognize data that reflects its hallmarks.</li> <li>● Students will carry out the scientific practice of constructing explanations.</li> </ul>	<p>AP Env. Science AB ** Biology AB ** H Biology AB ** AP Biology AB ** Human Anatomy AB ** H Human Anatomy AB ** Physical Geology AB ** Chemistry AB ** H Chemistry AB ** AP Chemistry AB ** H Physics AB ** Physics AB ** AP Physics AB ** Astronomy AB ** Urban Ecology * Global Science AB** Conceptual Physics AB** Environmental Studies AB H Marine Biology AB ** Marine Biology AB **</p>

<p>History/ Social Science</p>	<p>Formatives- weekly Summatives- monthly Common PLC assessments- at least two per semester</p>	<ul style="list-style-type: none"> <li>• In Sociology, students will be able to define and apply core concepts in the field. Key learning goals include learning to think through the lens of social structure and culture—the sociological perspective; using scientific methods to research and assess society; developing critical thinking skills; understanding and identifying structural inequality, including prejudice and discrimination; and engaging in meaningful contributions to society. Students will be encouraged to analyze and explain face-to-face interactions between people and social groups.</li> <li>• Students move through the years 1750 through the present; they consider how a modern system of communication and exchange drew peoples of the world into an increasingly complex network of relationships in which Europe and the United States exerted great military and economic power. They explore how people, goods, ideas, and capital traveled throughout and between Asia, Africa, the Americas, and Europe. They analyze the results of these exchanges. The ability to see connections between events and larger social, economic, and political trends may be developed by having students consider the most fundamental changes of the era.</li> <li>• Students survey nearly 150 years of American history; they learn how geography shaped many of these developments, especially in terms of the country’s position on the globe, its climate, and abundant natural resources. In each unit</li> </ul>	<p>AP US History AB ** US History 20 AB ** H US History 20 AB** US History AB ** AP World History AB ** Modern World AB ** H Modern World AB ** AP Human Geography AB ** AP European History AB ** Philosophy ** American Government ** H American Government AP US Government/ Politics ** Economics ** H Economics ** World Education ** H African-American US History AB**</p>
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<p>Physical Education</p>	<p>Formatives- weekly Summatives- monthly Common PLC assessments- at least one per semester</p>	<ul style="list-style-type: none"> <li>● Students demonstrate knowledge of and competency in motor skills, movement patterns, and strategies needed to perform a variety of physical activities.</li> <li>● Students achieve a level of physical fitness for health and performance while demonstrating knowledge of fitness concepts, principles, and strategies.</li> <li>● Students demonstrate knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</li> <li>● All Students will acquire knowledge and skills related to demonstrate comprehensive knowledge of sexual health and HIV prevention.</li> <li>● All students will pass the Fitnessgram</li> </ul>	<p>Health * Beg Dance Choreography * Performance AB ** Choreography Sh. AB * March Band SH AB * March Band AB * Adv. PE 1 AB * Movement Body Aware AB * Adv. PE 2 AB * Physical Fitness * Adv. Conditioning * Swim, Water Polo * Surf AB * Cheer * Outdoor Education * Track Field * Wrestling * Adv. Baseball * Baseball * V Baseball * JV Baseball * JV Basketball * V Boys Basketball * V Boys Basketball * V Girls Basketball * JV Girls Cross Country * V Football * V Football Fr/So. * Golf * V Boys Soccer * JV Boys Soccer * V Girls Softball * JV Tennis * V Boys Tennis * V Girls Volleyball * V Boys Volleyball * JV Boys Volleyball * V Girls Volleyball * JV Girls Volleyball Fr/So * Girls Basketball Fr/So * Boys Basketball Fr/So * Advanced Football * Adaptive Physical Education * Adv. Softball * Swim* Golf * Yoga *</p>
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<p>Technical Education</p>	<p>Formatives- weekly Summatives- monthly Common PLC assessments- at least one per semester</p>	<ul style="list-style-type: none"> <li>● Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.</li> <li>● Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.</li> <li>● Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</li> <li>● Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.</li> <li>● Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.</li> <li>● Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.</li> <li>● Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.</li> </ul>	<p>* Computer Programming AB AP Computer ScienceAB ** AP Computer Science Principles AB** Independent Living * Parenting/Child Development * Beginning Clothing * Advanced Clothing * Foods and Nutrition * Graphic Design * Web Design* Graphic Arts AB** Game Design AB** Intro to Computer Science**</p>
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<p>Visual and Performing Arts</p>	<p>Formatives- weekly Summatives- monthly Common PLC assessments- at least one per semester</p>	<ul style="list-style-type: none"> <li>• Students will: 1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work. 3. Refine and complete artistic work.</li> <li>• 4. Select, analyze, and interpret artistic work for presentation. 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work.</li> <li>• 7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work. 10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.</li> </ul>	<p>Art Pod Drama Pod Media Pod Business of Music Film Integration Art * Music Technology Ceramics 1 AB ** Ceramics 2 AB ** Drawing and Painting 1 AB ** Design, Film Integration Art ** Pali Production Photography 1 AB ** Photography 2 AB ** Photo Production AB ** Filmmaking 1 AB ** Filmmaking 2 AB ** Drawing AB ** Adv. Drawing/ Painting AB ** AP Art History AB ** AP Studio Art 2-D AB ** AP Studio Art 3-D AB** AP Drawing AB ** Drama AB ** Pali Production AB** Play Production AB ** Stage Craft/Stage Design AB ** Theatre Workshop AB ** Chorus AB ** Vocal Ensemble AB ** Guitar AB ** Concert Band AB Advanced Band AB * Drum Line AB * Jazz Band AB ** Orchestra AB ** Advanced Orchestra AB * AP Music Theory AB ** Jazz Ensemble AB** Symphonic Orchestra A**</p>
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World Languages	Formatives- weekly Summatives- monthly Common PLC assessments- at least two per semester	<ul style="list-style-type: none"> <li>Using a world language, pupils demonstrate the ability to read with comprehension, write with clarity, and speak with meaning.</li> <li>Pupils use a world language in real-world situations.</li> <li>Pupils demonstrate an understanding about the cultural traditions of a location in which a specific world language is spoken.</li> </ul>	Italian 1 AB Italian 2 AB ** Italian 3 AB ** Italian 4 AB ** AP Italian AB** Spanish/Native Speakers AB ** Spanish/Native Speakers 2 AB ** H Spanish/Nat. Speakers 2 AB ** Spanish 1 AB ** Spanish 2 AB ** H Spanish 2 AB ** Spanish 3 AB ** H Spanish 3 AB ** Spanish 4 AB ** AP Spanish Language and Culture AB ** AP Spanish Literature and Culture AB ** French 1 AB** French 2 AB** French 3 AB** French 4 AB** AP French Language and Culture AB** H French 1 AB** H French 2 AB** H French 3 AB**
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\* Meets graduation requirements  
 \*\* Meets graduation and A-G requirements

**MEASURING PUPIL OUTCOMES:**

SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

STANDARDIZED TESTING

Palisades Charter High School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests. If PCHS does not test with the District, PCHS hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as PCHS.

**Performance Targets Aligned to State Priorities**

PCHS will use a variety of tools to measure school-wide, pupil, and pupil subgroup progress toward meeting stated performance targets aligned with State Priorities. The school’s goals, actions, targets, and methods for measuring progress are outlined in the State Priorities table located in Element 1 of this document.

In order to meet the identified pupil outcomes, a variety of assessments will be used, including national and state-adopted standardized tests and locally created assessments. During the period of transition to state standardized assessments based on the The California Assessment of Student Performance and Progress (CAASPP) (CA CCSS), PCHS will continue to administer the California Science Test (CAST), English Language Proficiency Assessments for California (ELPAC), CSU Early Assessment Program (EAP), California Physical Fitness Test, National Assessment of Educational Progress (NAEP), and the CAASPP Interim Block Assessments and Practice Tests all of which will be used to measure student progress toward meeting performance targets. PLCs will continue to develop and administer locally created, course-alike common assessments designed to measure student progress toward meeting state content and CA CCSS standards.

### **PCHS ASSESSMENT SCHEDULE**

<b>Assessment Method</b>	<b>Frequency</b>
CAASPP	Annually in April or May
ELPAC	Annually in May
CAST California Alternative Assessment (CAA) Science	Annually in Spring semester
NAEP	Annually in Spring semester
PSAT, SAT, and ACT	Annually, as scheduled
CA Physical Fitness Exam	Annually in Spring semester
Advanced Placement	Annually in May
Student diagnostic Literacy assessment	After enrollment at the school
Student diagnostic math placement assessment	After registration and enrollment at the school
State Interim Block Assessments and Practice tests	Annually in Spring semester
Student progress reports	Each semester periodically, 7weeks
Department and PLC Common Assessments	Throughout the school year
PLC and SLC analysis of student work	Ongoing

### **Other Performance Targets**

***Reference the LCFF table in Element 1.***

Additional assessment tools used to measure progress toward meeting performance targets aligned with State Priorities are listed in Element 1 of this document. PCHS will continue to develop an



assessment process using multiple instruments emphasizing conceptual thinking and problem-solving skills. PCHS will assess both individual and school-wide progress with appropriate measures that address the needs of all pupils. The types of assessments to be used to evaluate student progress will follow state guidelines and may include the following:

- norm-referenced and standards-based achievement tests including but not limited to Advanced Placement Examinations, the SAT, and the ACT; and
- locally created common assessments and Performance Tasks.

In an effort to assess student progress toward meeting performance growth targets during the school year, PCHS adopted school-wide rubrics and provided teachers with ongoing professional development time to access the resources needed to assess state standards achievement levels. Working in Professional Learning Communities (PLC's) and Grade 9 Small Learning Community Teams, teachers created, administered, and evaluated performance task-style assessments, which were aligned with CA CCSS English Language Arts and/or Mathematics standards. Teachers used the school's data management system to access reports and then collaborated to analyze the data, identify anchor papers, and measure student progress toward meeting measurable learning objectives. Copies of locally designed Performance Tasks, school-wide rubrics, anchor papers, and data reports and analysis were included in PLC notebooks, which were evaluated by administrators. PLCs also created and administered common assessments that included enhanced multiple-choice questions modeled after those used in Smarter Balanced assessments. PCHS is investigating how to use the analytics within its current data management system to disaggregate data, ensuring that the school will be able to accurately measure progress of each numerically significant subgroup.

## METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENTS

### **Performance Targets Aligned to State Priorities**

Pupils will be regularly assessed to determine their progress toward meeting core academic standards. Assessments include but are not limited to the following: observation of student participation in classroom activities and student production of meaningful work; locally-designed examinations and performance tasks, including formative and summative assessments, state-mandated tests, and/or other assessment instruments that may be deemed appropriate by PCHS.

PCHS will continue to use the Professional Learning Community (PLC) framework to support the academic achievement of all pupils. Working in course-alike PLC's, teachers collaborate to implement agreed-upon curricula, instructional methodologies, and formative and summative assessments. Instruction is based on state content and CA CCSS standards, using materials deemed by the professional educators of PCHS to be in the best interest of the school's educational program and the pupils' learning needs, including but not limited to state-approved textbooks. PLC-designed common assessments are used to gauge student progress, course-wide and standard-by-standard. Teacher teams determine the standards addressed in each unit of instruction and the intensity of instruction for each standard. The work products of this curriculum-mapping are assessments that

truly reflect the focus of instruction. Optimal schedules and intervals for these common assessments will be determined by the teacher teams and administered as follows:

- Formative assessments are created to inform instruction in course-alike groups and provide meaningful feedback to pupils.
- Summative assessments are created by each collaborative group to determine student progress toward meeting state and Common Core standards.

Both types of assessments serve a specific purpose in the quest for improvement in student outcomes. Formative assessments – assessments *for* learning – have been shown, as evidenced in Benjamin S. Bloom’s 1984 summary of research and the 1998 research review of Paul Black and Dylan William, to raise student achievement as reflected in summative assessments. Summative assessments – assessments *of* learning – are analyzed to inform the school’s education professionals regarding a question at the heart of all pedagogical decision-making at PCHS: How will the school determine if students have learned? Once assessments have been administered, the assessment data will be recorded, disaggregated, and then disseminated to teachers for analysis.

Data from both formative and summative assessments will be used to drive instruction. During the term of this charter, PCHS may increase the number of formative and summative assessments in each course while striving to maintain a balanced assessment program that constantly refines the accuracy of classroom assessments, involves students by providing informative feedback, and advises teachers as to the efficacy of instruction. *Writing in Assessment FOR Learning*, Stephen and Jan Chappuis, Rochard Stiggins, and Judith Artler note the advantages of a balanced assessment program. As they watch themselves succeed, pupils benefit by becoming more confident – and more motivated – learners. Teachers benefit, as they are able to make more effective and efficient instructional decisions. The entire learning community benefits as the school meets and exceeds its accountability standards (Chappuis, Stiggins, and Artler).

Based on assessment results, the teacher groups will recommend interventions for each course. Through teacher collaboration, a school-wide, tiered intervention program, as detailed in Element 1, will be implemented. Course-alike and/or multi-disciplinary groups meet regularly. Meeting time is embedded in the school bell schedule and is used to focus solely on expectations, assessments, and responses to student learning needs.

## **PCHS INTERNAL ASSESSMENTS**

Benchmarks in both English language arts and mathematics will occur approximately twice per semester and are developed locally, using resources from adopted curriculum, from the state’s Digital Library, and test blueprints/item descriptors available from the Smarter Balanced Consortium. Although mathematics contains both fluency and conceptual questions, English language arts benchmarks assess reading, writing, and language domains. These assessments are designed by teachers during Professional Learning Community time and are based on the CCSS instructed for that unit. Teachers will align their PLC common assessments along a common matrix that has been normed by the members of the PLC. The PLC members discuss the design of the common assessment which would include factors such as length, number of passages to include, question format types (e.g., short answer versus multiple choice). These assessments will be reviewed with department leaders for feedback to ensure alignment and appropriate rigor for all grade levels. Data

will be debriefed in department professional development meetings to create action plans for instructional purposes. In addition to school-wide assessments, teachers will use a variety of formative assessments. These will include component assessments of adopted curricula.

### **Accountability**

In accordance with the provisions of ESSA and State law, the PCHS Board of Trustees will be accountable for tracking student progress and continued evaluation of ways in which progress may be improved. The results of the PLC course-alike assessments will be made available to the PCHS Board of Trustees for this purpose. All stakeholders of PCHS, including students and parents, are ultimately responsible for achievement of the aforementioned goals.

### **DATA ANALYSIS and REPORTING**

PCHS executive leadership and governing board are committed to using all available data to inform Professional Development and academic and financial school-wide learning goals, guide program improvement, and drive instructional strategies. School-wide and subgroup comparisons have been useful in illuminating trends and identifying specific growth targets, including those aligned with the State Priorities and cited in Element 1 of this document.

In order to monitor and measure student progress toward mastery of Common Core State Standards, state academic content standards, and other growth targets and goals, PCHS staff members engage in ongoing analysis of – and ongoing reflection of – data generated by a variety of assessment tools, including state assessments, PLC common assessments, and Performance Tasks. As assessment data is entered into the school’s Student Information System (SIS) and data management system, administrators, teachers, and staff begin generating and analyzing reports designed to inform and guide instruction. Administrators, academic program coordinators, counselors, teachers, and support staff have real-time access to information that may be used to identify—and then meet—individual student needs. Individual teachers as well as PLC’s and SLC’s use the data to develop strategies for instructional improvement. Parents also have real-time access to their child’s academic grades, assessment results, and attendance records.

In order to help staff access useful information, PCHS has a Director of Academic Achievement and a PLC/SLC Coordinator, who provide the following services:

- analyzes and interprets a variety of data used to evaluate the effectiveness of the school’s educational program as well as individual school programs;
- generates grade-distribution reports at the progress report marks to assist in identifying students in need of immediate intervention;
- facilitates PLC implementation of standards-based formative and summative assessments;
- assists PLC’s in interpreting data generated by standards-based formative and summative assessments;
- disaggregates data to assist teachers in reflecting on their individual practices;
- provides staff with Professional Development regarding how to access and interpret real-time data stored in the school’s SIS and data management systems

- uploads key metrics to the school dashboard to inform stakeholders of school performance measures;

PCHS also uses data from placement tests to ensure that incoming freshmen are placed in appropriate mathematics courses. Counselors analyze transcripts to assign Literacy support classes or Study Skills classes described in Element 1.

**PCHS Assessment Tools and Frequency of Assessment**

<b>Data to be Gathered By</b>	<b>Purpose</b>	<b>Frequency</b>
Observing lessons teachers deliver and the nature of student participation in classroom activities	Measure pupil engagement in instruction and inform Professional Development needs.  Measure the degree of and the consistency with which grade-appropriate standards-based instruction is taking place. Data is used to identify and share best practices.	daily, weekly
Examining student work in PLC's	Measure student progress toward meeting instructional goals and objectives; identify best teaching practices, and evaluate effectiveness of the assessment; identify concepts that need to be re-taught and/or reviewed.	monthly, or as determined by the PLC
Grade distribution reports	Measure program effectiveness; identify growth targets; identify intervention/support needed.	after grade reporting periods
Using rubrics and anchor papers to calibrate teacher assessments of student work	Ensure the consistency of high expectations in determining criteria for proficient student work.	ongoing

Analyzing results of the annual school-wide stakeholder survey	Measure the degree to which stakeholders believe the school is meeting student needs and school-wide established goals.	ongoing
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## GRADING, PROGRESS REPORTING, and PROMOTION RETENTION

Grading will be by individual teachers in accordance with criteria determined by the school’s teaching staff, using the following guidelines:

### Subject Marks

- A – markedly superior work
- B – superior work
- C – satisfactory work
- D – needs to improve
- F – little or no progress

### Work Habits and Cooperation

- E -- excellent
- S -- satisfactory
- U – unsatisfactory

Marks are subject to review under special circumstances. In all matters relating to marks, PCHS will be assiduous in upholding the rights of individuals under all relevant state and federal laws, and will guarantee due process. Pupils will receive letter marks at least twice per semester, and progress reports will be made available at regular intervals. All grades are recorded and posted on the PCHS Learning Management System and the Student Information System.

## PCHS GRADING POLICY

### Background

Palisades Charter High School (PCHS) affirms that the California content standards serve as the basis for curriculum, instruction, assessment, and accountability. The standards, as described in the Content Standards for California Public Schools, define what students should know and be able to do throughout the school year and serve as the basis for assessments. Educators use grades to:

- Give each student and his/her family feedback about the student’s progress and mastery of the content standards,
- Provide guidance to students about future course work,
- Provide guidance to teachers for instructional planning, reteaching, and intervention,
- Provide information useful to plan for student matriculation, retention, and future course work,
- Plan for professional development.

### Determination of Grades

The grade to be given to any individual shall be determined in the good faith professional judgment of the teacher and shall not be changed by PCHS except in situations of clerical or mechanical mistake, fraud, bad faith, incompetence, or failure to comply with the then-current PCHS grading policies, procedures, and criteria in accordance with the California Education Code Sections 49066 and 49067. **which states:**

(a) When grades are given for any course of instruction taught in a school district, 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.

(b) The governing board of the school district and the superintendent of such district shall not order a pupil's grade to be changed unless the teacher who determined such grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which such grade was given and is, to the extent practicable, included in all discussions relating to the changing of such grade.

A grade shall not be changed for any of the above reasons unless the responsible teacher has to the extent practicable (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. Claimed violations of this section are subject to the grievance procedures outlined in the UTLA contract (UTLA Contract, Article V).

Education Code Sections 49066 and 49067: (a) When grades are given for any course of instruction taught in a school district, 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.

(b) The governing board of the school district and the superintendent of such district shall not order a pupil's grade to be changed unless the teacher who determined such grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which such grade was given and is, to the extent practicable, included in all discussions relating to the changing of such grade.

(c) No grade of a pupil participating in a physical education class, however, may be adversely affected due to the fact that the pupil does not wear standardized physical education apparel where the failure to wear such apparel arises from circumstances beyond the control of the pupil. (*Amended by Stats. 1980, Ch. 715, Sec. 1.*)

**49067.**

(a) The governing board of each school district shall prescribe regulations requiring the evaluation of each pupil's achievement for each marking period and requiring a conference with, or a written report to, the parent of each pupil whenever it becomes evident to the teacher that the pupil is in danger of failing a course. The refusal of the parent to attend the conference, or to respond to the written report, shall not preclude failing the pupil at the end of the grading period.

(b) The governing board of any school district may adopt regulations authorizing a teacher to assign a failing grade to any pupil whose absences from the teacher's class that are not excused pursuant to Section 48205 equal or exceed a maximum number which shall be specified by the board.

Regulations adopted pursuant to this subdivision shall include, but not be limited to, the following:

(1) A reasonable opportunity for the pupil or the pupil's parent or guardian to explain the absences.

(2) A method for identification in the pupil's record of the failing grades assigned to the pupil on the basis of excessive unexcused absences.

(c) Notwithstanding the provisions of subdivision (a) of Section 49061, the provisions of this section shall apply to the parent or guardian of any pupil without regard to the age of the pupil.



*(Amended by Stats. 1998, Ch. 846, Sec. 20. Effective September 25, 1998.)*

## **Marking Practices and Procedures**

In order to define expectations and provide a shared language for discussing student learning, marks and grading practices will be aligned to student performance on the California content standards and will conform to the following expectations:

### **a. Marking Practices for Report Cards and Progress Reports**

1. Marking practices are to reflect student performance and progress toward mastery of the standards. A student's mark on progress reports and report cards may not reflect a comparison of that student's performance with the performance of other students.
2. On the course description or syllabus, the teacher's criteria for marks will include a detailed explanation in the class syllabus of how the teacher's grade is determined including grading scales and/or weighted categories.
3. Academic marks will reflect multiple measures of performance and a variety of assignments that demonstrate progress toward and/or mastery of California content standards.
4. Class work, homework, and other assignments that are taken into consideration for the progress report mark will be graded, recorded, and returned to students within a reasonable time. The criteria for determining a "reasonable" range of time is three class periods from the time that the assignment or assessment is turned in up to fifteen class periods based on the complexity of the assignment.
5. Classwork, homework, and other assignments are designed to give students meaningful feedback on academic progress. Meaningful homework is an extension or enhancement of classwork and is aligned to the standards for the course. Homework assignments must be clearly communicated by the teacher and assigned by the teacher during class time. No new or additional homework will be assigned virtually (via Student Information System (SIS) or Learning Management System (LMS) that has not previously been assigned in class for homework. The deadline to post assigned homework on the school's LMS will be before the end of the teacher's contractual day on the day homework was assigned.
6. The teacher shall weight a course final in accordance with their PLC or department grade weights. The grade weight for a course final and general grade policy shall be disclosed on the teacher's course syllabus.
7. Academic grades cannot be used as a consequence for a student's or students' behavioral incident(s). An assessment of a student's classroom behavior should be reported under Work Habits or Cooperation.
8. Academic participation assignments shall include a clear explanation of what defines student participation for the assignment. It is recommended that teachers use a rubric for

academic participation assignments. If the teacher has an academic participation grade or participation grade category, the teacher must use equitable practices so that every student in a class has an opportunity to participate.

9. A disproportionate number D's or Fails for any reporting period or for a single assignment immediately signals to the teacher the need for reflection and possible revision of the instructional program to include in-class and/or out-of-class interventions. In-class interventions may include reteaching of specific concepts and skills, individualization of instruction, and selection of varying strategies and techniques to address the learning modalities of students. Additionally, reassessment may be utilized to measure the effectiveness of the reteaching.

#### **b. Recording Grades**

1. For every course, a minimum of one performance mark reflecting progress toward mastery of standards for every [week] is to be recorded in the Infinite Campus system [that will count towards an individual student's final semester mark].

(UTLA Contract Article XXII 4.0.b.1)

2. All grades shall be entered into the Infinite Campus or school LMS system within a reasonable time period after the work is graded as determined by the nature and complexity of the assignment as well as the schedule and workload of the teacher. The criteria for determining "reasonable time" might include students receiving an evaluation of their work allowing enough time to prepare for assessments and prior to issuing an academic mark (progress or semester).

3. Ed Code **49066**. (Amended by Stats. 1980, Ch. 715, Sec. 1.):

(a) When grades are given for any course of instruction taught in a school district [Palisades Charter High School], 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.

(b) The governing board of the school district [Palisades Charter High School] and the superintendent of such district [Executive Director, Palisades Charter High School] shall not order a pupil's grade to be changed unless the teacher who determined such grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which such grade was given and is, to the extent practicable, included in all discussions relating to the changing of such grade.

(c) No grade of a pupil participating in a physical education class, however, may be adversely affected due to the fact that the pupil does not wear standardized physical



education apparel where the failure to wear such apparel arises from circumstances beyond the control of the pupil.

## **Explanation of Marking Terms**

Three separate marks – Academic Mark, Cooperation, and Work Habits – are issued for all secondary-school courses.

**Academic Mark:** a cumulative assessment of a student’s quality of work, interpretation and application, thinking and reasoning skills, and quantity of work

**Work Habits:** a cumulative assessment of an individual student’s effort, responsibility, attendance, and evaluation

**Cooperation:** a cumulative assessment of courtesy, conduct, improvement, and class relations

## **Criteria for Marks**

Criteria for Marks are in accordance with departmental policy and detailed in the teacher’s course syllabus.

1. Partial course credit may not be granted. A reduction of course credits for any reason, including unexcused absences, tardies, or late enrollment is not permitted. (California Education Code Section 49067). However, school procedures for enrolling and granting credit for students living in out-of-home care will follow Assembly Bill 490.
2. An Incomplete mark may be given when a student has had prolonged excused absences for extenuating circumstances during a semester in which a final grade is issued. The teacher will get an Incomplete Mark form from the Assistant Principal of Counseling. The teacher will submit the Incomplete Mark form with the grade documentation, as well as give a copy of the form to the Counseling Office, parent/guardian, and student. The Incomplete grade information must be filed with the Counseling Office. Incomplete work to be completed will be specified by the teacher and must be made up by a specific date as determined by the teacher, but no later than the next marking period. If the work is not made up by the agreed upon due date, the Incomplete Mark is converted to the appropriate grade as determined by the teacher.

## **Requirements for Notification of a Possible Failure**

1. California Education Code, Section 49067, requires each pupil's achievement to be evaluated for each marking period and requires a conference with, or written report to, the parent or guardian whenever it becomes evident that the pupil is in danger of failing a course. The refusal of the parent or guardian to attend the conference or respond to the written report shall not preclude failing the pupil at the end of the marking period.
2. Teachers have the responsibility to communicate with parents whenever student achievement is not commensurate with content standards identified for each course. Whenever a student is not meeting the standards of the course and/or there exists the possibility of failure, the parent or guardian must be notified in one or more of the following ways:
  - (a) Marking a "Fail" in the subject area on the Progress 1 or Progress 2 grading period in traditional calendar schools. A mark of "D" on the Progress 1 or Progress 2 marking report is not adequate warning of failure to the parent or guardian. However, a "D" on the report, with the written comment "In danger of failing" can be considered adequate notification to the parent or guardian.
  - (b) A special report to parents issued prior to the final marking period as identified above is considered sufficient notification to the parent or guardian. It should be issued with sufficient time for the student to demonstrate improvement.

### **PCHS Make-up Policy**

**(Approved by the PCHS Board of Trustees 5/17/17)**

Students shall be given the opportunity to make up homework, assignments, assessments (or be excused from, at the teacher's discretion) schoolwork that was missed because of school activities, an **excused** absence, or a suspension. The student shall receive full credit if the work is turned in according to a reasonable makeup schedule, as determined by the teacher. A reasonable makeup schedule shall include at least one class extension for every class the student has missed. The tests and assignments may differ from the tests and assignments that the pupil missed during the absence. The teacher's make-up policy should be included in the syllabus and posted on Schoology. It shall be at the discretion of the individual teachers to allow or not allow students who miss school work, because of truancies or uncleared absences, the opportunity to make up missed work. Should a student need to make-up an assignment/assessment for a class, this should not infringe on another teacher's class time. Teachers must give written permission for students to miss their class in order to make up work for another class. Note: Students are strongly encouraged to get work or schedule assessments from the teacher in advance if the student knows about an absence in advance.

## Reporting Grade Calendar for 2019-2020

October 3	Progress Report 1
November 14	Progress Report 2
December 17,18,19	Final Exams-Minimum Days1/3,2/4,5/6
December 20	GRADES DUE and PD Day- Pupil Free
December 23-January 10	Winter Break
March 5	Progress Report 1
April 6-10	Spring Break
April 23	Progress Report 2
June 1-3	Final Exams-Minimum Days 1/3, 2/4, 5/6
June 4	GRADES DUE

### Promotion/Retention

Palisades Charter High School will ensure that students demonstrate achievement of grade level standards before being promoted to the next grade. PCHS will give consideration with a variety of academic intervention support to students in all grade levels to ensure that they can be successful.

### Criteria for Promotion

English proficient students in grades 9-12 need 230 credits to graduate PCHS. Each PCHS class is worth 5 credits. To remain on target for graduation, students are recommended to have obtained a minimum of the following credits listed below:

Upon entrance of 10th Grade: 55 credits

Upon entrance of 11th Grade: 110 credits

Upon entrance of 12th Grade: 170 credits

Graduation Requirement: 230 credits

English learners not meeting minimum grade level standards will be provided with additional instructional support and could advance with one ELD level per year. Students with disabilities will meet the criteria as indicated in the IEP interventions to support promotion. At risk students will be identified using the assessment data and will be supported by additional instructional and targeted time with teachers or instructional aides as described in the Charter School's intervention program.

### Interventions to Support Promotion

Students with academic challenges, and those performing below grade level, will be identified using a variety of measures. Teachers and staff will use benchmark assessments, standards-based test scores, teacher observations, summative assessments, and more. Working in conjunction with the classroom teachers, the counselors will coordinate and review results and participate in determining the appropriate intervention tier placement when needed. If students are credit deficient, the counseling office will hold a Student Success Team meeting in order to put specific interventions in place for academic recovery.

### Steps towards Retention

If a student is not making adequate progress and is in danger of not meeting promotion criteria by the end of the academic year, the Charter School will notify the parent in writing and will also contact the child's parent by phone or in person during parent conferences, and at a minimum by the middle of the second semester. Prior to that time period, the child's teacher will consult with the administrative director and parent in each case concerning possible retention. An interpreter will be provided for parents whose native language is not English. In all cases, parents will be encouraged to remain involved throughout the process.

### **Appeals Procedures**

For each class, the grade is assigned by the teacher and cannot be changed, except by the teacher, unless it is determined that there was a clerical error, mechanical error, fraud, bad faith, incompetency or a material violation of the PCHS grading policy.

This determination is made by the Grade Appeal Committee consisting of three (3) members of the PCHS Board of Trustees. Applications to request a review of grade from the previous semester are available in the counseling office or at the PCHS website.

The request form submission deadline is 30 school days into the subsequent semester. Decisions made by the Grade Appeal Committee are final.

## **ELEMENT 4 - GOVERNANCE**

“The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement.” (Ed. Code § 47605(b)(5)(D).)

### **GENERAL PROVISIONS**

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

### **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.<sup>1</sup>

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and

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<sup>1</sup>The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

#### **TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

#### **RESPONDING TO INQUIRIES**

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School

shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

### **NOTIFICATION OF THE DISTRICT**

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

### **STUDENT RECORDS**

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

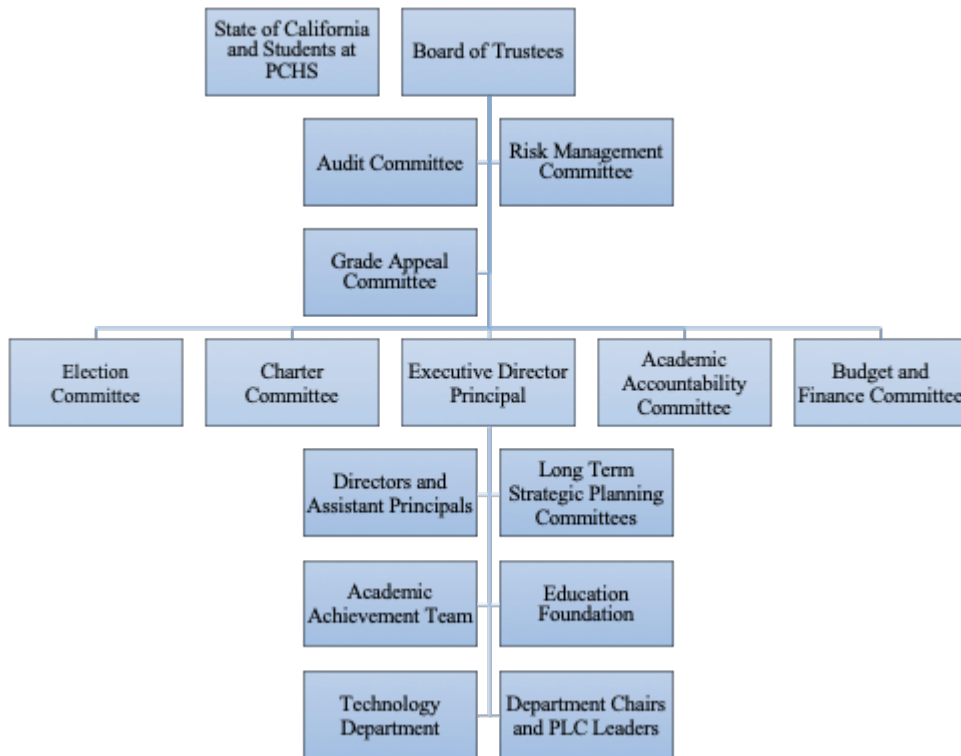
### **PARENT ENGAGEMENT**

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

### **FEDERAL PROGRAM COMPLIANCE**



As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.



### Board Roles, Responsibilities, and Purpose

The goal of PCHS Governance is to give voice and effect to the notion of local control of PCHS by the stakeholders directly affected by PCHS. This includes the students, faculty, parents, classified staff, and administration. In addition, PCHS Governance is designed to ensure that all voices are heard; that decisions by the governing Board are made in a transparent way, visible to the public; that consensus is achieved when possible; and that there is strong accountability for the decisions that are made. More particularly, the Board of Trustees is charged with ensuring that PCHS achieves appropriate results, in an appropriate manner, for its students in accordance with its Charter. Finally, it is important for pupils to witness, engage with, and participate in a democratic, transparent system of governance and shared decision-making.



To this end, the PCHS Board of Trustees is elected by the different stakeholder groups, with various different groups having the ability to elect certain members of the Board of Trustees. By allowing Trustees to be directly elected by stakeholder groups, the ability of those groups to be heard in a meaningful way is enhanced. At the same time, however, the Board of Trustees, and each of its members, must always be cognizant of the fact that in their capacity as a Trustee, he or she does not “represent” the stakeholder group that elected him or her. Rather, each Trustee is obligated to “represent” the stakeholders as a whole. Accordingly, each Trustee must decide each question put to the Board based on what is best for PCHS overall, not simply what is best for the stakeholder group that elected that particular Trustee.

To best fulfill its Mission, PCHS has adopted the Carver/Carpenter model of governance. It is a combination of two models Brian Carpenter is a recognized expert in charter governance. Accordingly, while all governance power ultimately resides in the Board of Trustees, it is anticipated that this power will be delegated to the Executive Director and Principal (EDP) as to the day-to-day operations of PCHS. This is so for a number of reasons. First, the EDP is a full-time employee whose job is to implement the Board’s policies and goals, and to determine the best method to do so. Because the EDP is a full time employee, and because he or she has direct control over the administration, he or she is in a better position to run the school on a day-to-day basis than would be a part-time Board of Trustees. Accordingly, good governance demands that, except under exceptional circumstances, the Board of Trustees not micro-manage the EDP’s operational administration of PCHS and further that (again, absent exceptional circumstances) the EDP have the latitude to hire and fire senior managerial personnel. Second, it is critical that the EDP be accountable for PCHS’s operations. This cannot be accomplished if the EDP does not have the discretion to choose the best methods by which to implement the policies and goals set by the Board of Trustees. Third, because of the manner in which the Board of Trustees is elected, it is critical that the EDP be given wide latitude in PCHS’s operations.

While it is anticipated that operations and day-to-day governance will be delegated, the Board of Trustees remains directly responsible for setting PCHS’s overall goals, priorities, and major policies. It is also directly responsible for ensuring that PCHS operates in a fiscally responsible manner. The Board is also responsible for directly overseeing and evaluating the EDP, and for being informed concerning the performance of PCHS’s senior staff. Finally, the Board is directly responsible for ensuring that PCHS obey all applicable laws and regulations and operate in the highest ethical manner possible. Those responsibilities cannot be delegated to others, although all members of the PCHS community have a responsibility to work toward these ends as well.

To implement this governance philosophy, the Board of Trustees has adopted Governance Policies. Under those policies, the Board’s role is to specify outcomes and ensure that those outcomes are achieved, but it is the EDP’s duty to determine and, where appropriate, execute the means necessary to achieve those outcomes. Thus, the Board of Trustees’ actions emphasize goals rather than means, encourage diversity in viewpoints, focus on governance rather than administrative detail, draw a clear distinction between the Board’s role and the EDP’s role, rely on collective rather than individual decision-making, and strive to be proactive rather than reactive.

Because PCHS cannot fulfill its responsibilities without the aid of other stakeholders, the Board will have the benefit of the advice of certain Board-level committees comprised of stakeholders. It is anticipated that these committees can and will focus on particular aspects of PCHS with the aid of

appropriate stakeholder members in order to advise the Board on Board-level issues.

In short, all governing authority at PCHS shall reside in the Board of Trustees, and nothing herein shall be construed as limiting the Board of Trustees' power except as may be required by law or as may occur by virtue of properly approved collective bargaining agreements or other lawful contracts. Notwithstanding the foregoing, the Board of Trustees may, through governance policies or otherwise, delegate the day-to-day operations at PCHS to the EDP. It is anticipated that such delegation will occur as a matter of routine. The Board of Trustees adopted a Recusal Policy on May 15, 2018 to ensure legally appropriate Board member disclosure and recusal when the Board is discussing or acting on any matter in which a member has a personal financial interest.

### **Stakeholder Board Level Committees**

Stakeholder Board Level Committees (SBLC's) are committees that report directly to the Board of Trustees and are made up of at least one Board member and additional members who need not be on the Board of Trustees. SBLC's are limited to topics in which the Board of Trustees has principal responsibility, rather than topics in which the EDP has principal responsibility. On the latter group of topics, stakeholder input will be through the Long-Term Strategic Planning (LTSP) committees or their functional equivalent.

SBLC's may be set up by the Board of Trustees and disbanded by the Board of Trustees at the Board's discretion, subject to the limitations below. No Board power or authority may be delegated to an SBLC.

Except as set forth below, SBLC's shall be made up of representatives from all stakeholder groups (except community members, who may or may not be on an SBLC at the Board of Trustees' discretion), provided, however, that the faculty shall have the right, but not the obligation, to constitute a majority of each SBLC except as set forth below. SBLC members shall be appointed by the Board of Trustees in consultation with stakeholder groups. Absent exceptional circumstances, however, the Board of Trustees should give great deference to nominees presented by the stakeholder group at issue. (In other words, faculty nominations for faculty positions on a committee should be given deference by the Board of Trustees.) Nothing in the foregoing, however, shall limit the Board of Trustees' ability, in its discretion, to make appointments. Moreover, the Board of Trustees may remove a member of any SBLC with or without cause in its discretion, but the removal of a committee member shall not be used to undermine the faculty's right to constitute a majority on each SBLC. Nothing herein shall in any way relieve the Board of Trustees of its fiduciary duties or limit its power to fulfill those duties. Accordingly, the Board of Trustees may accept, modify, or reject any recommendation made to it by any SBLC.

Except where otherwise provided by law, all SBLCs shall be subject to the Brown Act. It shall be the responsibility of each committee's chairperson to ensure compliance with the Brown Act, and the Board shall have the power and obligation to take whatever actions are necessary to ensure that SBLC's are in compliance.

### **Budget and Finance Committee**

The purpose of the Palisades Charter High School Budget and Finance Committee is to ensure non-employee stakeholder participation (i.e., parents, students, and community members) in decisions

relating to revenues, expenditures, and fund balances of the Charter School. The primary consideration of the Budget and Finance Committee in its decision-making shall be to ensure fiscal solvency while fostering development of a quality educational program and improved student achievement at PCHS.

The Budget and Finance Committee shall be an SBLC, and the Board of Trustees shall not have the discretion to disband this SBLC. The Budget and Finance Committee is so important that the community wishes to ensure that it will not be disbanded by Board action.

The Budget and Finance Committee shall, with the advice of the Executive Director and Principal and Chief Business Officer, propose a budget to the Board of Trustees in a timely fashion by a date set by the Board of Trustees. The Budget and Finance Committee shall also consider any other significant budgetary matters that may be referred to it by the Board of Trustees or its own members. Generally, any decision that will have a significant fiscal impact on the school shall be presented to the Budget and Finance Committee before being voted upon by the Board of Trustees.

Nothing herein shall in any way relieve the Board of Trustees of its fiduciary duty to ensure that PCHS is run in a fiscally responsible manner, or in any way limit the Board's discretion as to the adoption and contents of a budget, giving due regard for the expertise and recommendations of the Budget and Finance Committee.

The Budget and Finance Committee shall be open to all non-employee stakeholders of PCHS. The committee shall be limited to a maximum of 9 non-employee stakeholder members unless that number is increased by the Board of Trustees. Those desiring membership may make such request to the Secretary of the committee. Should an excess number from any stakeholder group apply, a vote on the relevant stakeholder group(s) shall be held by the Budget and Finance Committee. The PCHS Board of Directors shall then appoint committee members in accordance with the provisions of this Charter as well as its bylaws and in consultation with the Budget and Finance Committee. The Committee will consist of the following composition:

- parents
- students
- community members
- a member representing the Booster Club and a member representing the PCHS Fund and Development Committee – these may be either parent or community members.

To ensure meaningful employee input on the PCHS budget, the Chief business Officer (CBO) will submit the draft budget to academic department chairs and each bargaining unit representative for feedback. Each academic department is encouraged to have a representative from the department attend the meetings of the Budget & Finance Committee to represent and discuss the academic department's budgetary needs and interests. The academic department representative cannot be a current board member of the PCHS Board. Following this review and discussion process, the CBO will revise the budget in consideration of the feedback, and will then present the budget to the Budget and Finance Committee. The Committee's feedback, approval, and recommendation will be considered by the Board, which has ultimate approval authority over the budget.

**Academic Accountability**

The Academic Accountability Committee shall be an SBLC. It will focus on student achievement and will examine quantitative and qualitative academic data in order to ensure that PCHS is complying with state and charter accountability measures and fulfilling PCHS's mission, as well as any other issues referred to it by the Board of Trustees. It will provide a detailed, written report to the Board at least once a semester regarding its findings, and its Chairperson shall be present at the Board meeting to explain the report and answer any questions that the Board might have. This report may also include recommendations for Board-level policies, priorities, and goals to be considered by the Board of Trustees.

**Elections**

The Elections Committee shall be made up of one PESPU representative, two United Teachers of Los Angeles (UTLA) representatives, and no fewer than three Board members (at least one of whom shall be a parent representative and two of whom shall be non-interested, parties that do not have a financial interest.), none of whom are running for election to the Board of Trustees in the next coming election. The Elections Committee is responsible for drafting specific voting guidelines, which must be approved by the Board of Trustees before becoming effective, for facilitating Board of Trustee elections, enhancing voter turnout, counting the votes, and presenting the certified results to the Board of Trustees. The Board of Trustees shall accept the Elections Committee's certified results absent objective evidence that the election procedures as described in the publicized election materials were not followed or that some other impropriety existed calling the election into question. Election improprieties are investigated by the committee with a recommended resolution made to the Board of Trustees. The Board of Trustees is briefed on the issues and may direct the committee on the agreed upon resolution.

**Charter**

The Charter Committee shall consider and recommend to the Board of Trustees changes to PCHS's Charter. The Charter Committee shall include at least one parent Board member and a total of at least three parent members. Notwithstanding the foregoing, however, the faculty shall have the right, but not the obligation, to constitute a majority of the Charter Committee. No recommendation shall be made unless it is supported by a majority of faculty members to the committee, a majority of parent members to the committee, and a majority of the committee overall. Each group needs a majority. Any recommendation of the Charter Committee shall be transmitted to the Board during the Organizational Report portion of the Board's next regular meeting. The Board may adopt, modify, or reject the committee's recommendation. The Board may adopt changes to the Charter without the Charter Committee's input, but it is anticipated that this will not be done absent unusual circumstances.

**Other Committees**

The Board of Trustees may appoint additional SBLC's in its discretion and may disband any SBLC so appointed other than the Budget and Finance Committee, due to the significance in the community as previously stated in the Charter. The faculty shall have the right, but not the obligation, to constitute a majority of the committee's membership unless the SBLC's purpose does not deal with educational priorities or teaching. When the Board of Trustees appoints an SBLC, the Board shall state in writing the scope of the SBLC's authority and whether the committee is to exist for a limited time, and, if so, when the committee will terminate.

**Board Member Committees**

The following committees are Board Member Committees. The Board of Trustees may appoint committees of the Board from time to time as it sees fit, and it may disband such committees in its discretion except as set forth below. Board Member Committees shall be solely comprised of Board members. The Board of Trustees may delegate its power to any Board Member Committee, but, if it does so, it shall do so by written resolution. Unless otherwise set forth herein, a Board Member Committee shall have no more than five (5) voting members. The Brown Act shall apply to such committees to the extent required by law. Each Board Member Committee shall elect its own chairperson, unless the chairperson is designated by the Board of Trustees, and may, but need not, adopt operating policies. In the event that no specific policies are adopted, then Robert's Rules of Order shall be deemed the operating policies.

**Audit**

The Audit Committee shall be made up of a majority of non-interested Board members. The ASB Treasurer shall serve as a non-voting *ex officio* member of the committee. The Executive Director and Principal (EDP), the Chief Budget Officer, and the ASB Treasurer shall be staff to the Audit Committee. It shall work with the outside audit firm to ensure that PCHS's financial books and records are properly kept and maintained. It shall also recommend to the Board of Trustees the retention of an audit firm to the Board of Trustees. The Audit Committee shall oversee the implementation of any recommendations made by PCHS's auditors unless the Board of Trustees rejects such recommendations, provided, however that the rejection of any auditor recommendation shall be done in writing and in public session unless otherwise required by law.

**Grade Appeal**

The Grade Appeal Committee shall consist of one faculty member, one classified or administrative member, and one community member. It is anticipated, but not required, that the Grade Appeal Committee shall have delegated to it the Board of Trustees' power to alter or change a grade given to a student at PCHS. If this is the case, the committee's decision is not appealable to the Board of Trustees. In exercising its authority, the Grade Appeal Committee shall be bound by Ed code 49066 with regard to when it is appropriate to change a grade. The Grade Appeal Committee shall report to the full Board of Trustees the result of any grade appeal, but in doing so it generally shall not identify the student or teacher involved. The Grade Appeal Committee shall bring any trends or concerns it might have to the full Board of Trustees. To the extent such trends or concerns involve confidential information, such a report may be made in closed session. If the Board of Trustees has delegated its authority to the Grade Appeal Committee, then the Grade Appeal Committee's decision on any grade appeal shall constitute the final decision of the Board of Trustees and of PCHS and is not appealable.

**Risk Management**

The Risk Management Committee shall consist of no fewer than three members, and a majority of members shall be non-interested trustees or those who do not have a financial interest. The Risk Management Committee shall meet regularly with the Executive Director and Principal (EDP) to stay informed as to any risk of pending or threatened litigation, including significant grievances or potential grievances, of which the EDP may be aware. In addition, the Risk Management Committee shall be kept informed of any potential reputational or financial risk to PCHS by the EDP. The Risk



Management Committee may advise the EDP, and may, in its discretion, bring any matter to the full Board of Trustees. The Risk Management Committee may not, however, dictate to or instruct the EDP with regard to any risk management topic unless specifically authorized to do so by the Board of Trustees. (Per the PCHS Charter governance policies.)

### **Evaluation**

The Evaluation Committee shall be made up solely of non-interested trustees or those who do not have a financial interest. It shall typically have six members. The Evaluation Committee shall be delegated with the Board of Trustees' power to evaluate the Executive Director and Principal (EDP) and to receive the detailed evaluations of senior administrators from the EDP. The evaluation shall take place at least annually pursuant to the Governing Policies. The evaluative tool shall be aligned with the school-wide goals adopted by the Board of Trustees.

### **Bargaining Committee**

The Bargaining Committee shall be made up of all non-interested trustees or those who do not have a financial interest members of the Board of Trustees. The Executive Director and Principal (EDP) shall attend all meetings of the Bargaining Committee unless the Bargaining Committee otherwise requires. The Board of Trustees may, but need not, invite the Administrative representative (not the EDP) to sit as a non-voting member of the Bargaining Committee or to attend Bargaining Committee meetings. The Bargaining Committee shall have delegated to it the Board of Trustees' power to negotiate all collective bargaining agreements and approve all collective bargaining agreements. Any agreement approved by the Bargaining Committee shall be reported in public session of the Bargaining Committee and reported to the Board of Trustees at the Board of Trustees' next meeting. The Board votes on the approval of the Collective Bargaining Agreement. The Bargaining Committee shall have the right to retain counsel to assist it.

### **Survey Committee**

The Survey Committee shall be comprised of Board members, at least one of whom shall be a member of the faculty and at least one of whom shall be a parent. The Survey Committee will conduct an annual survey of all stakeholders to gather staff, parent, and student opinions on PCHS's overall performance. It may also gather information from the surrounding community. The survey will seek information about overall and specific areas of satisfaction with the academic program, the working and learning environment, the school culture, and the school's administration. The Survey Committee shall seek input from the Board of Trustees and all stakeholder groups as to topics that should be included in the survey. The Survey Committee may also recommend that the Board conduct other surveys, and that if such surveys are authorized, the Survey Committee shall oversee the conduct of the survey. The Survey Committee shall report the results of all surveys taken to the Board of Trustees, and shall make all statistical results public unless doing so would be prohibited by law. Narrative responses may be made public unless doing so would, in the opinion of the Survey Committee as approved by the Board of Trustees, be improper, detrimental, or slanderous.

### **Other Committees**

The Board of Trustees may appoint such other Board Member Committees as it deems necessary and appropriate. Any such committee that is anticipated to last beyond the end of the fiscal year in which it is appointed must have its duties and responsibilities set forth by written resolution of the Board of Trustees. Such committees shall not be subject to the Brown Act if they are *ad hoc* committees as defined therein, but shall be subject to the Brown Act in all other cases and circumstances to the

extent required by law. Such other committees shall not have delegated to it any powers of the Board of Trustees except upon written resolution by the Board of Trustees, and, in such case, the committee shall be subject to the Brown Act to the extent required by law even if it is *ad hoc* in nature. All actions of any committee with delegated powers shall be reported to the extent required by law in open session of that committee, and shall be reported to the Board of Trustees at the Board's next meeting.

### **Administrative Roles and Responsibilities**

PCHS administrative roles are related directly to the daily operations of the charter school. PCHS Administration provides stewardship of the Charter School's and procedures as well as pertinent school action plans. The Administration team includes the following positions under the direction of the EDP: Director/Assistant Principals of Academic Achievement, Academic Planning and Guidance Services, Admissions and Attendance, Student Support Services, Athletics/Activities and Discipline, as well as the Chief Business Officer, Director of Operations and Facilities, and Director of Human Resources. The Administration must ensure compliance with both federal and state mandates. The Administration provides guidance and proper resources in order to achieve the school-wide goals. Additionally, the administration manages, develops, and evaluates school employees.

The Administration will manage lawfully, observing the principles of good school leadership, with an emphasis on (a) the means necessary to achieve school outcomes; (b) encouragement of diversity in viewpoints; (c) a clear distinction between administrators' purview and Board governance roles; and (d) proactivity rather than reactivity.

The Executive Director and Principal (EDP) will cultivate a sense of group responsibility among the administrative team. The Administration and the administrative team refer to the Executive Director Principal; the Director of Operations, The Chief Business Officer, the Director of Academic Planning and Guidance; The Director of Admission and Attendance; Director of Academic Achievement; Director of Student Support Services; Director of Student Activities, Athletics, Discipline & Security and the Director of Human Resources. The EDP will communicate with the administration to enact management initiatives. The EDP will provide the administrative team with timely feedback and will evaluate administrators on a yearly cycle. For the specific duties and responsibilities of each administrator, please refer to Element 5 of this document.

The EDP shall determine the best way to implement the priorities and goals adopted by the Board of Trustees. The scope of the EDP's discretion in this regard shall be determined by the Board of Trustees; absent a limitation, however, the EDP shall have the discretion to make all such decisions necessary to implement the priorities and goals adopted by the Board and in his or her discretion so long as the decision is permitted by law. The EDP shall report directly to, and be responsible directly to, the Board of Trustees, and it shall be the Board of Trustees' duty and responsibility to hold the EDP accountable for his or her decisions in this regard. It is anticipated that, absent exceptional circumstances, the Board of Trustees will delegate oversight over every other member of the management team at PCHS, and will not give direct instructions to other senior managers except in the form of requests for information made at a Board meeting or in the direct performance of its non-delegated duties and responsibilities (for example, such as might be required in the context of the Audit Committee).

The EDP shall oversee PCHS's management, and shall give such guidance and direction to them as he or she deems prudent. The EDP is strictly and directly responsible for the successes and failures of his or her senior management, whether or not their actions were directed by, approved by, or known to the EDP. Accordingly, the EDP shall generally have wide latitude over senior, non-union administrative staff.

### **Hiring and Firing Senior Managerial Staff**

The power to hire and fire senior non-union managerial administrative staff resides with the Board of Trustees. Consistent with the Carver/Carpenter Managerial Model, however, it is anticipated that the Board of Trustees will, absent extraordinary circumstances, delegate its authority in this regard as to any or all such employees (other than the Executive Director Principal) to the EDP. In the event that such power is not delegated, any Trustee who has a conflict of interest or the appearance of a conflict of interest shall take no part in the discussion or determination as to any hiring or firing decision. A Trustee believing himself or herself to have a conflict or the appearance of a conflict and therefore recusing himself or herself from the decision-making process shall not have that decision questioned by the Board. The Board of Trustees may determine that a member has a conflict of interest or the appearance of a conflict of interest by affirmative vote, and in doing so may be guided by the opinion of counsel. Such a determination shall be made in closed session to the extent allowed by law.

Whether or not the power to hire and fire senior management is delegated, the EDP shall evaluate each such employee at least annually. The EDP shall report in detail each such evaluation to the Evaluation Committee of the Board of Trustees. Such evaluations shall be candid and forthright. The Evaluation Committee of the Board of Trustees shall have the written evaluations presented to it as part of the EDP's report, but no Trustee shall retain that written evaluation. The EDP is evaluated annually based on progress toward the school wide goals.

Notwithstanding any delegation of authority, any contract of employment must be approved by the Board of Trustees pursuant to, and to the extent required by, its governance policies. Similarly, to the extent that the termination of a senior manager would give rise to a financial obligation that, pursuant to the Charter or other policies and procedures adopted by the Board of Trustees, must be approved by the Board of Trustees, such a termination must be so approved before it becomes effective. Any hiring or termination decision made by the EDP that does not require approval of the Board of Trustees shall be reported to the Board of Trustees at its next meeting, although the report may be in closed session if permitted by the Brown Act, and, in appropriate circumstances, members of the Board of Trustees may be excluded from such a meeting if they have a conflict of interest or their participation would, in the opinion of the majority of the Board of Trustees and, when appropriate, on advice of counsel, present the appearance of a conflict.

### **Long-Term Strategic Planning Committees**

In order for PCHS to continually address the needs of its pupils and stakeholders—student achievement and well-being, fiscal solvency and allocation of resources, data-driven instruction, collaboration and collegiality, transparency, innovation, continuous improvement, and “bottom-up,” grass-roots stakeholder input—PCHS will regularly convene meetings of its Long-Term Strategic Planning Committees (LTSPC's), which report to the EDP. The purposes of the LTSPC's are:



- to continually monitor and update the Local Control Accountability Plan and WASC Action Plan for Equity;
- to help the EDP and the Budget Committee prioritize the needs of the pupils and School in order to inform and support PCHS's annual budget process;
- to identify the need for, to research, to vet and analyze using available data, and to recommend proposals for new and innovative educational ideas and programs, especially school-wide ones, to better address the needs of the School's pupils;
- to promote and foster communication, collaboration, respect, collegiality, professionalism, and shared decision-making among all stakeholders by engaging in purposeful, vigorous discussion regarding continuous improvement of the School's academic program, both within and across departments, and
- to act as a repository of institutional memory for the School through robust discussion, research, data analysis, agenda-setting, and minutes-keeping.

LTSPC's shall be formed in the following areas: Academic Achievement; Facilities and Operations; Technology; Family and Community Outreach; Financial Development and Fundraising, each with a focus on innovation. Other LTSPC's may be formed by the EDP at his or her discretion. The faculty shall have the right, but not the obligation, to appoint a majority of the members of each LTSPC, but each such LTSPC shall have representatives from the classified, administrative, parent, and student stakeholder groups unless the group in question declines to appoint a member or members.

Additional LTSPC's may be established by the EDP on his or her own initiative or at the request of the Board of Trustees or the faculty. As a whole, the LTSPC will remain a "committee of the all" to which all stakeholders are welcome, but certain stakeholders are automatic members: administrators; department chairs; PLC and SLC leaders; and major program coordinators. Members of each LTSPC shall serve during the fiscal year in which they are appointed. They may be removed as determined by the EDP, but with due regard for the advice of the stakeholder group appointing the member in question.

Although LTSPC's are not subject to the Brown Act because they are not local government entities, each LTSPC shall appoint a chair or co-chairs and a secretary. Minutes shall be kept at each meeting. Minutes will be posted for all stakeholders in a timely manner. LTSPC's will post agendas for each meeting, although items may be added to the agenda during a meeting. New issues and ideas can be discussed at LTSPC's. Each LTSPC may, but is not required to, adopt operating guidelines.

Each LTSPC shall present to the EDP a Long-Term Strategic Plan incorporating the LCAP for the topics within that committee's purview, recognizing that some topics are within the purview of more than one LTSPC. If a Long-Term Strategic Plan already exists for a topic, the LTSPC shall recommend any changes or modifications it deems to be appropriate.

The EDP is not bound by the recommendations of any LTSPC, and the EDP may, in his or her discretion, change or modify any Long-Term Strategic Plan recommendation even in a manner inconsistent with the recommendation of the relevant LTSPC, although the EDP shall, in exercising his or her discretion, give due regard to the LTSPC's recommendation. The EDP may bring the recommendations of the LTSPC to the Board. Nothing in the foregoing sentence, however, is intended to limit the EDP's discretion in adopting policies at PCHS, and the failure of the EDP to adopt an LTSPC proposal shall not be subject to review by any person or entity, other than the Board of Trustees.

The EDP may, in his or her discretion, choose to appoint other committees to advise him or her on any subject or topic that may arise. Such advisory committees may be made up of members appointed by the EDP in his or her discretion, and need not be made up of a majority of faculty.

## GOVERNING BOARD COMPOSITION and MEMBER SELECTION

The Board of Trustees will be made up of 11 voting members and one non-voting member as follows: three faculty members, one administrative member, one classified member, three parent members, three community members, and one non-voting student member. As set forth above in more detail, this structure is designed to contribute to effective school governance. Employee Board members will recuse themselves from matters that uniquely affect their employment.

The faculty will elect two members to the Board of Trustees, each of whom shall serve a staggered two-year term. The students will elect one faculty member. The student-elected faculty member shall serve a one-year term. The administrative staff shall elect the administrative member, who shall serve a two-year term. The classified staff shall elect the classified member, who shall serve a two-year term. Employee Board members will recuse themselves from matters that uniquely affect their employment. The election of the classified staff member is to be staggered with the administrative member. The parents shall elect the parent members, one of whom shall be designated as not living in PCHS's traditional geographic catchment area. Parent members will serve two-year terms. The parent member designated as not living in PCHS's traditional geographic catch area shall be elected at the same time as one other parent member. The other parent member's term shall be staggered such that all members are not elected in the same year. Two of the three community members will be elected by PCHS personnel, the parent stakeholder group, and the student body. All PCHS personnel will elect the third community member. The community members will serve two-year terms. The terms shall be staggered so that the PCHS-elected community representative and one of the other community representatives are elected in one year, and the third community representative will be elected in the other year. The year that one parent member is elected shall be the year in which two community members are elected.

The ASB Student Body President shall serve as a non-voting member of the Board of Trustees. He or she shall have the same rights as a voting member of the Board of Trustees except the right to vote, to move or second a proposal, or to hold a Board office. The Student member of the Board of Trustees shall not be counted when considering whether a quorum is present.

The EDP shall serve as an advisor to the Board of Trustees. He or she is not a member of the Board of Trustees, however. He or she shall work with the Board directly, and shall have full participatory rights in all Board of Trustees meetings and agenda-setting, except where otherwise directed by the Board of Trustees.

The Board's specific manner of operations will be set forth in Bylaws and Policies. A copy of the current Bylaws are appended hereto. The Bylaws may be modified by the Board of Trustees as set forth therein. Board Policies may be modified or repealed by the Board of Trustees.

Should there be a vacancy on the Board of Trustees, the vacancy shall be filled in accordance with

the Bylaws. However, nothing in the Bylaws shall in any way conflict with the concept that the stakeholder group or groups that elected the member whose vacancy is being filled shall be empowered to fill the vacancy, although the vacancy need not be filled by holding a new election of all stakeholders in the affected group.

Should there be a change in the law, through either statute or applicable case law, or in the event the District requires a change necessitating a change in Board composition to only non-interested members or those who do not have a financial interest, Board member selection shall follow the Ad Hoc Screening Committee process outlined below, with the existing sitting Board members ratifying or rejecting the recommendation made by the Ad Hoc Board Screening Committee. Such a change in Board composition will not require District approval. The District will be promptly notified of any such change.

In the event an Ad Hoc Screening Committee is necessary to select a Board comprised of only non-interested members, that committee will be composed of a minimum of 6 stakeholder members and a maximum of 11 stakeholder members. Membership may include employee stakeholders of the Charter School. All members of the Ad Hoc Screening Committee will be voting members. This committee shall be formed within 30 days of a change law or District directive and will make recommendations within 90 days of the change in law or District directive. Such recommendations shall be placed on the Board agenda for the next regularly scheduled Board meeting or within 15 days of the Ad Hoc Committee's recommendations, whichever is the earlier in time. The Ad Hoc Committee is charged with the following:

- Solicit nominations of qualified candidates, instruct interested nominees to submit a resume consisting of experience, qualifications, and an interest and understanding of PCHS and its history and goals.
- Within 75 days of the change in law or District directive the committee will meet to review candidate resumes and interview candidates.
- Within 90 days of the change in law or District directive the committee will make a recommendation to the Board.

## **Board Qualifications and Development**

Board development shall include the following: orientation and training of new Board members in the PCHS Charter, the Board's Bylaws, the Board's Governance Policies and the Carver/Carpenter Governance Philosophy. The Board shall continue to discuss process policy improvements. Qualifications for Board members that should be considered include special skills that the community member may possess that would assist the Board of Trustees, as well as ties to PCHS.

## **GOVERNANCE PROCEDURES and OPERATIONS**

The Board of Trustees is governed by, and adheres to, the Brown Act. Generally, the Board holds regular meetings on campus on the third Tuesday of each month at 5 p.m. at PCHS, as per a schedule approved by the Board. In addition, the Board may hold special or emergency meetings as needed, provided that such meetings are consistent with the Brown Act. The public is invited to—and is welcome to attend—all Board meetings, and members of the public are invited to speak as provided

in the Brown Act. Notices for meetings are posted in the Main Office of the school, outside of the school library, and on the school website. The charter school complies with the requirements of Education Code Section 47604.1 which specifies the governing body of the charter school meets within the physical boundaries of the county in which the charter school is located; a two-way teleconference location shall be established at each schoolsite; charter schools shall audio record, video record, or both all the governing board meetings and post the recordings on each charter school's internet website.

The Board's decision-making procedures are specified in its Bylaws and comply in all respects with the Brown Act. The current Bylaws state that a quorum consists of six voting members of the Board, and further specifies the minimum number of affirmative votes to pass a Board resolution. Board members may participate in meetings via teleconference as provided in the Bylaws and in a manner consistent with the Brown Act. Board members may abstain in their discretion. Board members must abstain if they have a conflict of interest with regard to any matter under discussion.

Board committees typically meet on campus on a monthly basis or as needed, and to the extent they are subject to the Brown Act, comply therewith in all respects, including notice. Long-Term Strategic Planning Committees typically meet monthly on the third Wednesday of each month at 3:30 p.m. at PCHS during the school year, but the LTSPC's may also meet more or less often as needed. The public is invited to those meetings, and is generally allowed to participate fully in each meeting.

Pursuant to the Brown Act, public postings of the agenda will be 72 hours before regular meeting and 24 hours before special meetings. The Board posts agendas inside the A Building in the main office, outside of the library and electronically through email and website. The materials and minutes are available to the public on the website, by e-mail, and physically at the meetings.

Board meetings are held in public. The Board complies with the Public Records Act. Draft minutes and approved minutes are accessible to the public and maintained on the school's website.

## STAKEHOLDER INVOLVEMENT

Stakeholder involvement takes place at both a formal and informal level. The PCHS governance structure and organizational chart describes stakeholder involvement. For example, the PCHS Board of Trustees has representatives from all stakeholder groups, including the faculty, classified staff, administration, parents, and students. In addition, the Board Level Stakeholder Committees and the Long-Term Strategic Planning Committees also include faculty, classified staff, administrators, parents, and students.

Stakeholders are informed of PCHS's educational programs in a variety of ways. For example, at Back to School Night, parents have an opportunity to hear about their students' individual classes. In addition, throughout the school year, there are targeted educational discussions for all parents led by the Administration and sponsored by the Education Foundation and PTSA.

In addition, the Board of Trustees commissions an annual survey to inform itself concerning the views of all stakeholders. Moreover, the results of that survey are discussed at a Board of Trustees

meeting and are made available to the public. Further, there are a number of parent organizations at PCHS, including, but not limited to, the Booster Club, the PTSA, and the Education Foundation. The Administration typically attends meetings of these organizations.

The charter school consults with all stakeholders (parents, teachers, staff, administrators, and students) to develop its annual LCAP and annual update. LTSPC meetings and parent/student education groups including PTSA, The Village Nation, Fuerza Unida, and FACTOR are included in the feedback gathering process for LCAP priorities as well as providing information on educational priorities. Schoolwide stakeholder surveys for parents, staff, and student are posted on the charter school website are also implemented to determine priorities. The website, email notifications, automated phone calls, and student information system updates are all means other charter school uses to communicate opportunities for stakeholder involvement.

Parent organizations, such as the Booster Club (an independent 501.c.3 organization), PTSA, and the PCHS Fund, are open to any stakeholder who wishes to join. The Mission of the Booster Club is to raise monies to support a non-profit organization dedicated to raising funds to enhance the learning environment for all students at PCHS by supporting academics, arts, athletics, drama, music, and technology. The PTSA's critical role on campus is achieved through a collaboration of parents, teachers, administrators, staff and students—partners in the PTSA mission: “*every child; one voice.*” The Education Foundation is the Long-Term Strategic Planning Committee's fundraising arm, which was created to fulfill the operational and strategic needs as identified by the current EDP, her administrative team, and the Board of Trustees. In addition, the Education Foundation will consult with and educate parents regarding PCHS's Long-Term Strategic Plan and the educational program. The specific rules regarding those organizations may be found in their governing documents.

The Village Nation (TVN) is a high-profile group on campus created to celebrate, support and promote the self-esteem and academic success of PCHS's African American students. Currently, The Village Nation has a peer mentoring program in which successful upper classmen are paired with 9th and 10th graders who are struggling academically. TVN educates parents on PCHS's educational programs and how to build the capacity of students to succeed in school and progress to college.

*Fuerza Unida*, or “United Strength,” is a social, cultural, academic, and community support program for PCHS Latino students and families. Using The Village Nation (TVN) model, a team of elders made up of teachers, counselors, an administrator, and a parent organizes impact assemblies, parent meetings, and Latino Student Union (LSU) activities that educate, organize, and connect Latino students and families to resources and support. By strengthening the relationship with Latino parents and building a network of Latino families, *Fuerza Unida* builds the capacity of students to succeed in school and progress to college.



## **ELEMENT 5 – EMPLOYEE QUALIFICATIONS**

*“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(b)(5)(E).)*

### **EQUAL EMPLOYMENT OPPORTUNITY**

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

### **ESEA/ESSA AND CREDENTIALING REQUIREMENTS**

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection

The day-to-day management of PCHS is the responsibility of the senior management team, led by the Executive Director/Principal. The general duties and responsibilities of the senior management team are set forth below, but may be subject to change by the Board of Trustees. The general duties and responsibilities of all other employees set forth below are subject to change by the Executive Director Principal.

### **List of School Employee Class Positions**

Executive Director Principal  
Director Academic Achievement  
Chief Business Officer  
Director Admissions and Attendance  
Director Student Support Services  
Director Student Activities, Athletics, Discipline and Security  
Director of Operations  
Director Academic Planning and Guidance  
Director Human Resources  
Head College Advisor  
College Advisor  
Human Resource Specialist  
Coordinator – Transportation  
Registered Nurse  
Study Center Supervisor Coordinator



Attendance Office Assistant Supervisor  
 Facilities, Grounds and Maintenance Supervisor  
 Manager/Director – Athletics  
 Manager/Director – Aquatics  
 Manager/Director – Fiscal Services  
 Payroll/Fiscal Specialist  
 IT Information Technology Director/Supervisor  
 Tech Support Specialist I  
 Tech Support Specialist II  
 Student Information Systems Coordinator  
 Library Media Technician  
 Purchasing Technician  
 Maintenance Technician  
 Facility Use Technician  
 Operations Liaison  
 Records Assistant  
 Instructional Assistant – English Learners  
 Special Education Assistant  
 Administrative Assistant – Pali Academy  
 Campus Safety Assistant  
 Cafeteria Assistant  
 Administrative Assistant  
 Senior Office Assistant  
 Office Assistant  
 Campus Unification Director  
 Director of Development  
 Database Manager

**Executive Director/Principal**

Under the direction of the Board of Trustees, plan, organize, control and direct educational operations, activities and services at the high school including curriculum, and instructional programs, processes and procedures; coordinate and direct specially-funded programs, discipline functions, welfare and guidance services, testing and evaluation, fiscal functions, communications, personnel, articulation and information to enhance student learning and achievement and assure smooth and efficient school activities; serve as the executive officer for the Board of Trustees, and implement the policies of the Board; supervise and evaluate the performance of assigned personnel. The Executive Director/Principal is responsible for the entire administration of PCHS, and reports directly to, and is under the direct supervision of, the Board of Trustees. The specific duties and responsibilities set forth below may be conducted directly by the Executive Director/Principal, or may (where appropriate) be delegated to other members of the administrative team. However, notwithstanding any such delegation, the Executive Director/Principal is directly responsible and accountable for all of the duties and responsibilities of the administration.

**Duties and Responsibilities:**

- Plan, organize, control and direct and evaluate instructional activities, extracurricular events, special programs and plant operations at a comprehensive high school; confer with personnel regarding staff, programs, students, finances and legal requirements; implement and modify and evaluate the school's mission, vision, goals, objectives and programs as needed.
- Direct and supervise staff develop new courses of study and revise outdated courses to meet educational standards and requirements; provide for evaluation procedures for instructional and other programs PCHS; direct the necessary research to insure adequate data is available for evaluation programs.
- Plan, organize, control and direct the instruction, guidance and discipline of students; provide for the enforcement of the State's Compulsory Education Law at the school; provide for the classification, promotion, retention and graduation of PCHS students.
- Plan, organize, control and direct the preparation of PCHS budget and its administration after its adoption; provide for the accounting of school funds; provide periodic financial reports to the Board; supervise the purchase of textbooks, instructional supplies and equipment in accordance with State and County laws, rules and regulations.
- Inform the Board in areas related to trends in enrollment and how the utilization of the buildings are affected; direct the planning and alteration of buildings and sites; supervise the administration of the maintenance and operation of PCHS.
- Serve as Executive Officer for communication between the Board and employees; serve as secretary to the Board; serve as advisor to the Board in matters pertaining to PCHS; serve as the Board
- representative in employee negotiations; provide for a public relations program to keep the people of the community informed of the activities of the schools.
- Supervise and evaluate the performance of PCHS personnel; interview, select, direct and evaluate certificated and classified personnel; assign faculty and staff as appropriate to meet school objectives.
- Monitor and analyze staffing needs and initiate recruitment activities as appropriate; direct the development and implementation of staff development activities for faculty and administrators.
- Provide reports required by law or requested by the Board of Trustees, by the State Department of Education, by the Department of Finance of the State, or by other authorized organizations pertaining to the affairs of PCHS; keep the Board informed of matters which may require action and make recommendations as requested.
- Prepare and write correspondence, bulletins and other communications on behalf of the school; arrange for school-level public relations and publicity for special events and achievements as appropriate.
- Coordinate and direct communications, programs, services and information between administrators, faculty, staff, outside organizations, the public and various governmental

agencies; assure proper and timely resolution of student, administrative, parent, staff, faculty and public issues, conflicts and complaints; monitor, analyze and adjust activities in response to student needs and progress.

- Direct operations and activities to enhance faculty understanding of educational practices, instructional material guidelines and requirements, curriculum and instructional strategies; direct and participate in the development and implementation of curriculum standards and instructional strategies; monitor instructional activities to assure alignment with curriculum requirements.
- Plan, organize, control and direct student discipline programs and functions according to established policies and procedures; coordinate and direct the implementation of disciplinary actions; direct student attendance programs and related discipline functions; develop, implement, evaluate and maintain student discipline policies and procedures in accordance with Board standards.
- Direct and participate in the implementation of Special Education and other categorical school programs; coordinate school articulation efforts with other educational levels, schools and agencies; administer articulation functions to assure student preparedness for and transition to college and other educational institutions.
- Plan, organize, control and direct student record, counseling and guidance programs to meet student advisement needs; direct the development and implementation of student course selection, master schedule and class loading programs and procedures.
- Direct and participate in maintaining a positive image for the school; develop and implement strategies for maintaining and enhancing the external and internal image of the school; administer, develop and implement the school's community relations programs.
- Plan, organize, control and direct the school's programs of student and campus activities; coordinate, direct and evaluate co-curricular programs and activities at PCHS; direct school site support services such as food, health, maintenance, transportation and psychological services.
- Direct the maintenance of comprehensive files pertaining to school personnel, plant facilities, inventories, financial information and contracts; direct the maintenance of student and staff records at the site.

**Other Duties:**

Perform related duties as assigned.

**Knowledge Of:**

- Planning, organization and direction of educational operations, activities and services at an assigned high school including curriculum, and instructional programs, processes and procedures.
- Curriculum standards, interpretation and application in a high school.
- Local, State and federal standards and requirements governing school site operations.
- School policies and procedures concerning student discipline.

- Diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of students.
- Comprehensive organization, activities, goals and objectives of assigned programs and services.
- Instructional techniques and strategies related to high school programs and services.
- Principles, practices and procedures involved in the development and implementation of educational programs, services, goals, objectives, plans, strategies, standards, projects, processes and procedures.
- Policies and objectives of assigned programs and activities.
- Oral and written communication skills.
- Budget preparation and control.
- Principles and practices of administration, supervision and training.
- Applicable laws, codes, regulations, policies and procedures.
- Interpersonal skills using tact, patience and courtesy.
- Operation of a computer and assigned software.
- Public relations techniques.

**Ability To:**

- Plan, organize, control and direct educational operations, activities and services at an assigned high school including curriculum, and instructional programs, processes and procedures.
- Coordinate and direct specially-funded programs, discipline functions, welfare and guidance services, testing and evaluation, fiscal functions, communications, personnel, articulation and information to enhance student learning and achievement and assure smooth and efficient activities.
- Supervise and evaluate the performance of assigned personnel.
- Oversee the development and implementation of school programs, services, schedules, goals, objectives, plans, strategies, events, standards, projects, processes and procedures.
- Direct and participate in the development and implementation of curriculum standards.
- Plan, organize, control and direct student discipline programs and functions.
- Administer articulation functions to assure student preparedness for and transition to college. Investigate and resolve student, parental, administrative and staff issues, conflicts and complaints.
- Provide consultation and technical expertise concerning educational programs and services.
- Assure adequate personnel, instructional materials and resources to meet educational needs.
- Communicate effectively both orally and in writing.
- Interpret, apply and explain laws, codes, regulations, policies and procedures.
- Establish and maintain cooperative and effective working relationships with others.
- Operate a computer and assigned office equipment.
- Analyze situations accurately and adopt an effective course of action.
- Prepare comprehensive narrative and statistical reports.

**Education and Experience:**

Any combination equivalent to: master's degree and six years educational experience including three years teaching experience and three years in an administrative capacity at the high school level.

**Licenses and Other Requirements:**

- Valid California Administrative Services Credential.
- Valid California driver's license.

## **Working Conditions**

### **Environment:**

- Indoor work environment.
- Driving a vehicle to conduct work.

### **Physical Demands:**

- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials.
- Sitting or standing for extended periods of time.
- Hearing and speaking to exchange information and make presentations.

## DIRECTOR, ADMISSIONS AND ATTENDANCE

Under the direction of the Executive Director/Principal, plan, organize, control and direct the programs, activities and operations of the Admissions and Attendance Department as well as the Alternative Programs subdivisions such as the Virtual Academy, Independent Studies as well as The Village Nation program. This position will also have responsibility for several teaching subject departments; assure compliance with applicable laws and regulations; provide instructional leadership; supervise and evaluate the performance of assigned personnel.

### **Duties and Responsibilities:**

Plan, organize, control and direct the programs, activities and operations of the Admissions and Attendance Department as well as the Alternative Programs subdivisions such as the Virtual Academy, Independent Studies as well as The Village Nation and Assigned Academic Departments.

Plan, organize, control and direct the operations and activities of the Admissions and Attendance office; direct activities to assure compliance with established policies, procedures, rules and regulations.

Plan, organize, control and direct Alternative Program operations, activities and development functions in support of student retention

Supervise and evaluate the performance of assigned departments and staff including the Foreign Language and English Departments; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions

Provide support and data to identify the most pressing educational needs, establishing priorities for planning, and implementing programs and services to address the identified student needs; Identify resources needed to support the programs/services and maximizes the resources pressing educational needs, establishing priorities for planning, and implementing programs and services to address the identified student needs; Identify resources needed to support the programs/services and maximizes the resources devoted to these programs/services.

Facilitate and Develop programs to provide equal access to educational opportunities and facilitate access to information concerning educational opportunities available to students.

Direct the preparation and maintenance of a variety of narrative and statistical reports, records and files related to assigned Attendance and Admissions Office activities and personnel; direct preparation of attendance reports and related data for reimbursement of funds.

Supervise and evaluate the performance of assigned staff; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions; Supervise and evaluate the

Attendance and Admissions office, Virtual Academy and classified staff; Supervise and evaluate assigned academic departments.

Assist in ensuring that curriculum and instruction meets all Federal and State regulations and guidelines; Assure that internal controls are established, maintained, and documented in compliance with all regulations of state and national regulatory agencies; Plan, organize and implement long and short-term programs and activities designed to develop assigned programs and services.

Plan, organize and provide input to PCHS academic budget planning to ensure that planning priorities are related to budget priorities; Maintain, oversees, and submits budgets for related departments.

Assure compliance with applicable laws and regulations; maintain programs to comply to state and federal laws and programs.

Evaluate selected programs, facilities, curriculum, learning activities, materials, supplies and teaching practices within assigned program; approve supplies, materials and texts used in programs. Communicate with other administrators, personnel and outside organizations to coordinate activities and programs, resolve issues and conflicts and exchange information; communicate and maintain contacts with parents, districts and community agencies.

Develop and prepare annual preliminary budgets for the Academic Achievement Office and assigned Academic departments including all relevant subdivisions; analyze and review budgetary and financial data; control and authorize expenditures in accordance with established limitations.

Supervise senior activities and coordinate meetings with the senior class moderator

Attend and conduct a variety of meetings as assigned; serve on assigned committees; serve as representative at local and State meetings, conferences and workshops.

### **Other Duties**

Provide leadership in the field of Education; maintain current knowledge of trends, legislation and regulations; knowledge of the development of legislation related to education program responsibilities.

Operate a computer and other office equipment as assigned; drive a vehicle to conduct work.

Perform related duties as assigned.

### **Knowledge and Abilities:**

Plan, organize, control and direct the programs, activities and operations of the retention and alternative education programs as well as the Admissions and Attendance Department. Assure compliance with applicable laws and regulations. Plan, organize, control and direct student retention and alternative learning program operations, activities and development functions in support of faculty to facilitate the effective education of students.

Assure fiscal stability in assigned programs and all relevant subdivisions. Provide instructional leadership. Train and evaluate the performance of assigned staff. Communicate effectively both orally and in writing. Interpret, apply and explain rules, regulations, policies and procedures. Establish and maintain cooperative and effective working relationships with others.

### **Education and Experience:**

Any combination equivalent to: master's degree in education or related field and five years increasingly responsible experience in the administration of special education programs including three years teaching or working with individuals with exceptional needs.

### **Other Requirements:**

143

Valid California Administrative or Pupil Personnel Services (PPS) Credential or other professional degree.

Valid California driver's license.

### **Director of Academic Achievement**

Under the direction of the Executive Director/Principal, plan, organize, control and direct the programs, activities and operations of the Academic Achievement Department including attendance and admissions; assure compliance with applicable laws and regulations; provide instructional leadership; supervise and evaluate the performance of assigned personnel.

Plan, organize, control and direct the programs, activities and operations of the Student Achievement Department including its subdivisions such as the Attendance and Admissions Office.

#### **Duties and Responsibilities:**

- Supervise and evaluate the Academic Achievement Team.
- Supervise and evaluate assigned academic departments.
- Assist the Executive Director and Principal in supervising curriculum and instruction.
- Provide leadership for the development and implementation of action plans of the school- LTSP, WASC, Charter, EL Master Plan.
- Assist the Executive Director and Principal regarding all matters pertaining to student achievement, which require consideration and/or action.
- Assure that internal controls are established, maintained, and documented in compliance with all regulations of state and national regulatory agencies.
- Maintain, oversees, and submits budgets for related departments.
- Assist the Board and Executive Director in identifying the most pressing educational needs, establishing priorities for planning, and implementing programs and services to address the identified needs.
- Identifies resources needed to support the programs/services and maximizes the resources devoted to these programs/services.
- Collaborate with the Executive Director on the preparation of the school's budget and ensures that planning priorities are related to budget priorities.
- Plan, coordinates, and evaluates the progress of coordinators and instructional coaches under purview.
- Provides leadership and coordination during first year of new instructional initiatives.
- Assure compliance with applicable laws and regulations; maintain programs to comply to State and federal laws and programs.



- Supervise and evaluate the performance of assigned staff; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions; provide or coordinate staff training.
- Evaluate selected programs, facilities, curriculum, learning activities, materials, supplies and teaching practices within assigned program; approve supplies, materials and texts used in programs.
- Plan, organize and implement long and short-term programs and activities designed to develop assigned programs and services.
- Direct the preparation and maintenance of a variety of narrative and statistical reports, records and files related to assigned activities and personnel; prepare attendance reports and related data for reimbursement of funds.
- Communicate with other administrators, personnel and outside organizations to coordinate activities and programs, resolve issues and conflicts and exchange information; communicate and maintain contacts with parents, districts and community agencies.
- Develop and prepare the annual preliminary budget for the Student Achievement Department, including all relevant subdivisions; analyze and review budgetary and financial data; control and authorize expenditures in accordance with established limitations.
- Operate a computer and other office equipment as assigned; drive a vehicle to conduct work.
- Attend and conduct a variety of meetings as assigned; serve on assigned committees; serve as representative at local and State meetings, conferences and workshops.

**Other Duties:**

- Provide leadership in the field of Student Achievement; maintain current knowledge of trends, legislation and regulations; participate in the development of legislation related to program responsibilities.
- Perform related duties as assigned.

**Knowledge Of:**

- Planning, organization and direction of the Student Achievement Department and all relevant subdivisions.
- Applicable laws, codes, regulations, policies and procedures related to Student Achievement and general education and other assigned areas.
- Budget preparation and control.
- Oral and written communication skills.
- Principles and practices of administration, supervision and training.
- Interpersonal skills using tact, patience and courtesy.
- Operation of a computer and assigned software.

**Ability To:**

- Plan, organize, control and direct the programs, activities and operations of the Student Achievement, Attendance, and Admissions Department.
- Assure compliance with applicable laws and regulations.
- Assure fiscal stability Student Achievement programs and all relevant subdivisions.
- Provide instructional leadership.
- Train and evaluate the performance of assigned staff.
- Communicate effectively both orally and in writing.
- Interpret, apply and explain rules, regulations, policies and procedures.
- Establish and maintain cooperative and effective working relationships with others.
- Operate a computer and assigned office equipment.
- Analyze situations accurately and adopt an effective course of action.
- Meet schedules and time lines.
- Work independently with little direction.
- Plan and organize work.
- Prepare comprehensive narrative and statistical reports.
- Direct the maintenance of a variety of reports and files related to assigned activities.
- Maintain current knowledge of laws, regulations and trends in the field of Student Achievement, Attendance, and Admissions.

**Education and Experience:**

Any combination equivalent to: master's degree in education or related field and five years increasingly responsible experience in the administration of academic, attendance, and admissions programs including three years of teaching.

**Licenses and Other Requirements:**

- Valid California Administrative Credential.
- Valid California driver's license.

**Working Conditions**

**Environment:**

- Indoor and outdoor environment.
- Driving a vehicle to conduct work.

**Physical Demands:**

- Sitting and standing for extended periods of time.
- Hearing and speaking to exchange information and make presentations.
- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials.
- Walking.

**Hazards:**

- Contact with dissatisfied or abusive individuals.

**Chief Business Officer**

Under the direction of the Executive Director/Principal, the Chief Business Officer (CBO), is responsible for providing leadership and/or supervision for the overall business services of the school including: Budget Development and Control, Payroll, Purchasing, Employee Benefits, Workers Compensation, Attendance Accounting, Fiscal Services, Accounts Payable, Accounting Services, and Nutrition Services; develop, implement, administer and interpret business policies, systems, processes and programs;

**Responsibilities and Duties:**

- Provides effective business services to support and facilitate the basic educational programs of the school.
- Provides accurate, timely budget information to the Executive Director and Board of Education.
- Develops and implements a communication system that presents the budget to the Executive Director, Board of Education, and the community in an understandable, usable format.
- Develops, evaluates and makes recommendations to the Executive Director regarding administrative policy governing the operation of the school.
- Assures that the school's financial records are accurate and in compliance with County, State, and Federal Legal and Auditor guidelines.
- Provides direction, supervision and evaluation of all staff assigned to the areas of Business Services, and Nutrition Services.
- Serves as a member of the Executive Director's cabinet.
- Attends all Board of Education meetings and presents business policies and procedures for Board information or action.
- Provides negotiations with accurate and timely financial information relative to the collective bargaining process.
- Provides direction, supervision, system development and monitoring of the school's Budget, Accounting, Payroll, Purchasing, and Inventory Control.
- Coordinates with appropriate legal counsel regarding contracts, leases, and other business matters.
- Performs other duties as assigned by the Executive Director or designee.
- Supervise and evaluate the performance of assigned staff; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions; plan and arrange for appropriate training and development of subordinates.
- Plan, organize, develop and implement long-term and short-term projects and activities designed to develop and augment payroll, accounting and fiscal services; assure compliance with a variety of State and federal regulations, laws and reporting requirements.

- Provide technical expertise, information and assistance to the administrator and individual managers regarding complex finance issues; work with legal counsel as necessary; advise the Principal/Executive Director regarding use of resources, priorities, opportunities and methods to enhance the delivery of fiscal services.
- Formulate, develop, implement, administer and interpret policies, systems, processes, programs and procedures affecting assigned projects and service areas; plan, develop and recommend goals and objectives for the assigned areas; coordinate business functions and activities with other programs and functions.
- Direct the preparation and maintenance of a variety of narrative and statistical reports, records and files related to assigned activities and personnel.
- Communicate with other administrators, personnel and outside organizations to coordinate activities, programs and projects, resolve issues and conflicts and exchange information; interact, service and collaborate with districts and other agencies on various human resources matters; conduct staff meetings to communicate ideas and resolve issues.
- Develop and prepare the annual budget for the school; analyze and review budgetary and financial data; control and authorize expenditures in accordance with established limitations.
- Operate a computer and various assigned software programs; operate other office equipment as assigned; drive a vehicle to conduct work.
- Conduct, attend and participate in a variety of meetings as assigned.
- Participate in negotiations and on a variety of other special projects.

**Other Duties:**

- Perform related duties as assigned.

**Knowledge of:**

- Principles and techniques of budget development and administration.
- Applicable federal, state and local laws, regulations and procedures.
- Principles and practices of organization, administration and personnel management.
- Prepare and control the District budget.
- Develop, improve budget, control systems, financial analysis, research procedures.
- Prepare clear, complete and concise reports.
- Select, supervise, train and evaluate assigned staff.
- Analyze situations carefully and adopt effective courses of action.
- Interpret and apply administrative and departmental policies, laws and regulations.
- Communicate effectively, both orally and in writing.
- Establish and maintain cooperative working relationships with those contacted in the course of work.

**Ability To:**

- Train and evaluate the performance of personnel.
- Analyze and interpret legal information.
- Interpret and apply provision of the State Education code and various regulatory agencies.

- Prepare and make clear and concise written and oral reports.
- Analyze complex situations accurately, facilitate decision-making and adopt an effective course of action.
- Plan and organize work.
- Prepare and deliver oral presentations.
- Interpret, apply and explain complex rules, regulations, policies and procedures.
- Type or input data at an acceptable rate of speed.
- Maintain current knowledge of laws, rules, regulations, requirements, restrictions and trends related to assigned areas.
- Establish and maintain cooperative and effective working relationships with others.
- Communicate effectively both orally and in writing.
- Operate a computer and assigned office equipment.

### **Education and Experience:**

Any combination equivalent to: bachelor's degree in business or finance or related field and five years increasingly responsible experience in business management, including in a school district, business or other government agency.

### **Licenses and Other Requirements:**

- Valid California driver's license.

### **Working Conditions**

#### **Environment:**

- Office environment.
- Driving a vehicle to conduct work.

#### **Physical Demands:**

- Sitting for extended periods of time.
- Hearing and speaking to exchange information and make presentations.
- Dexterity of hands and fingers to operate a computer keyboard.

### **Director Student Support Services**

Under the direction of the Executive Director/Principal, plan, organize, control and direct the programs, activities and operations of the Student Support Services Department including its subdivisions such as the Health Office, Study Center and Independent Study Program; assure compliance with applicable laws and regulations; assure fiscal stability Special Education programs; provide instructional leadership; supervise and evaluate the performance of assigned personnel.

#### **Duties**

Plan, organize, control and direct the programs, activities and operations of the Student Support Services Department including its subdivisions such as the Health Office, Study Center and Independent Study Program; direct the curriculum planning, teaching techniques, evaluation and implementation of programs including extended year programs.

Plan, organize, control and direct the operations and activities of the Health Office; promote health services and education and assure students reach their optimum physical, mental, educational and

social capabilities; direct activities to assure compliance with established policies, procedures, rules and regulations.

Assure fiscal stability of Special Education and Student Support Services programs; establish program delivery services to children under sound, cost-effective measures.

Assure compliance with applicable laws and regulations; maintain programs to comply to State and federal laws and programs.

Supervise and evaluate the performance of assigned staff; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions; provide or coordinate staff training.

Place children in special programs; coordinate interagency services to meet student and program needs.

Evaluate selected programs, facilities, curriculum, learning activities, materials, supplies and teaching practices within assigned program; approve supplies, materials and texts used in programs.

Provide technical expertise, information and assistance to the administrator regarding assigned functions; assist in the formulation and development of policies, procedures and programs.

Plan, organize and implement long and short-term programs and activities designed to develop assigned programs and services.

Direct the preparation and maintenance of a variety of narrative and statistical reports, records and files related to assigned activities and personnel; prepare attendance reports and related data for reimbursement of funds.

Communicate with other administrators, personnel and outside organizations to coordinate activities and programs, resolve issues and conflicts and exchange information; communicate and maintain contacts with parents, districts and community agencies.

Develop and prepare the annual preliminary budget for the Student Support Services Department, including all relevant subdivisions; analyze and review budgetary and financial data; control and authorize expenditures in accordance with established limitations.

Operate a computer and other office equipment as assigned; drive a vehicle to conduct work.

Attend and conduct a variety of meetings as assigned; serve on assigned committees; serve as representative at local and State meetings, conferences and workshops.

Provide leadership in the field of Special Education; maintain current knowledge of trends, legislation and regulations; participate in the development of legislation related to program responsibilities.

Perform related duties as assigned.

**Knowledge and Abilities:**

Planning, organization and direction of the Student Support Services Department and all relevant subdivisions.

Applicable laws, codes, regulations, policies and procedures related to Special Education and general education and other assigned areas.

Plan, organize, control and direct Study Center operations, activities and development functions in support of students.

Plan, organize, control and direct the operations and activities of the Health Office.

Due process in terms of special education conflict resolution.

Policies, goals and objectives of the Special Education program.

Budget preparation and control.

Oral and written communication skills.

Principles and practices of administration, supervision and training.

Interpersonal skills using tact, patience and courtesy.

Operation of a computer and assigned software.

Plan, organize, control and direct the programs, activities and operations of the Student Support Services Department.

Assure compliance with applicable laws and regulations.

Assure fiscal stability Student Support Services programs and all relevant subdivisions.

Provide instructional leadership.

Train and evaluate the performance of assigned staff.

Communicate effectively both orally and in writing.

Interpret, apply and explain rules, regulations, policies and procedures.

Establish and maintain cooperative and effective working relationships with others.

Operate a computer and assigned office equipment.

Analyze situations accurately and adopt an effective course of action.

Meet schedules and time lines.

Work independently with little direction.

Plan and organize work.

Prepare comprehensive narrative and statistical reports.

Direct the maintenance of a variety of reports and files related to assigned activities.

Maintain current knowledge of laws, regulations and trends in the field of Special Education.

**Education and Experience:**

Any combination equivalent to: master's degree in education or related field and five years increasingly responsible experience in the administration of special education programs including three years teaching or working with individuals with exceptional needs.

Valid California Administrative or Pupil Personnel Services (PPS) Credential.

Valid California driver's license.

**Environment:**

Indoor and outdoor environment.

Driving a vehicle to conduct work.

**Physical Demands:**

151



Sitting and standing for extended periods of time.  
Hearing and speaking to exchange information and make presentations.  
Dexterity of hands and fingers to operate a computer keyboard.  
Seeing to read a variety of materials.  
Walking.

**Hazards:**

Contact with dissatisfied or abusive individuals.

**Director of Student Activities, Athletics, Discipline and Security**

Under the direction of the Executive Director/Principal, the Director of Student Activities, Athletics, Discipline and Security shall supervise/manage all aspects of Palisades Charter High School athletics, activities, the Deans, and campus security.

**Duties and Responsibilities:**

- Reports to and works closely with the Principal, direct and administer all facets of student discipline, activities and athletics.
- Supervise Deans, Athletics Director, Security Supervisor, School Police Officer, Dean's office support staff, and coaches.
- Oversee student discipline and campus security.
- Oversee Student government and Student Leadership Class.
- Ensure PCHS continues to be a safe campus.
- Ensure broad based student engagement in student activities, clubs, and co-curricular and athletics. Ensure correct processing and support of opportunity transfers and student identification, expulsions.
- Organize, administer and assess the overall program of athletics for Palisades Charter High School.
- Attend professional and school conferences.
- Work with community on student/community relations and LAUSD Family Liaison
- Conduct parent meetings regarding discipline issues.
- Oversees Cheerleading, Community Services, and Master Calendar Website.

**Other duties:**

Perform related duties as assigned.

**Knowledge Of:**

- Plan, direct, and coordinate various programs.
- Work effectively with administrators and other school-based stakeholders.
- Health and safety regulations and safe working practices.
- Principles and practices of supervision and training.
- School organization, operations, policies and objectives.
- Record-keeping techniques.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Interpersonal skills using tact, patience and courtesy.
- Oral and written communication skills.

- Operation of a computer and assigned software.
- Methods of collecting and organizing data and information.

**Ability To:**

- Work independently with little direction.
- Analyze situations accurately and adopt an effective course of action.
- Assure efficient and timely completion of operations related projects and activities.
- Understand and resolve issues, complaints or problems.
- Establish and maintain cooperative and effective working relationships with others.
- Interpret, apply and explain laws, education codes, regulations, policies and procedures.
- Maintain a variety of records and files.
- Meet schedules and timelines.
- Plan, prioritize, organize and schedule work.

**Working Conditions**

**Physical Abilities:**

- Walking and seeing to inspect school facility.
- Bending at waist, kneeling or crouching.
- Hearing and speaking to exchange information and make presentations.
- Sitting and standing for extended periods of time.
- Reaching overhead, above the shoulders and horizontally.

**Licenses:**

- Valid California Class C driver's license.

**Education and Experience:**

Bachelors Degree, three years teaching experience. Single Subject or Multiple Subject Teaching Credential. Administrative Services Credential and Masters Degree required.

**Director of Operations**

Under the direction of the Executive Director/Principal, the Director of Operations shall oversee all aspects of Palisades Charter High School plants/facilities, aquatic center and transportation departments.

**Duties and Responsibilities:**

- Oversee all daily operation of the PCHS facility, including custodial care, grounds, maintenance, routine repairs, construction projects, distribution and maintenance of lockers, distribution of keys to staff, etc.
- Oversees the maintenance of all athletic facilities including gym, baseball, football, track fields and synthetic turf.
- Confers with and directs subordinate staff regarding work schedules, methods, and procedures of work, operational problems and conflicts, staffing requirements and assignments.
- Oversee permits, traffic flow, and renting of facilities.

- Oversees the PCHS Master Plan Planning Committee and ensures compliance of the LAUSD Sole Occupancy Agreement. Director of Operations ensures compliance with the Brown Act, PCHS Charter and Bylaws. Attend and participate in all facilities and operation committee meetings. Develop and implement Site Safety and Emergency School Operations Plan ensuing compliance with education and federal and state OSH regulations; train staff, ensure regular school-wide drills and timely EMRT practices to ensure process works smoothly.
- Work closely with Los Angeles Unified School District regarding coordination of facility upgrades and projects, ensuring compliance with appropriate laws and requirements.
- Working closely with the Executive Director/Principal.
- Oversee the printing department and PCHS copy and mail machines, both owned and leased.

**Other Duties:**

- Perform related duties as assigned.

**Knowledge Of:**

- Plan, direct, and coordinate various programs.
- Work effectively with administrators and other school-based stakeholders.
- Policies and objectives of operations management.
- Applicable laws, codes, regulations, policies and procedures.
- Health and safety regulations and safe working practices.
- Principles and practices of supervision and training.
- School organization, operations, policies and objectives.
- Record-keeping techniques.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Interpersonal skills using tact, patience and courtesy.
- Oral and written communication skills.
- Operation of a computer and assigned software.
- Methods of collecting and organizing data and information.
- Report writing, editing and proofreading.

**Ability To:**

- Knowledgeable of varied project management approaches.
- Work independently with little direction.
- Maintain a variety of records and files.
- Meet schedules and timelines.
- Plan, prioritize, organize and schedule work.

**Working Conditions**

**Physical Abilities:**

- Walking and seeing to inspect school facility.
- Hearing and speaking to exchange information and make presentations.
- Sitting and standing for extended periods of time.
- Bending at waist, kneeling or crouching.
- Reaching overhead, above the shoulders and horizontally.

**Licenses:**

154

- Valid California Class C driver's license.

***Education and Experience:***

Bachelors degree in computer information systems, business, engineering, architecture or related subject area required. 5 years Operations Management experience, at least 2 years in a school setting. Administrative Services Credential, Project Management Certificate, MBA, or MA is a plus, but not required.

**Director of Academic Planning and Guidance**

***Duties and Responsibilities:***

- The Director of Academic Planning and Guidance Services is accountable for providing the depth and breadth of classes for students to optimize their education, career and interests.
- Accountable for providing students and their parents with the knowledge and guidance to make sound decisions regarding class selection, career planning, college advisement, and non-classroom based educational opportunities.
- Responsible for the building of the Master Schedule that encompasses the skills and abilities of the faculty while meeting the needs and interests of the students.
- Oversees the performance and services rendered by the counseling staff.
- Assists in developing guidance and counseling immediate and long-range goals to increase student achievement and post secondary opportunities.
- Supervises instructional personnel for the purpose of monitoring performance, providing for professional growth and achieving overall objectives of curriculum.
- Assist with staff development activities which provide teachers with a variety of instructional strategies designed to meet the needs of students with a wide range of ability.
- Participate and assist as needed in the strategic plan process, charter school monitoring, school evaluations, UC A-G course update, AP course audit and other school compliance procedures.
- Facilitates communication between personnel, students and/or parents for the purpose of evaluating situations, solving problems and/or resolving conflicts.
- Counsels with parents and pupils experiencing learning and behavioral difficulties, and makes referrals where appropriate.
- Supervises the evaluation of transcripts and student eligibility to graduate, including the preparation of graduation lists.
- Support and promote student achievement and progress toward graduation through student conferences, interventions and school based support systems. Assist in evaluation of student academic performance and provides leadership to improve student achievement.
- Coordinates programs of articulation with feeder schools. Oversee the administration of student placement assessments.
- Supervise and administer state testing program.
- Responsible for the issuance of progress reports, report cards, grade appeals, and transcripts.
- Develops and maintains positive communication with students, parents, teachers, and the community.
- Be visible and available to students during school hours and at extracurricular activities.

***Knowledge Of:***

- Ability to manage budget and personnel

- Ability to interpret policy, procedures, and data
- Strong organizational, communication, public relations, and interpersonal skills
- Ability to coordinate campus functions
- Ability to interpret policy, procedures, and data
- Strong organizational, communication, public relations, and interpersonal skills
- Plan, direct, and coordinate various programs and Record-keeping techniques
- Work effectively with administrators and other school-based stakeholders
- Health and safety regulations and safe working practices.
- Principles and practices of supervision and training.
- School organization, operations, policies and objectives.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Interpersonal skills using tact, patience and courtesy.
- Oral and written communication skills.
- Operation of a computer and assigned software.
- Methods of collecting and organizing data and information.

**Ability To:**

- Work independently with little direction.
- Analyze situations accurately and adopt an effective course of action.
- Assure efficient and timely completion of operations related projects and activities.
- Understand and resolve issues, complaints or problems.
- Establish and maintain cooperative and effective working relationships with others.
- Interpret, apply and explain laws, education codes, regulations, policies and procedures.
- Maintain a variety of records and files.
- Meet schedules and timelines.
- Plan, prioritize, organize and schedule work.

**Working Conditions**

**Physical Abilities:**

- Walking and seeing to inspect school facility.
- Hearing and speaking to exchange information and make presentations.
- Sitting and standing for extended periods of time.
- Bending at waist, kneeling or crouching.
- Reaching overhead, above the shoulders and horizontally.

**Licenses:**

- *Valid California Class C driver's license.*

**Education and Experience:**

Bachelors Degree, three years teaching experience. Pupil Personnel Services, Single Subject or Multiple Subject Teaching Credential. Administrative Services Credential and Masters Degree required.

**Director of Human Resources**

Under the direction of the Executive Director/Principal, plan, organize, control and direct the Human Resources program to assure the proper delivery of human resources services; develop, implement, administer and interpret policies, systems, processes and programs; stimulate, educate and support others in their knowledge and understanding of Human Resources services and issues; plan, organize and implement long-term and short-term projects and activities designed to develop and augment projects and services; supervise and evaluate the performance of assigned personnel.

**Responsibilities and Duties:**

- Plan, organize, control and direct the Human Resources program to assure the proper delivery of human resources services including recruitment and selection, employee-employer relations, classification and compensation, staff development, employee records management, credentials and certification, classified and certificated substitute services, contract administration, workers compensation program support, and other human resources services.
- Motivate, educate, and support staff, Board members, and school district staff in their knowledge and understanding of the various areas of human resource services and related issues through meetings and discussions.
- Communicate and support regional and statewide human resource services through regional planning, participation in statewide committees and through implementation of meetings and events.
- Represent assigned human resource services to local, State and federal agencies and officials; make presentations to associations, community groups, and others regarding matters related to assigned services.
- Attend local, State and regional conferences and workshops and maintain current knowledge of technologies, theories, regulations and requirements affecting related human resource services; interpret and communicate proposed and enacted legislation at the federal and State level.
- Supervise and evaluate the performance of assigned staff; interview and select employees and recommend transfers, reassignment, termination, and disciplinary actions; plan and arrange for appropriate training and development of subordinates.
- Plan, organize, develop and implement long-term and short-term projects and activities designed to develop and augment human resources services; assure compliance with a variety of State and federal regulations, laws and reporting requirements.
- Provide technical expertise, information, and assistance to the administrator and individual managers regarding complex employment issues; work with legal counsel as necessary; advise the Principal/Executive Director regarding use of resources, priorities, opportunities and methods to enhance the delivery of human resources services.
- Formulate, develop, implement, administer and interpret policies, systems, processes, programs and procedures affecting assigned projects and service areas; plan, develop and recommend goals and objectives for the assigned areas; coordinate Human Resources functions and activities with other programs and functions.
- Direct the preparation and maintenance of a variety of narrative and statistical reports, records, and files related to assigned activities and personnel.
- Communicate with other administrators, personnel and outside organizations to coordinate activities, programs and projects, resolve issues and conflicts and exchange information; interact, service and collaborate with districts and other agencies on various human resources matters; conduct staff meetings to communicate ideas and resolve issues.

- Develop and prepare the annual preliminary budget for the Human Resources Department; analyze and review budgetary and financial data; control and authorize expenditures in accordance with established limitations.
- Operate a computer and various assigned software programs; operate other office equipment as assigned; drive a vehicle to conduct work.
- Conduct, attend and participate in a variety of meetings as assigned; participate in statewide organizations/associations.
- Participate in negotiations and on a variety of other special projects.

**Qualifications:**

- Any combination equivalent to: bachelor's degree in business or public administration or related field and five years increasingly responsible experience Human Resources management, including labor relations in a school district, business or other government agency.
- Valid California driver's license.
- Valid California Administrative Services Credential.

**Physical Abilities:**

- Sitting for extended periods of time.
- Hearing and speaking to exchange information and make presentations.
- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials.

**Hazards:**

- Contact with dissatisfied and abusive individuals.



Direct the maintenance of a variety of reports, records and files related to assigned activities.

**Education**

Any combination equivalent to: Bachelor's degree in employee relations or related field and four years increasingly responsible diversity experience including the review, evaluation, maintenance and adjustment of diversity and inclusion based programs.

**Physical Demands:**

Hearing and speaking to exchange information.

Dexterity of hands and fingers to operate a computer keyboard.

Seeing to read a variety of materials.

Sitting for extended periods of time.

DIRECTOR OF DEVELOPMENT

Under the direction of the Executive Director/Principal, facilitates and administers proposal development, grant activities and/or strategic partnerships with external partners. Oversees the implementation of a strategic approach to fundraising which may include major gifts, corporate donations, grant solicitation, and in-kind resources. Responsible for maintaining an efficient and complete administrative record of all grant activities. Supports and monitors the progress of grant-funded projects to ensure successful implementation in accordance with grant contract terms and agency requirements.

**Duties:**

Manages all grant related activities to include: facilitating an efficient proposal production process; conducting effective project planning; coordinating proposal teams; researching and reviewing funding opportunities; analyzing competitive positioning and risk; grant proposal editing; researching institutional and sponsor policies and regulations to ensure general procedural compliance.

Collaborate with the Board of Directors and Executive Director to create a fund development plan which increases revenues to support the strategic direction of the organization

Monitor and evaluate all fundraising activities to ensure that the fundraising goals are being achieved. Monitor trends in the community or region and adapt fundraising strategies as necessary. Develop and manage timelines for various fundraising activities to ensure strategic plans and critical fund raising processes are carried out in a timely manner

Oversee the planning and execution of special fundraising events as specified in the fund development plan to generate funds for the organization. Identify and develop corporate, community, alumni and individual prospects for the organization's fundraising priorities

Oversee the administration of a donor mailing list and database which respects the privacy and confidentiality of donor information. Coordinate in-kind donations and make decisions regarding the issuing of receipts

In consultation with the Executive Director, engage, recruit, and select well-qualified volunteers for special fund development projects

Ensure positive performance in the technical, fiscal and operations management of all active grant projects; proper protocol is followed in conducting all formal change orders/modifications; the timely submission of required agency reports.

Maintain a complete and orderly administrative record of all proposals, contracts, partnerships, grants and other pre-award and post-award instruments including fiscal and operations reports.

Facilitate and support strategic partnership activities with business/industry, community organizations and other entities by participating in partnership meetings, assisting in negotiations of roles and duties, and the drafting of supportive documents.

Coordinates, as needed, with program and contracting officers at the various local, state and federal funding agencies on grant administration issues

Foster an understanding of philanthropy within the organization. Develop a comprehensive communication plan to promote the organization to its donors and maximize public awareness of the fundraising activities of the organization

Coordinate the design, printing and distribution of marketing and communication materials for development efforts

Build relationships with community stakeholders to advance the mission and fundraising goals of the organization. Conduct research on potential funding sources; maintains contact with external agencies.

Participates on various committees as directed

#### Grant Writing and Editing

Coordinate grant development and implementation teams for all private foundation grants by serving as the liaison with foundations, grant accounting staff and funding agencies.

Monitor progress of grant funded project to include goals, objectives, outcomes, deliverables, and all other contract terms for assigned grant teams through regular communication and meetings; researches institutional and funding agency's policies to ensure implementation and budgets are in compliance

Coordinates effective and timely grant support to project directors for all assigned grant funded projects; provides quarterly reports on the progress of grant-funded projects to Executive Director/Principal

Coordinate special projects for the Executive Director/Principal as assigned

Work closely with faculty and staff in developing and transforming ideas into grant proposals; interacts with campus constituencies involved in grant-funding activities; serves as liaison between PCHS and grant organizations

Maintain comprehensive knowledge of particular areas involved in identifying and soliciting grants; may collaborate with various internal departments.

May coordinate project activities; prepares and processes letters and correspondence, presentation materials, and manuscripts; maintains funding opportunity databases, activity tracking system, and related confidential files. Facilitate, review, and edit grant proposals; conduct research; compile data; input and retrieve data

Support in the creation and delivery of press releases, media relation content, executive bios, school newsletter content, social media content and speaking proposals

Use website and other media content to accomplish administration's goals. Assist in developing the voice for school's online presence. May write, edit and proofread site content.

May assist with the collation of information and optimize public relations materials. Social media and public relations outreach as it pertains to development for school programs

### **Knowledge and Abilities:**

Interpret, apply and explain rules, regulations, policies and procedures.

Establish and maintain effective working relationships with others.

Meet schedules and time lines.

Manage multiple projects with deadlines,

Prepare reports by gathering and organizing data from a variety of sources.

Work confidentially with discretion.

Develop information into grant proposals

Codify ideas into coherently written text

Work collaboratively with faculty in various disciplines

Work independently and manage time effectively

Pay attention to detail and maintain accurate records

Maintain confidentiality

Make arrangements for meetings and conferences.

Maintain a variety of files, records and logs.

Plan and organize work.

### **Education and Experience:**

Bachelor's degree from an accredited college or university and three years of professional work experience directly related to the essential job duties in the areas of development, grant proposal development and grant management. Master's degree preferred.

Physical Demands:

Dexterity of hands and fingers to operate a computer keyboard.

Seeing to read a variety of materials.

Hearing and speaking to exchange information in person and on the telephone.

Sitting or standing for extended periods of time.

Reaching above the shoulders and horizontally to retrieve files and supplies.

Bending at the waist, kneeling or crouching to file materials.

### **Campus Unification Director**

Under the direction of the Executive Director plan, organize and direct employee relations operations and activities including the review, evaluation, maintenance and adjustment of student and staff activities and policies as relates to diversity and inclusion; coordinate and direct personnel, communications and functions to meet inclusion, diversity and unity organizational needs and assure smooth and effective student and personnel programs and activities; supervise and evaluate the performance of any assigned personnel.

#### **Duties:**

Assess Programs:

Plan, organize and direct diversity and unification operations and activities including the review, evaluation, maintenance and adjustment of current programs; assist in establishing and maintaining agreed upon time lines and priorities; assure policies and programs comply with established laws, codes, regulations, policies and procedures.

Operationally facilitates a unified, coordinated approach to inclusion and diversity work across all departments; create a forum for staff to identify main cultural issues and biases both in the classroom and within the wider campus community.

Establishes protocol and supervises professionals, and consulting staff as needed in the development of diversity and inclusion action plans to drive outcomes that are specific to values commitment and educational excellence at PCHS.

Provide consultation to administrators, personnel, outside agencies and others concerning diversity and unity programs; respond to inquiries, resolve issues and conflicts and provide information concerning related records, standards, laws, codes, regulations, policies and procedures; maintain current knowledge of said laws, policies and procedures.

Student Focused Programs:

Focuses on the quality of the PCHS experience for students through mentoring, program, and leadership opportunities; plan and calendar events focused on unity; strengthening positive interactions and disrupting discrimination based on race, gender, socioeconomic and sexual orientation; identifies diversity and inclusion opportunities for students.

Develops programs and activities that help support student success and retention, including but not limited to first-generation students and underrepresented student populations.

Supports and promotes efforts related to retention, honors and Advanced Placement class participation and graduation of underrepresented students.

Formulates and facilitate policies and procedures regarding student leadership development, mentoring and student organizations within PCHS.

#### Communication:

Serves as consultant to PCHS and the community on diversity and intercultural awareness issues and student success; informs the greater student community of the role diversity and inclusion play within the campus community and work place.

Plan, implement and build channels for communication with PCHS staff, students, and community including clubs and directed student organizations; develop a singular goal, direction for the PCHS community as it relates to diversity and unification.

Develop and implement social media language that informs staff, students and the community of PCHS's strong stance and policies against discrimination.

Creates student-centered events and opportunities for PCHS students and staff to engage in dialogue; facilitate dialogue and discussion among staff, students, parents, stakeholders and appropriate agencies to promote unification.

Develops diversity recognition, celebration, and awards programs to acknowledge progress, success, and excellence.

#### Manage Implementation:

Creates assessment tools to measure the effectiveness of efforts related to diversity and inclusion; assessment of the existing PCHS climate as it relates to diversity.

Evaluates services that encourage inclusion that enhances the understanding and awareness of cultural diversity; promote inclusivity and eliminate self-segregation or inappropriate incidents.

#### Presentations and Meetings:

Serves as presenter for workshops, school board meetings and other meetings as needed; attend and conduct a variety of meetings as assigned; prepare and deliver oral presentations concerning diversity and unity functions.

Participates in Long Term Strategic Planning meetings, Board meetings and serves on PCHS committees as directed; develops reports, research, or studies as tasked: develops and recommends strategy and implementation process for student and staff strategic planning on behalf of the upper management.

Coordinate communications between personnel, governmental agencies, outside organizations and the public to assure smooth and efficient unification and employee relation functions; assure proper and timely resolution of issues related to student and staff.

Operate a variety of office equipment including a computer and assigned software; drive a vehicle to conduct work

Adheres to workplace safety policies and guidelines

**Other Duties:**

Perform related duties as assigned.

**Knowledge & Abilities**

Management of diversity and unification programs and activities including the review, evaluation, maintenance and adjustment of current and planned implementation of programs.

Applicable laws, codes, regulations policies and procedures.

Diversity and inclusive, policies, procedures and practices.

Methods, procedures and terminology used in professional diversity outreach. Generally accepted diversity and unification policies.

Preparation, analysis, review and control of assigned programs.

Policies and objectives of assigned programs and activities.

Preparation of educational data and statistical reports related to diversity programs.

Principles and practices of administration, supervision and training.

Technical aspects of field of specialty.

Operation of a variety of office equipment including a computer and assigned software. Oral and written communication skills.

Interpersonal skills using tact, patience and courtesy.

**Abilities:**

Plan, organize and direct diversity and unification programs and activities including the review, evaluation, maintenance and adjustment of programs and funding.

Supervise and evaluate the performance of assigned personnel.

Assist in establishing and maintaining unification time lines and priorities.

Assure accurate record of programs including outcome results and expenditures.

Assist in the development and implementation of unification programs, policies and procedures. Provide consultation concerning programs and related functions.

Interpret, apply and explain rules, regulations, policies and procedures.

Communicate effectively both orally and in writing.

Establish and maintain cooperative and effective working relationships with others.

Operate a computer and assigned office equipment.

Analyze situations accurately and adopt an effective course of action. Meet schedules and time lines.

Work independently with little direction.

Plan and organize work.

Database Manager

Under the supervision of the Technology Director, the Database Manager shall manage and



support the school's student information, with a focus on our Infinite Campus system. The Database Manager's primary tasks shall be to work closely with Attendance and Counseling Offices to ensure the school's core SIS system functions are performed completely, correctly and on time. SIS functions include admissions, enrollment, grading, reporting, and demographic data. In addition, the Database Manager shall collaborate with other members of the technology department to support other school systems, including, but not limited to Schoology.

Duties:

- Monitors the operation and performance of the School Information System to ensure that it operates in a manner consistent with the needs of the school.
- Recommends hardware and software upgrades necessary to maintain SIS system performance consistent with the needs of the school
- Performs routine SIS administration tasks such as installing new hardware and software, maintaining user accounts, database administration, and scheduling back ups.
- Performs systems level programming as necessary to ensure that School Information Systems and servers operate in a manner consistent with the needs of the school and follows Federal and State laws, and District policies and procedures.
- Maintains and verifies installation security systems in support of School Information Systems operations.
- Provides ongoing support to school site personnel in the resolution of School Information Systems problems.
- Implements and monitors School Information Systems security procedures and operations. Protects confidentiality of information stored on School Information Systems servers.
- Maintains lines of communications between and among the school site, third party vendors and equipment manufacturers in support of the School Information Systems.
- Attends staff meetings, intra-district activities, and workshops, conferences and classes that increase professional knowledge of new technologies and software.
- Assists in the training of school employees in effective use of School Information Systems.

SQL database administration and SQL programming; Student Information System operation; Systems administration of Windows Server Environment; Systems administration and configuration in a networked environment; Systems performance and monitoring; Database administration; Web development.

**Knowledge and Abilities:**

Program and administer an SQL database; Work effectively in a dynamic environment characterized by multiple priorities; Communicate effectively in both written and oral form with people of various levels of technical sophistication; Work as a member of a multidisciplinary team in an education environment.

**Education and Experience:**

Five (5) years of database administration; Possess a Bachelor's Degree, preferably in Computer Science, Management of Information Systems.

Related experience in a classroom or training environment.

Demonstrated experience in the installation and maintenance of Student Information Systems.

SQL experience.

### **Operation Liaison**

Under the direction of the Director-Operations, coordinate and schedule the use of organizational facilities by various groups, companies and community organizations; assure compliance with applicable laws, codes, policies and guidelines; process permit applications and collect related payments.

### **Duties:**

Coordinate and schedule the use of organizational facilities by various groups, companies and community organizations; assure compliance with applicable laws, codes, policies and guidelines; establish and maintain master calendar of facility use; prepare reports related to facilities use

Monitor, oversee and coordinate activities of contracted work crews; keep administrators and other personnel current concerning projects, situations and completion of work; assure activities comply with established rules, regulations, policies and procedures; inspect completed work for accuracy and compliance with instructions and established standards.

### **Other Duties:**

Perform related duties as assigned.

### **Knowledge and Abilities:**

Permit documentation, preparation and processing.

Record-keeping and report preparation techniques.

Modern office practices, procedures and equipment.

Interpersonal skills using tact, patience and courtesy.

Oral and written communication skills.

Telephone techniques and etiquette.

Operation of a computer and assigned software.

Laws, codes, policies and procedures related to assigned activities.

Basic math.

Coordinate and schedule the use of organizational facilities by various groups and community organizations.

Serve as a resource to administrators and the public concerning the use of facilities.

Interpret, apply and explain applicable laws, codes, policies and procedures.

Work independently with little direction.

Meet schedules and time lines.

Perform clerical duties such as filing, typing, duplicating and maintaining routine records.

Determine appropriate action within clearly defined guidelines.

Prepare reports related to assigned activities.

Add, subtract, multiply and divide quickly and accurately.  
Communicate effectively both orally and in writing.  
Establish and maintain cooperative and effective working relationships with others.  
Prioritize and schedule work.  
Answer telephones and greet visitors.

**Education and Experience:**

Any combination equivalent to: graduation from high school and three years general experience involving frequent public contact.

**Physical Demands:**

Hearing and speaking to exchange information.  
Dexterity of hands and fingers to operate a computer keyboard.  
Seeing to read a variety of materials.  
Sitting or standing for extended periods of time.

**Special Education Assistant:**

Under the direction of an assigned administrator, assist a certificated teacher in reinforcing instruction to individual or small groups of special education students; assist in the preparation of instructional materials and implementation of individual education plans; provide routine clerical support; provide educational, health and instructional assistance to an individual special education student as assigned by the position.

**Essential Duties:**

Assist a certificated teacher in reinforcing instruction to individual or small groups of special education students in a classroom or other learning environment; monitor and oversee student drills, practices and assignments in various subjects; assist assigned teacher with the implementation of individual education plans.

Assist students in completing classroom assignments, homework and projects in various subject areas; assure student understanding of classroom rules and procedures; assist students by answering questions, providing proper examples, emotional support, friendly attitude and general guidance; confer with the teacher concerning lesson plans and materials to meet student needs.

Provide educational, health and instructional assistance to an individual special education student as assigned by the position.

Perform a variety of clerical duties in support of classroom activities such as preparing, typing, duplicating and filing instructional materials; distribute, collect, prepare and process attendance and various other forms and documents.

Explain and assure student understanding of classroom assignment and homework instructions; explain words and concepts as necessary; assist students with meeting individual education goals and objectives; report progress regarding student performance and behavior.

Observe and control behavior of students in the classroom according to approved procedures; monitor and interact with students during outdoor, physical education and other recreational activities as directed.

Grade student tests and assignments as assigned; maintain records and student files related to attendance, progress, behavior and assigned activities; prepare mandated reports and documentation as required.

Assist students with eating activities; toilet students and change diapers and soiled clothing as required.

Read books to students and observe their reading abilities as assigned; assist students with letter and word pronunciation and recognition; assist students with writing exercises and assignments.

Escort students to and from designated locations as assigned; accompany students on fieldtrips, recreational functions, social events and during outdoor activities.

Load and unload students on buses as directed; push students in wheelchairs; lift students in and out orthopedic equipment and position pupils; assist students with adaptive devices as needed.

Assure the health and safety of students by following health and safety practices and procedures; maintain learning environment in a safe, orderly and clean manner; provide classroom support by setting up work areas and displays and distributing and collecting paper, supplies and materials.

Operate a variety of office and classroom equipment including a copier, fax machine, computer and assigned software.

Communicate with faculty, staff, administrators and others to exchange information and resolve issues or concerns; answer telephone calls, take messages and provide general class and student information to parents and others as assigned.

Provide routine first aid to injured students according to established procedures as needed; administer medications according to prescribed instructions as required; respond to medical emergencies and prepare related paperwork as appropriate.

Monitor inventory levels of classroom supplies; assist in ordering, receiving and maintaining appropriate inventory levels of supplies as assigned; order and arrange for food items as required.

Perform related duties as assigned.

**Knowledge and Abilities:**

Child guidance principles and practices related to children with special education needs.

Basic subjects taught in local schools, including arithmetic, grammar, spelling, language and reading.

Basic instructional methods and techniques.

Correct English usage, grammar, spelling, punctuation and vocabulary.

Problems and concerns of students with special education needs.

Classroom procedures and appropriate student conduct.

Safe practices in classroom and playground activities.  
Operation of standard office and classroom equipment including a computer.  
Oral and written communication skills.  
Interpersonal skills using tact, patience and courtesy.  
Basic record-keeping and report preparation techniques.  
First aid and CPR procedures.  
Assist with instruction and related activities in a classroom or assigned learning environment.  
Reinforce instruction to individual or small groups of special education students as directed by the teacher.  
Assist in the preparation of instructional materials and implementation of individual education plans.  
Perform a variety of clerical duties including typing, filing and duplicating materials.  
Understand and relate to students with special needs.  
Assist students with personal hygiene, feeding, toileting, and living skills as assigned.  
Establish and maintain cooperative and effective working relationships with others.  
Communicate effectively both orally and in writing.  
Demonstrate an understanding, patient and receptive attitude toward special education students.  
Read books to students and assist with reading and writing activities as assigned.  
Monitor, observe and report student behavior and progress.  
Understand and follow oral and written instructions.  
Operate standard office and classroom equipment including a computer.  
Observe health and safety regulations.  
Maintain records and prepare routine reports.  
Administer first aid and CPR.

**Education and Experience:**

Complete at least 2 years of study at an institution of higher education (college level)

OR

Obtained an associate's (or higher) degree

OR

Met (pass) an assessment that demonstrates knowledge of and the ability to assist in teaching reading, writing, and mathematics OR reading, writing, and mathematics readiness.

**Other Requirements:**

Valid First Aid and CPR Certificate issued by an authorized agency.

**Physical Demands:**

Dexterity of hands and fingers to operate standard office and classroom equipment.

Sitting or standing for extended periods of time.

Bending at the waist, kneeling or crouching to assist students.

Seeing to read a variety of materials and monitor student activities.

Hearing and speaking to exchange information.

Lifting and carrying students as assigned by the position.

Pushing children in wheelchairs as assigned by the position.

**Human Resource Specialist:**

Under the direction of the Director-Human Resources, perform a variety of specialized duties in the recruitment, screening, selection, classification and processing of new personnel; serve as a technical resource to employees regarding personnel functions, activities, laws, codes, rules, regulations, policies and procedures.

**Duties:**

Perform a variety of specialized duties in the recruitment, screening, selection, classification and processing of new personnel; assure related activities comply with established laws, codes, rules, regulations, policies and procedures; resolve a variety of personnel-related issues and concerns.

Serve as a technical resource to employees regarding personnel functions, activities and requirements; respond to inquiries, resolve issues and conflicts and provide technical and detailed information concerning related laws, codes, rules, regulations, practices, policies and procedures.

Process new personnel; prepare and explain employee paperwork, procedures and physical requirements; distribute, collect and process various forms and applications; arrange and follow-up for clearance on fingerprints, physicals, examinations and other employment matters.

Perform a variety of technical duties in support of employee benefits programs including enrollment, data collection, record-keeping, accounting, claims processing and fund disbursement activities; provide eligible employees, domestic partners, retirees and surviving spouses with benefits.

Establish and maintain a variety of personnel files and records according to established policies and procedures; process and update records and files with new hires, transfers, promotions, terminations, salary increases, evaluations and other employee information.

Input a variety of employee information into an assigned computer system; maintain automated employee files and records; generate a variety of computerized lists and reports as requested; assure accuracy of input and output data.

Assist in the development, implementation and evaluation of human resources policies, standards and procedures to enhance departmental efficiency; develop forms and documents to meet departmental needs; research a variety of personnel information and requirements as needed.

Prepare and distribute a variety of announcements for job openings and other recruitment information; establish recruitment time lines; review applications for minimum qualifications and completeness; verify eligibility and background information of applicants.

Conduct orientations and provide information to new employees regarding vacation days, sick days, benefits and organizational rules and regulations; prepare and distribute correspondence and informational materials as directed.

Participate in interview panels to determine eligibility of candidates as assigned; notify applicants of interview and examination information and results.

Monitor employee status concerning salary increases and probationary periods; notify payroll of salary, longevity and professional growth increases.

Research, compile and provide a variety of information for reports, special projects, salary negotiations, interviews, Board meetings, employee orientations and other personnel-related functions.

Prepare and maintain a variety of records, reports and files related to recruitment, advertisements and assigned activities; maintain eligibility lists as required; prepare and place recruitment and other informational materials on the internet and various other media as required.

Operate a variety of office equipment including a copier, fax machine, typewriter, computer and assigned software.

Communicate with personnel and a variety of outside agencies to exchange information and resolve issues or concerns.

Attend and participate in various meetings as assigned; prepare personnel commission agenda materials and packets as required.

Perform related duties as assigned.

**Knowledge and Abilities:**

Human resources office functions, practices and procedures.

Practices and procedures related to classified personnel.

Principles, techniques, procedures and terminology involved in the recruitment, screening, selection, classification and processing of new personnel.

Applicable laws, codes, rules, regulations, policies and procedures.

Operations, policies and objectives relating to human resources activities.

Common occupations and their requirements.

Record-keeping and report preparation techniques.

Correct English usage, grammar, spelling, punctuation and vocabulary.

Organizational operations, policies and objectives.

Modern office procedures and record-keeping techniques.

Oral and written communication skills.

Interpersonal skills using tact, patience and courtesy.

Operation of a computer and assigned software.

Technical aspects of field of specialty.

Perform a variety of specialized duties in the recruitment, screening, selection, classification and processing of new personnel.

Serve as a technical resource to employees regarding personnel functions, activities and requirements.

Establish and maintain manual and automated employee records and files.

Interpret, apply and explain laws, codes, rules, regulations, policies and procedures.

Compile and verify data and prepare reports.

Prepare announcements for job openings and place advertisements.

Distribute, screen and process employment applications and other personnel-related documents.



Process new personnel and conduct employee orientations as assigned.  
Resolve personnel-related issues and concerns with discretion and confidentiality.  
Communicate effectively both orally and in writing.  
Establish and maintain cooperative and effective working relationships with others.  
Operate standard office equipment including a computer and assigned software.  
Work independently with little direction.  
Meet schedules and time lines.  
Type or input at an acceptable rate of speed.  
Complete work with many interruptions.

**Education and Experience:**

Any combination equivalent to: graduation from high school supplemented by college-level course work in human resources or related field and three years increasingly responsible clerical experience including frequent public contact and work with human resources functions involving the recruitment, screening and processing of new employees.  
Office environment.  
Constant interruptions.

**Physical Demands:**

Dexterity of hands and fingers to operate a computer keyboard.  
Hearing and speaking to exchange information.  
Sitting or standing for extended periods of time.  
Seeing to read a variety of materials.  
Bending at the waist, kneeling or crouching to file and retrieve materials.

**Head College Advisor**

Under the direction of the Director Academic Planning and Guidance, organize and coordinate the activities and operations of the College Center; perform a variety of specialized duties related to the operation and maintenance of an assigned College Center; facilitate student college admissions process and provide information and assistance to students and parents concerning colleges, testing and financial aid; administer AP/PSAT programs according to established procedures; assist students in applying for and obtaining scholarships and financial aid; develop office procedures to assure students and parents are served appropriately; train and evaluate the performance of assigned personnel.

**Responsibilities and duties:**

- Organize and coordinate the activities and operations of the College Center; develop and implement College Advisory Services for students and parents; develop and edit content for College Center presentations; conduct daytime one-on-one and group presentations to students and parents related to the college admissions process and requirements, including SAT/ACT testing, financial aid, college research, teacher recommendations, personal statements and extra-curricular activities; conduct one-on-one appointments with juniors and seniors.
- Provide information and assistance to students and parents concerning colleges, testing and financial aid; initiate and receive phone calls from students and parents; schedule college

counselor, volunteer counselors and writing coaches appointments with students; schedule meetings with UC EAOP, CSUN, and Santa Monica College representatives.

- Train and provide work direction and guidance to assigned staff; schedule and coordinate daily office activities and Saturday PSAT administration; participate in hiring new staff and adding parent volunteers and independent counselor volunteers to the College Center; develop office procedures to assure students and parents are served appropriately; determine and schedule professional development activities; prepare agendas for and conduct periodic staff meetings.
- Evaluate students' academic records and assist in developing school programs to meet course requirements; communicate with the Director of Counseling Services and Guidance Counselors regarding student academic progress and course selections.
- Prepare and submit secondary school reports for school seniors; write letters of recommendation and gather GPA, class rank, rigor of curriculum and related information; track and verify electronic submissions through Family Connection web service.
- Coordinate and administer AP and PSAT exams; prepare and mail PSAT registration forms to students; order and secure test materials; process student registration forms and payments; schedule proctors; reserve classrooms; prepare rosters and post room assignments; prepare completed test materials for return to College Board; receive and distribute test results according to established procedures; administer fee waiver program according to established procedures.
- Obtain and evaluate student data, including test results, personal histories, school records and parental information; assess student abilities, qualifications, interests and backgrounds and provide advice concerning college opportunities.
- Perform clerical duties related to College Center functions and assigned activities; compile and duplicate materials as needed; assemble and disseminate informational packets; process and assure accuracy and completeness of various forms and applications; maintain various records; prepare mailings, schedule appointments for students and parents, make facility arrangements for presentations.
- Assist students in applying for and obtaining scholarships and financial aid; advertise available scholarships; maintain a library of college guides, test preparation books and other resource materials; maintain bulletin boards with information related to college visits, test prep, summer programs, scholarships and other related information; supervise submission of Cal Grant GPA verifications.
- Serve as a resource for students and parents accessing the Family Connection web-based college research and application program; set up and maintain student accounts; update college visit and scholarship lists; communicate with students and parents regarding account information and general operations;
- Communicate with students, parents, personnel, colleges and various outside organizations to exchange information, coordinate activities and resolve issues or concerns; collaborate with *Fuerza Unida* TVN teachers.
- Collect data regarding college admissions and matriculation from graduating seniors and colleges; maintain contact database of graduated students; facilitate communication between graduating students and former students.

- Prepare and submit midyear and year-end school reports with transcripts; maintain annual contact with US and foreign colleges and universities for College Fair and campus visit activities.
- Prepare annual College Center budget.
- Operate a computer and standard office equipment; drive a vehicle to various sites to conduct work.
- Attend “Back to School” and “Open House” events to provide students and parents with college admissions information; attend other related meetings, classes, conferences, and in-service training as assigned.

**Qualifications:**

- Bachelor’s degree with course work in counseling, career education, human relations or related field and three years increasingly responsible experience in a school, employment, counseling or educational guidance environment
- Valid California driver’s license

**Physical Demands:**

- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials.
- Hearing and speaking to exchange information.
- Sitting or standing for extended periods of time.
- Bending at the waist, kneeling or crouching to file and retrieve materials.

**Coordinator – Transportation**

Under the direction of the Director-Operations, organize the dispatching and scheduling activities of the Transportation Department; assure safe and timely operations; assist in the scheduling, routing and dispatching of pupil transportation to and from schools, athletic events and field trips.

**Duties and Responsibilities:**

- Organize and oversee the dispatching and scheduling activities of the Transportation Department; assure safe and timely operations; maintain current knowledge of and assure compliance with applicable laws, codes, rules, and regulations.
- Prepare a variety of correspondence, notices and memoranda to parents, students and the contracted transportation company; issue notices of minimum days, special activities and other schedule changes.
- Oversee and maintain payments, invoices, and other financial activities relating to transportation; follow up outstanding and past due bills.
- Assist in the scheduling and routing of pupil transportation to and from schools, athletic events and field trips.

- Receive, review, process, sort and file purchase orders and invoices as assigned; prepare invoices for payments; assemble and distribute warrants and other materials with required documents; maintain contact with vendors to resolve discrepancies related to invoices and payments.
- Dispatch drivers and vehicles in accordance with established schedules to fulfill special transportation requests; communicate with drivers regarding schedule or route changes, vehicle breakdowns, accidents, emergencies, road conditions and other concerns; notify authorities as appropriate.
- Assist in the assignment of routes and field trips to drivers in accordance with established guidelines; arrange for substitutes as necessary.
- Operate a variety of office equipment including a copier, fax machine, and a computer and assigned software.
- Communicate and coordinate with school staff, administrators and outside agencies to assure smooth and timely delivery of scheduled services, exchange information and resolve issues.
- Answer telephones and greet visitors; provide information of a general or technical nature to callers as needed.

**Qualifications:**

- Graduation from high school supplemented by specialized training in transportation management or a related field and two years of increasingly responsible experience in public transportation work including bus routing, dispatching, scheduling and driver training.

**Physical Abilities:**

- Sitting for extended periods of time while operating buses.
- Hearing and speaking to exchange information.
- Reaching, pulling and pushing to open bus doors.
- Bending at the waist, kneeling or crouching to inspect and wash buses.
- Reaching overhead, above the shoulders or horizontally.

**Registered Nurse**

Under the direction of the Assistant Principal, provide school health and nursing services to students; promote health and prevention education and safety; refer students, parents, or guardians to appropriate community resources for recommended health service programs.

**Duties and Responsibilities:**

- Provide school health and nursing services to students; conduct required health screening for vision, hearing, scoliosis and others; prepare and maintain related health records and State reports; assure compliance with established laws, codes, regulations, policies and procedures.
- Promote health and prevention education and safety; conduct staff education and in-service training meetings related to specialized health conditions, procedures, medications, and others.

- Refer students, parents, or guardians to appropriate community resources for recommended health service programs; recommend auxiliary services for economically disadvantaged students as appropriate.
- Oversee the administration of medication; monitor student side effects and notify appropriate personnel and agencies as required.
- Provide consultation and assist school staff, students, and families with communicable disease control, first aid, student health assessments, school site health and safety assessment, child abuse concerns and reporting requirements.
- Operate and maintain a variety of specialized medical equipment and instruments; assure proper working condition of equipment.
- Communicate with parents, students, personnel, and various outside agencies to exchange information, coordinate activities, and resolve issues or concerns.
- Prepare and maintain a variety of State and other reports as required, such as student progress reports, immunization, hearing, vision, and others.
- Train and provide work direction to student workers and volunteers.

**Qualifications:**

- Bachelor's degree in nursing or closely related field and five years nursing experience.
- Valid and appropriate School Nurse Services Credential.
- Valid California registration as a Nurse.
- Valid First Aid, AED, and CPR Certificate issued by an authorized agency.

**Physical Abilities:**

- Dexterity of hands and fingers to operate specialized medical equipment.
- Sitting or standing for extended periods of time.
- Bending at the waist, kneeling or crouching to assist students.
- Hearing and speaking to exchange information.
- Seeing to read a variety of materials and monitor students.
- Lifting and moving students as assigned by position.

**Hazards:**

- Contact with blood and other body fluids.
- Potential for contact with blood-borne pathogens and communicable diseases.

**College Advisor**

Under the direction of the Director of Academic Guidance and Planning, perform a variety of specialized duties related to the operation and maintenance of an assigned College Center; facilitate student college admissions process and provide information and assistance to students and parents concerning colleges, testing and financial aid; administer AP/PSAT programs according to established procedures; assist students in applying for and obtaining scholarships and financial aid.

**Duties and Responsibilities:**

- Perform a variety of specialized duties related to the operation and maintenance of the campus College Center; meet with, motivate and encourage students concerning college options; refer students to counselors, programs, schools, employers, outside agencies or appropriate personnel.
- Provide information and assistance to students and parents concerning colleges, testing and financial aid; initiate and receive phone calls from students and parents; schedule college counselor, volunteer counselors and writing coaches appointments with students; schedule meetings with UC EAOP, CSUN, and Santa Monica College representatives.
- Conduct daily or evening one-on-one and group presentations to students and parents related to the college admissions process and requirements, including SAT/ACT testing, financial aid, college research, teacher recommendations, personal statements and extra-curricular activities; conduct one-on-one appointments with incoming seniors as assigned.
- Coordinate and implement AP exams, PSAT, SAT, ACT test administration process; prepare and mail registration forms to students; order and secure test materials; process student registration forms and payments; schedule proctors; reserve classrooms; prepare rosters and post room assignments; prepare completed test materials for return to College Board; receive and distribute test results according to established procedures; administer fee waiver program according to established procedures.
- Evaluate students' academic records and review transcripts of student grades and credits to assure students meet academic standards and requirements; provide information to students regarding credits/courses needed for graduation and assist in developing school programs to meet course requirements; communicate with the Director of Counseling Services and Guidance Counselors regarding student academic progress and course selections.
- Obtain and evaluate student data, including test results, personal histories, school records, teachers' reports, parental information, and reports; assess student abilities, qualifications, interests and backgrounds and provide advice concerning college opportunities.
- Perform clerical duties related to College Center functions and assigned activities; compile and duplicate materials as needed; prepare bulk mailings; assemble and disseminate informational packets; process and assure accuracy and completeness of various forms and applications; maintain various records; prepare mailings, schedule appointments for students and parents, make facility arrangements for presentations.
- Assist students in applying for and obtaining scholarships and financial aid; advertise available scholarships; maintain a library of college guides, test preparation books and other resource materials; maintain bulletin boards with information related to college visits, test prep, summer programs, scholarships and other related information.
- Serve as a resource for students and parents accessing the Family Connection web-based college research and application program; set up and maintain student accounts; update college visit and scholarship lists; communicate with students and parents regarding account information and general operations;
- Communicate with students, parents, personnel, colleges and various outside organizations to exchange information, coordinate activities and resolve issues or concerns; collaborate with

*Fuerza Unida* teachers to present college admissions programs to parents; provide information in a designated second language in meetings or events as assigned.

- Collect data regarding college admissions and matriculation from graduating seniors; maintain contact database of graduated students; facilitate communication between graduating students and former students.
- Prepare and maintain appropriate records and reports related to students, activities and other aspects of the College Center; maintain annual contact with US and foreign colleges and universities for College Fair and campus visit activities.
- Operate a computer and standard office equipment; drive a vehicle to various sites to conduct work.
- Attend “Back to School” and “Open House” events to provide students and parents with college admissions information; attend other related meetings, classes, conferences, and in-service training as assigned.

**Qualifications:**

- Education and experience: any combination equivalent to: Bachelor’s degree with course work in counseling, career education, human relations or related field and two years increasingly responsible experience in a school, employment, counseling or educational guidance environment.

**Physical Abilities:**

- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials.
- Hearing and speaking to exchange information.
- Sitting or standing for extended periods of time.
- Bending at the waist, kneeling or crouching to file and retrieve materials.

**Study Center Supervisor**

Under the direction of the Director-Student Support Services, coordinate and oversee tutorial services and related activities at the Palisades Charter High School (PCHS) Study Center to provide students with tutoring and assistance in the enhancement of skills, knowledge and understanding in various subject areas; serve as a liaison, provide support services and coordinate tutoring communications and information between students, tutors, parents, teachers and others; train and evaluate the performance of assigned personnel.

**Duties and Responsibilities:**

- Coordinate and oversee tutorial services and related activities at the PCHS Study Center to provide students with tutoring and assistance in the enhancement of skills, knowledge and understanding in various subject areas; monitor and adjust tutoring activities in response to student needs and progress
- Serve as a liaison and coordinate tutoring communications and information between students, tutors, parents, teachers and others; respond to inquiries and provide information regarding



tutoring services, students, progress and procedures; resolve related issues in a proper and timely manner; schedule and supervise teacher/classroom visits.

- Train and evaluate the performance of assigned staff; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions; assign employee duties and review work to assure accuracy and completeness; schedule staff to meet needs, priorities and time lines.
- Coordinate and provide a variety of tutorial support services at the PCHS Study Center; participate in developing and implementing tutoring services, operations, and learning activities; oversee and participate in the preparation, set up and distribution of food items to students as required.
- Oversee activities involved in assisting students in completing assignments, homework and projects in various subject areas; lead and participate in explaining and assuring student understanding of assignments, classroom materials and homework instructions.
- Coordinate and participate in the observation and control student behavior during tutoring and other activities according to approved procedures; report progress regarding student performance and behavior; resolve discipline issues and conflicts as needed; conduct and oversee responsible monitoring of student technology use and needs.
- Compile information and prepare and maintain various records and reports related to tutors, attendance, students, registration, attendance, behavior, schedules, food items and assigned activities; prepare and distribute forms, letters and other correspondence.
- Input and update a variety of student and other data in an assigned computer system; maintain automated records and files; generate various computerized documents and reports.
- Communicate with students, parents, District personnel and various outside agencies to exchange information and resolve issues or concerns.
- Operate a variety of standard office equipment such as a copier, fax machine, laminator, computer and assigned software; utilize a two-way radio as required.
- Develop, maintain and adjust tutoring schedules as directed; monitor tutoring services to assure smooth and efficient activities.
- Coordinate and participate in tutoring registration activities as assigned; prepare, print, distribute, collect, sort, file and process registration forms, packets and documents; assist students with completing tutoring applications; review forms for accuracy and completeness.
- Assure the health and safety of students by following health and safety practices and procedures; maintain assigned areas in a safe, orderly and clean manner.
- Monitor inventory levels of tutoring supplies and materials; order, receive and maintain adequate inventory levels of supplies and materials; prepare and process purchase requisitions.
- Attend and participate in various meetings as assigned.

**Qualifications:**

- Education and experience, any combination equivalent to: college level course work in education and four years' experience working with students in an organized setting.

**Physical Demands:**

- Dexterity of hands and fingers to operate standard office equipment.
- Sitting or standing for extended periods of time.
- Seeing to read a variety of materials.
- Hearing and speaking to exchange information.
- Bending at the waist, kneeling or crouching to file and retrieve materials.

**Attendance Supervisor**

Under the direction of the Director-Student Support Services, plan, organize, coordinate and implement a variety of duties related to attendance accounting and record-keeping at the high school involving frequent and responsible public contacts; prepare, maintain and account for average daily attendance and other attendance records and reports for submittal to local and State agencies; train and evaluate the performance of assigned personnel.

**Duties and Responsibilities:**

- Plan, organize, coordinate and implement a variety of duties related to attendance accounting and record-keeping at the high school involving frequent and responsible public contacts; revise and implement office procedures to assure accurate and timely attendance activities.
- Prepare, maintain and account for average daily attendance and other attendance records and reports for submittal to local and State agencies according to established time lines; review attendance records and reports for accuracy and compliance with applicable laws, codes, rules and regulations.
- Serve as a liaison between students, parents, staff and outside agencies regarding student attendance and discipline and related policies, procedures, rules and regulations; initiate and receive phone calls; take and relay messages; respond to inquiries and provide information.
- Train and evaluate the performance of assigned personnel; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions; assign employee duties and review work for accuracy, completeness and compliance with established requirements.
- Utilize a computer and assigned software system to scan or input attendance documents and related data; establish and maintain automated student records; generate average daily attendance and various other computerized reports related to student attendance data; assure accuracy of input and output data.
- Process and verify student absence information from parents, teachers and others; operate and maintain the automated attendance calling system on a daily basis to assure parents are informed of student absences.
- Assist students, staff and visitors in the attendance office; take and relay messages to and from parents and students; issue admittance forms to students who are late or returning after an absence; issue off-campus passes according to established guidelines.

- Distribute, collect, code and process a variety of attendance and other forms required for accurate record-keeping; review forms for accuracy and completeness; duplicate materials as needed.
- Operate a variety of office equipment including a calculator, copier, fax machine, computer and assigned software.
- Perform a variety of clerical duties such as typing and distributing correspondence, lists, bulletins and notices as assigned.
- Refer student attendance issues to appropriate personnel according to established procedures; assist in identifying and resolving student attendance problems.
- Train and evaluate the performance of assigned staff; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions.
- Provide technical information and assistance to the Director regarding assigned functions; assist in the formulation and development of policies, procedures and programs.
- Prepare and maintain a variety of narrative and statistical reports, records and files related to personnel and assigned activities.
- Communicate with other administrators, personnel and outside organizations to coordinate activities and programs, resolve issues and conflicts and exchange information.
- Participate in the development of the annual preliminary budget; analyze and review budgetary and financial data; control and authorize expenditures in accordance with established limitations.
- Operate a computer and assigned software programs; operate other office equipment as assigned; drive a vehicle to conduct work as assigned.
- Attend and conduct a variety of meetings as assigned.

**Qualifications:**

- Education and experience, any combination equivalent to: graduation from high school supplemented by some college-level coursework in education or related field and two years clerical experience including one year maintaining student records.

**Physical Abilities:**

- Dexterity of hands and fingers to operate a computer keyboard.
- Hearing and speaking to exchange information in person or on the telephone.
- Sitting or standing for extended periods of time.
- Seeing to read a variety of materials.
- Bending at the waist, kneeling or crouching to file materials.

**Duties and Responsibilities:**

- Organize and direct operations and activities related to the installation, configuration, maintenance, troubleshooting, diagnosis and repair of computer hardware, software, peripherals and network systems; prioritize installation, maintenance and repair needs, coordinate project assignments and establish time lines.

- Oversee and participate in the planning, design, set-up, development and modification of computer and network systems; supervise the design, installation, operation, maintenance and repair of Local Area Networks (LANs) and Wide Area Networks (WANs); assure proper installation of server and work station software and test applications to assure proper operation.
- Train and evaluate the performance of assigned staff; interview and select employees, and recommend transfers, reassignment, termination and disciplinary actions; assign employee duties and review work to assure accuracy and completeness; schedule staff to meet technology needs, priorities and time lines.
- Oversee the installation, configuration, upgrading and operation of a variety of hardware, software and equipment including cabling, servers, hubs, routers, switches and applications to enhance and assure proper operation of assigned computer systems.
- Perform a variety of network administration activities including establishing and maintaining user accounts, email accounts, Internet connectivity, back-ups, domains and workgroups, intranet, and designated programs and systems.
- Communicate with various staff, faculty and administrators to coordinate activities, exchange information and resolve issues and concerns; communicate with various vendors to discuss warranties and service contracts and make arrangements for repairs or replacements as needed.
- Troubleshoot network problems involving routing, communications, connectivity, network operating systems, printing, mass storage servers, print servers, memory management and other applications; conduct appropriate diagnostic testing on computers utilizing appropriate diagnostic tools.
- Provide consultation concerning computer systems, equipment and malfunctions; provide technical troubleshooting, determine type of request, diagnose and provide solutions; provide information concerning related practices and procedures.
- Coordinate communications and information between other departments to meet computer hardware, software, peripheral equipment and network system needs; prepare and distribute related correspondence.
- Operate a variety of technical equipment including testers, meters, analyzers and a variety of hand and power tools; drive a vehicle to conduct work.
- Communicate with personnel to exchange information, coordinate activities and programs and resolve issues or concerns.
- Prepare and maintain a variety of records and reports related to projects, work orders, equipment, systems, personnel, financial activity and assigned duties.
- Research and evaluate new technologies for possible implementation within the contracted school districts; provide technical advice concerning the purchasing and implementation of new technologies.
- Oversee inventory functions for assigned technology areas; monitor inventory levels of computer system parts and equipment; order, receive and assure adequate inventory levels of parts and equipment to meet operational needs of the department; oversee the preparation of related purchasing documents.

- Monitor and assess assigned technology functions for effectiveness and operational efficiency; provide input concerning the development and implementation of departmental programs, goals, objectives, policies, and procedures.
- Attend and conduct a variety of meetings as assigned.

**Qualifications:**

- Education and experience any combination equivalent to: Bachelor's degree in computer science or related field and three years increasingly responsible experience with advanced databases and word processing equipment and software.

**Physical Abilities:**

- Dexterity of hands and fingers to operate a computer keyboard.
- Hearing and speaking to exchange information in person and on the telephone.
- Seeing to read a variety of materials and view a computer monitor.
- Sitting or standing for extended periods of time.
- Lifting, carrying, pushing or pulling moderately heavy objects.
- Reaching overhead, above the shoulders and horizontally.

**Facility, Grounds, and Maintenance Supervisor**

Under the direction of the Director-Operations, organize and direct a variety of skilled activities involved in the comprehensive maintenance and construction of buildings and facilities; supervise and participate in a variety of alterations, maintenance, repair and construction projects; train and evaluate the performance of assigned personnel.

**Duties and Responsibilities:**

- Organize and direct a variety of skilled activities involved in the comprehensive maintenance and construction of buildings and facilities; confer with administrators and assist with the coordination of day-to-day maintenance activities to assure efficient maintenance and repair of buildings and facilities.
- Supervise and participate in a variety of alterations, maintenance, repair and construction projects for school and office buildings, structures, facilities, equipment, grounds and athletic fields.  
Train and evaluate the performance of assigned staff; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions; assign employee duties and review work to assure compliance with established guidelines and procedures.
- Lay out work and develop and prepare work schedules; review maintenance reports, blueprints, schematics and work orders and assure compliance and proper completion; organize and coordinate daily work assignments and priorities to assure effective workflow; establish and implement an effective preventive maintenance program; coordinate responses to emergency calls.

- Communicate with administrators and staff to discuss work orders and requests, to schedule and coordinate work projects and to minimize noise and disruption to normal school and office routines, schedules and classrooms.
- Prepare and maintain records, files, logs and reports related to assigned activities, personnel and functions.
- Maintain, troubleshoot, repair, renovate and remodel new and existing irrigation systems, including valves, sprinklers, back flow devices, controllers, pumps, valve boxes, cross connections and related components and equipment; replace system parts and equipment as necessary.
- Inspect work projects in progress and upon completion to assure compliance with specifications, work order, time, safety and organizational standards and requirements.
- Assist in determining required time, equipment, materials and supplies for building and grounds maintenance and construction operations and activities; requisition or purchase a wide variety of materials, supplies, maintenance tools and equipment.
- Research vendors for best source, price and quality of supplies, equipment, tools and vehicles; purchase supplies as needed according to established procedures and policies.
- Communicate with vendors, contractors and inspectors regarding maintenance operations and activities, materials, specifications, scheduling and related policies and procedures.
- Collaborate with contractors on work projects; assist in developing specifications; request bids for work to be performed; inspect completed work and work in progress to assure compliance with specifications and applicable laws, codes and regulations.
- Operate a variety of office equipment including a computer and assigned software.
- Operate a variety of tools and equipment related to a variety of the building trades and grounds maintenance.

### **Hazards**

- Exposure to chemicals, pool
- Pool motor light maintenance
- Boiler combustion, light

### **Qualifications:**

- Education and experience shall be any combination equivalent to: graduation from high school supplemented by completion of an approved apprenticeship program and five years increasingly responsible experience in the maintenance trades. Valid California Driver's License.

### **Physical Abilities:**

- Dexterity of hands and fingers to operate a variety of tools and equipment.
- Hearing and speaking to exchange information.
- Seeing to perform maintenance duties.
- Lifting, carrying, pushing or pulling heavy objects as assigned by the position.

- Reaching overhead, above the shoulders and horizontally.
- Bending at the waist, stooping, kneeling or crouching.
- Climbing ladders and working from heights.
- Standing for extended periods of time.

## **Manager of Athletics**

Under the direction of the Assistant Principal, plan, organize, control and direct high school athletic activities; schedule and coordinate athletics programs and events on campus; serve as liaison between administrators, personnel, parents, students and outside agencies; supervise and evaluate the performance of assigned personnel.

### **Duties and Responsibilities:**

- Plan, organize, control and direct high school athletic activities; develop standards and procedures for high school athletic programs; coordinate athletic camps on school facilities and security at athletic events.
- Supervise the performance of assigned personnel; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions; coordinate recruitment, job postings and descriptions, advertising and related paperwork with the Human Resources department.
- Monitor student academic and residential eligibility.
- Serve as liaison between administrators, personnel, parents, students, boosters and outside agencies; respond to inquiries and provide information concerning school athletics programs; coordinate activities and programs, resolve issues and conflicts and exchange information.
- Provide technical expertise, information and assistance to the administrator regarding school athletic activities; assure an economical, safe and efficient work environment; advise the administrator of unusual trends or problems and recommend appropriate corrective action.
- Plan, organize and implement long and short-term programs and activities designed to enhance after school athletic programs and services; develop policies and procedures regarding athletics and coaches handbook; assure coaches have met appropriate certification requirements.
- Direct the preparation and maintenance of a variety of data, reports, records and files related to student eligibility, assigned activities and personnel; assure compliance regarding discipline procedures for coaches and students according to established procedures, laws and regulations.
- Develop and prepare the annual preliminary budget for the site athletic programs and activities; analyze and review budgetary and financial data; control and authorize expenditures in accordance with established limitations; coordinate the purchase and maintenance of athletic equipment.
- Coordinate the transportation of athletic teams according to applicable policies and administrative regulations.
- Coordinate and participate in meetings, conferences and in-services; organize and conduct training sessions for athletic personnel.



- Operate a computer and other office equipment as assigned; drive a vehicle to various sites to conduct work.

Attend and conduct a variety of meetings as assigned.

**Qualifications:**

Education and Experience: any combination equivalent to: bachelor's degree in physical education or related field supplemented by four years' experience as a varsity or junior varsity coach. Valid First Aid and CPR Certificate issued by an authorized agency.

Valid California driver's license.

**Physical Abilities:**

- Hearing and speaking to exchange information and make presentations.
- Seeing to read a variety of materials.
- Dexterity of hands and fingers to operate a computer keyboard.
- Sitting or standing for extended periods of time.
- Lifting of moderately heavy objects.

**Manager -- Fiscal Services**

Under the direction of the Chief Business Officer, plan, organize and direct accounting and budgetary operations and activities including the review, evaluation, maintenance and adjustment of funds, budgets and accounts; coordinate and direct personnel, communications and record-keeping functions to meet organizational accounting needs and assure smooth and efficient fiscal activities; supervise and evaluate the performance of assigned personnel.

**Duties and Responsibilities:**

- Plan, organize and direct accounting and budgetary operations and activities including the review, evaluation, maintenance and adjustment of funds, budgets and accounts; assist in establishing and maintaining fiscal time lines and priorities; assure fiscal activities comply with established laws, codes, regulations, policies and procedures.
- Coordinate and direct personnel, communications and record-keeping functions to meet organizational accounting needs and assure smooth and efficient fiscal activities; assist in the development and implementation of accounting and budgetary programs, projects, functions, goals, objectives and activities.
- Supervise and evaluate the performance of assigned personnel; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions; assign employee duties and review work to assure accuracy, completeness and compliance with established standards, requirements and procedures.
- Perform a variety of complex clerical accounting duties in support of assigned Associated Student Body (ASB) accounts; receive, review and process ASB purchase orders and invoices as assigned; verify, balance and adjust assigned accounts in support of assigned ASB programs; monitor funds for income and expenditures; prepare and reconcile bank statements and other financial statements as directed.

- Plan, organize and direct financial record-keeping, reporting and related auditing functions to assure accurate and timely accounting and reporting of funds and budgets; review and analyze financial statements, records and reports to assure compliance with established guidelines, procedures and generally accepted accounting principles.
- Coordinate and direct the monitoring, evaluation and reconciliation of accounts, funds and budgets; assure accurate accounting of funds including income and expenditures; audit accounts for errors and make appropriate adjustments; oversee the reconciliation of various fiscal statements to assure accurate fund accounting.
- Monitor and evaluate accounting and budgetary functions for accuracy and operational efficiency; receive and respond to staff input concerning accounting and budgetary needs; assist in the development and implementation of programs, policies and procedures to enhance accounting and budgetary accuracy and operational efficiency.
- Coordinate communications between personnel, governmental agencies, outside organizations and the public to assure smooth and efficient accounting functions; assure proper and timely resolution of issues, errors and discrepancies related to organizational accounting functions.
- Provide consultation to administrators, personnel, outside agencies and others concerning accounting operations and related functions; respond to inquiries, resolve issues and conflicts and provide detailed and technical information concerning related accounts, funds, budgets, transactions, records, standards, laws, codes, regulations, policies and procedures.
- Direct the preparation and maintenance of a variety of narrative, financial and statistical records, reports and statements related to accounts, funds, budgets, revenue, expenditures, reconciliations, claims and assigned activities; assure mandated reports are completed and submitted to appropriate personnel or governmental agency according to established time lines.
- Assist in the development and preparation of the annual preliminary Student Store budget; analyze and review budgetary and financial data; control and authorize expenditures in accordance with established limitations; prepare revenue and expenditure projections.
- Provide technical information and assistance to various administrators concerning accounting activities, needs and issues; assist in the formulation and development of policies, procedures and programs.
- Maintain current knowledge of laws, codes, rules, regulations and pending legislature related to accounting and budgetary functions; provide input concerning the modification of programs and procedures to assure compliance with established requirements as necessary.
- Operate a variety of office equipment including a computer and assigned software; drive a vehicle to conduct work.
- Communicate with administrators, personnel and outside organizations to exchange information, coordinate activities and programs and resolve issues or concerns.
- Attend and conduct a variety of meetings as assigned; prepare and deliver oral presentations concerning accounting functions.

**Qualifications:**

Education and Experience: any combination equivalent to: bachelor's degree in accounting or

related field and four years increasingly responsible accounting experience including the review, evaluation, maintenance and adjustment of funds, budgets and accounts.

**Physical Abilities:**

- Hearing and speaking to exchange information.
- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials.
- Sitting for extended periods of time.

**Manager -- Aquatics Activities**

Under the direction of the Director of Operations and Facilities, plan, organize and direct the operations and activities of the Palisades Charter High School (PCHS) aquatics facility; coordinate and direct facility functions to assure the safety of activities; assure compliance with local and State health and safety standards; coordinate and schedule the use of aquatics facilities by various groups, companies and community organizations; train and evaluate the performance of assigned personnel.

**Duties and Responsibilities:**

- Plan, organize and direct the operations and activities of an assigned aquatics facility; plan, develop and implement pool programs to meet the needs of the District; assure facilities and related activities comply with established laws, codes, rules, regulations, policies and procedures.
- Coordinate and direct swimming pool functions to assure the safety of activities; monitor aquatics facility to assure compliance with local and State health and safety standards; coordinate aquatic safety programs; oversee the preparation of safety education materials; assure proper pH and chemistry levels of pool water.
- Supervise and evaluate the performance of assigned staff; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions; arrange employee schedules.
- Coordinate and schedule the use of aquatics facilities by various groups, companies and community organizations; assure compliance with applicable laws, codes, policies and guidelines; establish and maintain master calendar of facility use; prepare reports related to facilities use; conduct surveys and maintain lists of users to generate feedback and provide outreach.
- Process permit applications according to established procedures; complete paperwork for approved permits; prepare requests for permits and obtain proper authorization; notify applicants of approval or denial; issue permits to applicants.
- Communicate with other administrators, personnel and outside organizations to coordinate activities and programs, resolve issues and conflicts and exchange information.
- Operate a variety of office equipment including a copier, scanner, touchpad, scoreboards, computer and assigned software; operate a variety of pool equipment; drive a vehicle to conduct work.

- Provide technical expertise, information and assistance to the Director of Operations and Facilities regarding aquatics facilities operations; formulate, develop, and implement policies, procedures and programs.
- Coordinate with independent contractors and manage their involvements with the PCHS aquatics facility; maintain and update service, consultant and contract agreements; coordinate the process for contract approval; contact relevant parties with contract information as updates occur.
- Plan, organize and direct the activities of contracted work crews; keep administrators and other personnel current concerning projects, situations and completion of work; assure activities comply with established rules, regulations, policies and procedures; inspect completed work for accuracy and compliance with instructions and established standards.
- Perform a variety of technical activities involved in the cleaning, maintenance and repair of swimming pool, pump room, surrounding areas and related equipment to assure safe and sanitary conditions.
- Direct the preparation and maintenance of a variety of narrative and statistical reports, records and files related to personnel and aquatics facilities activities and statistics, including pool programs, attendance, incidents, financial activities and other related reports.
- Maintain athletic facilities in a clean, orderly and sanitary condition.
- Assure proper working condition and storage of athletic equipment; perform minor repair of equipment as necessary; distribute and collect athletic equipment.
- Develop and prepare the annual preliminary budget for the aquatics facility; analyze and review budgetary and financial data; control and authorize expenditures in accordance with established limitations; monitor inventory levels of athletic, custodial and pool supplies; order, receive and maintain inventory of supplies.
- Maintain security of assigned athletic facilities; lock and unlock doors.
- Coordinate, conduct and participate in meetings and in-services; organize emergency drills.
- Perform life guarding, maintenance and swim instruction duties as needed.
- Administer first aid and CPR as needed; train personnel in proper first aid and CPR techniques.

### **Hazards**

- Exposure to pool chemicals
- Pool motor maintenance
- Boiler combustion

### **Qualifications:**

Education and Experience: Any combination equivalent to: bachelor's degree in related field and four years' experience working in a community service program in aquatics, facility management or sports recreation. Valid and appropriate lifeguard certification.

Valid Certified Pool Operator certification. Valid First Aid and CPR Certificate issued by an authorized agency. Valid California driver's license.

**Physical Abilities:**

- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials and conduct pool surveillance.
- Hearing and speaking to exchange information.
- Sitting or standing for extended periods of time.
- Lifting, carrying, pushing or pulling heavy objects as assigned by position.
- Climbing ladders.

**Payroll/Fiscal Specialist**

Under the direction of the Chief Business Officer, perform a variety of technical payroll accounting duties to assure classified and/or certificated employees are paid in an accurate and timely manner; prepare and maintain a variety of automated and manual records and reports related to the payroll function.

**Duties and Responsibilities:**

- Perform a variety of technical duties in the preparation of payroll for certificated and/or classified personnel; receive and audit organizational time reports for classified and/or certificated employees; process and evaluate a variety of payroll-related forms and applications.
- Process certificated and classified payroll; input time sheet information including deductions into an assigned computer system; generate computerized lists and reports; assure accuracy of input and output data; compare prelists with computer printouts, detect inaccuracies and make corrections.
- Review and process time sheets and records; audit final time sheet against the payroll register; calculate and input salary adjustments, coding, time vouchers and overtime pay as needed; verify proper authorizing signatures, coding, calculations and accuracy of payroll adjustments.
- Perform a variety of technical accounting duties in support of accounts payable functions; assure proper processing of related forms and records according to established standards, requirements and procedures; assure accurate and timely payment of organizational financial obligations.
- Process, code and verify invoices; check invoices and match with purchase orders and receivers; contact staff and vendors to verify invoices; issue and distribute appropriate payments to purchase orders; assure proper signatures and authorization of invoices. Establish and maintain detailed automated permanent records regarding personnel; input and update a variety of data including pay rates, tax status, deductions, vacation and sick leave, benefits and other employee information.
- Compile information and prepare and maintain a variety of records and reports related to employee information, time sheets, pay rates, salary adjustments, disability, Workers'

Compensation, payroll data, attendance and assigned duties; submit payroll reports to appropriate personnel for processing.

- Serve as a technical resource to personnel regarding payroll processes, policies and procedures; respond to inquiries and provide information concerning calculations, pay rates, benefits, taxes and leave; investigate and resolve retroactive and other payroll discrepancies.
- Assist employees in the activation of a variety of voluntary deductions; distribute required paperwork; process voluntary deductions, garnishments and various other transactions for payroll adjustments; assist employees with the proper completion of various forms and applications.
- Prepare, process and assure accuracy of a variety of required tax forms as assigned; perform periodic tax procedures and related payroll reconciliation functions; prepare and distribute mandated tax reports; compile and verify related employee information.
- Operate a variety of office equipment including a calculator, copier, fax machine, typewriter, computer and assigned software.
- Maintain records of individual earnings, deductions and related data; process new hires, retirements and terminations as appropriate; verify documents for proper account codes, pay rates and related data.
- Provide information to staff concerning payroll techniques, procedures, guidelines and regulations; assist in coordinating accounting activities to meet established payroll time lines.
- Receive, sort and distribute paychecks and warrants according to established procedures and guidelines; process special payroll transactions such as corrections, bonuses, replacements, final checks and retro-pay as appropriate.

**Qualifications:**

Education and Experience: any combination equivalent to: two years of college-level coursework in accounting or related field and three years clerical accounting experience including one year in the maintenance of payroll records.

**Physical Abilities:**

- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials.
- Hearing and speaking to exchange information.
- Sitting for extended periods of time.

**IT DIRECTOR/INFORMATION TECHNOLOGY SUPERVISOR/DIRECTOR**

Under the direction of the Director of Operations, organize and direct operations and activities related to the installation, configuration, maintenance, troubleshooting, diagnosis and repair of computer hardware, software, peripherals and network systems; oversee and participate in the planning, design, set-up, development and modification of computer and network systems; train and evaluate the performance of assigned personnel.

**Duties:**

186

Organize and direct operations and activities related to the installation, configuration, maintenance, troubleshooting, diagnosis and repair of computer hardware, software, peripherals and network systems; prioritize installation, maintenance and repair needs, coordinate project assignments and establish time lines.

Oversee and participate in the planning, design, set-up, development and modification of computer and network systems; supervise the design, installation, operation, maintenance and repair of Local Area Networks (LANs) and Wide Area Networks (WANs); assure proper installation of server and work station software and test applications to assure proper operation.

Train and evaluate the performance of assigned staff; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions; assign employee duties and review work to assure accuracy and completeness; schedule staff to meet technology needs, priorities and time lines.

Oversee the installation, configuration, upgrading and operation of a variety of hardware, software and equipment including cabling, servers, hubs, routers, switches and applications to enhance and assure proper operation of assigned computer systems.

Provide consultation concerning computer systems, equipment and malfunctions; provide technical troubleshooting, determine type of request, diagnose and provide solutions; provide information concerning related practices and procedures.

Coordinate communications and information between other departments to meet computer hardware, software, peripheral and network system needs; prepare and distribute related correspondence.

Operate a variety of technical equipment including testers, meters, analyzers and a variety of hand and power tools; drive a vehicle to conduct work.

Communicate with personnel to exchange information, coordinate activities and programs and resolve issues or concerns.

Prepare and maintain a variety of records and reports related to projects, work orders, equipment, systems, personnel, financial activity and assigned duties.

Research and evaluate new technologies for possible implementation within the contracted school districts; provide technical advice concerning the purchasing and implementation of new technologies.

Oversee inventory functions for assigned technology areas; monitor inventory levels of computer system parts and equipment; order, receive and assure adequate inventory levels of parts and equipment to meet operational needs of the department; oversee the preparation of related purchasing documents.



Monitor and assess assigned technology functions for effectiveness and operational efficiency; provide input concerning the development and implementation of departmental programs, goals, objectives, policies and procedures.

Attend and conduct a variety of meetings as assigned.

Perform related duties as assigned.

**Knowledge and Abilities:**

Organization and direction of operations and activities related to the installation, configuration, maintenance, troubleshooting, diagnosis and repair of computer hardware, software, peripherals and network systems.

Principles, methods and procedures of operating computers, networks and peripheral equipment.

Policies and objectives of assigned programs and activities.

System utilities and design and program applications.

Materials, methods and tools used in the operation and repair of computer systems.

Principles, theories and techniques of LAN and WAN design.

Advanced knowledge of software programs.

Principles and techniques of systems and network analysis.

Computer hardware systems and software applications utilized.

Principles and practices of supervision and training.

Record-keeping and report preparation techniques.

Interpersonal skills using tact, patience and courtesy.

Oral and written communication skills.

Technical aspects of field of specialty.

**Abilities:**

Organize and direct operations and activities related to the installation, configuration, maintenance, troubleshooting, diagnosis and repair of computer hardware, software, peripherals and network systems.

Oversee and participate in the planning, design, set-up, development and modification of computer and network systems.

Train and evaluate the performance of assigned personnel.

Prioritize installation, maintenance and repair needs.

Supervise the design, installation, operation, maintenance and repair of LANs and WANs.

Assure proper installation of server and work station software.

Research and establish communication with existing networks in the Internet.

Combining graphic layout design with written text to develop professional press-ready publication.

Organize, establish and maintain a data management, storage and retrieval system.

Provide consultation to personnel and others concerning computer systems, equipment and malfunctions.

Oversee inventory functions for assigned technology areas.

Maintain current knowledge of technological advances in the field.

Plan and organize work.

Meet schedules and time lines.

Work independently with little direction.

Communicate effectively both orally and in writing.

Establish and maintain cooperative and effective working relationships with others.

Maintain records and prepare reports.

**Education and Experience:**

Any combination equivalent to: bachelor's degree in computer science or related field and four years increasingly responsible experience with advanced databases and word processing equipment and software.

**Physical Demands:**

Dexterity of hands and fingers to operate a computer keyboard.

Hearing and speaking to exchange information in person and on the telephone.

Seeing to read a variety of materials and view a computer monitor.

Sitting or standing for extended periods of time.

Lifting, carrying, pushing or pulling moderately heavy objects.

Bending at the waist, kneeling or crouching.

Reaching overhead, above the shoulders and horizontally.

**Technology Support Specialist II**

Under the direction of the Information Technology Team Supervisor/Director, perform a variety of technical and resource services in the installation, operation, configuration, repair, maintenance and diagnosis of computer hardware and software and inter-networking hardware and peripheral equipment; provide technical user support assistance; analyze, define and correct problems with assigned systems and associated components; install, troubleshoot, maintain and repair local and wide area network cabling to provide user connectivity, support and assistance.

**Distinguishing Characteristics:**

The Technology Support Specialist II is the senior level position in the series. Incumbents provide end user support for mixed platform classroom environments, support for more complex technology equipment and network troubleshooting. The Technology Support Specialist I is the entry-level position in the series. Incumbents provide end user support, cart delivery and tech support, as well as repair of iPads and other mobile devices.

**Duties and Responsibilities:**

- Provide help-desk support for troubleshooting and repairs of classroom and office workstations.
- Troubleshoot network problems involving routing, communications, connectivity, network operating systems, printing, mass storage servers, print servers, memory management and other applications; conduct appropriate diagnostic testing on computers utilizing appropriate diagnostic tools.
- Install, configure, repair and maintain a variety of complex, multi-vendor hardware and software in a network and stand-alone environment including terminals, printers, monitors, hard and floppy drives, network interface cards and other servers, terminal connections, switches, cables, routers, hubs and other hardware; install appropriate network software; assemble computers and printers for networking.

- Provide technical information to departmental staff, other departments and sites and to end users; provide training and support in the proper use of installed software systems; provide network solutions to virus attacks as assigned; respond to questions or problems in person or on the telephone.
- Prepare and maintain records and reports related to assigned activities; prepare time and material cost estimates as needed.
- Operate assigned computer hardware and software systems, and various printers, hard drives, cables and connectors, and other tools as assigned; drive a vehicle to various sites to conduct work.
- Communicate with various management personnel, school personnel and staff to coordinate activities, exchange information and resolve issues and concerns.

**Other duties:**

- Participate in development and implementation of strategies and designs for enhancement of data communications including upgrades to network hardware and software; participate in designing and maintaining databases, forms, and reports.
- Attend meetings and maintain current knowledge of technological advances in the field.
- Perform related duties as assigned.

**Qualifications:**

Education and Experience: any combination equivalent to: graduation from high school supplemented by college-level course work in computer science, information systems, or related field and three years' experience in network maintenance, installation and repair. Valid California driver's license.

**Physical Abilities:**

- Dexterity of hands and fingers to operate a computer keyboard and assigned tools
- Seeing to read a variety of materials and view a computer monitor
- Hearing and speaking to exchange information
- Sitting or standing for extended periods of time
- Bending at the waist, kneeling or crouching
- Lifting, carrying, pushing or pulling heavy objects
- Reaching overhead, horizontally and above the shoulder to install cables and wires
- Climbing ladders

**Technology Support Specialist I**

Under the direction of the Information Technology Team Supervisor/Director, install, maintain and repair computer equipment, peripherals, and networks to prevent service interruption; instruct personnel in the operation of computers, peripherals, and related equipment.

**Distinguishing Characteristics:**

The Technology Support Specialist I is the entry-level position in the series. Incumbents provide end user support, cart delivery and tech support, as well as repair of iPads and other mobile devices. The Technology Support Specialist II is the senior level position in the series. Incumbents provide end user support for mixed platform classroom environments, support for more complex technology equipment and network troubleshooting.

**Duties and Responsibilities:**

- Provide help-desk support for troubleshooting and repairs of classroom and office workstations.
- Install, maintain and repair computer equipment and related peripherals; review and prioritize work orders.
- Install, configure and assist in the use of various operating systems and software applications; troubleshoot and resolve software and hardware related problems.
- Install networks and related equipment; assist schools in the implementation of networks; install hubs, wiring and cables to buildings through walls, attics, and rooftops; install switch decks or hub and set up computers and peripheral equipment.
- Provide instruction to personnel in the operation and care of assigned equipment and software; assist schools with the selection and installation of software.
- Provide recommendations of replacement and upgrades of operating systems and software; perform upgrades on older computer equipment; maintain records of equipment and malfunctions.
- Drive a vehicle to sites to conduct work; maintain related logs and inventory records; prioritize and respond to emergency service calls.
- Operate a variety of hand and power tools; perform equipment tests using specialized equipment.
- Assist other departments on special projects as assigned.

**Qualifications:**

Education and experience, any combination equivalent to: graduation from high school supplemented by college-level course work in computer science or related field and two years' experience in the installation, maintenance and repair of computer systems, peripherals and related equipment. Valid California driver's license.

**Physical Abilities:**

- Dexterity of hands and fingers to operate hand tools, computer keyboards and other assigned equipment.
- Reaching overhead, above the shoulders and horizontally.
- Climbing ladders and working from heights.
- Sitting or standing for extended periods of time.
- Lifting and carrying moderately heavy equipment.
- Bending at the waist, kneeling or crouching.
- Seeing to perform computer repair duties.

**Hazards:**

- Working at heights.
- Working in a cramped or restrictive work chamber.

**Student Information System Specialist**

Under the direction of the Assistant Principal, perform a variety of technical duties in the management of the student information database for an assigned school; create and maintain master school and student database for information and analysis; assure accuracy of data input and management.

**Duties and Responsibilities:**

- Perform a variety of technical duties in the management of the student information database for an assigned school; manage the accuracy of the database to compile and develop statistical reports as requested; maintain confidentiality of student information.
- Create and maintain databases related to student attendance, enrollment and grades, course registration and history and school scheduling; manage the database by collecting and organizing new and existing student data and modifying student information as required; assure current student data.
- Input and maintain the master schedule into the computer system; correct and modify student schedules for upcoming years; perform basic system maintenance by compacting database, backing up the system and updating data.
- Provide reports, labels, spreadsheets and other documents as needed for school personnel; prepare reports for outside agencies including educational institutions as requested, including California Longitudinal Pupil Achievement Data System (CALPADS) reports; prepare lists of students matching applicable academic criteria for outside educational institutions; assure accuracy of data and efficiency of report preparation.
- Assist in analyzing student transfer transcripts and prepare site transcripts to include related information as assigned.
- Collect scan sheets from teachers for reporting grades; collect and review scan sheets for errors prior to scanning; print reports of scanned documents and make corrections as needed; generate report card reports and distribute to Principal and staff.
- Prepare school calendar for scheduling; input a variety of school scheduling dates including school registration, grade reporting periods, class period outlines and related deadlines for student and teacher inquiries; coordinate school calendar with teachers, students, departments and other personnel to assure compliance with timelines.
- Provide database information with personnel and outside agencies to assist with scheduling and academic scheduling; participate in preparing lists for booster organizations; assist the registrar with student data.

- Communicate with staff and parents in person or on the telephone to exchange information, resolve issues or concerns and coordinate activities; assist staff and others in the proper operation of the system.
- Operate a computer and assigned office equipment; troubleshoot equipment or software malfunctions and perform minor maintenance as needed.

**Qualifications:**

Education and Experience, any combination equivalent to: graduation from high school supplemented by college level coursework in and three years' experience operating a comprehensive database system.

**Physical Abilities:**

- Hearing and speaking to exchange information.
- Seeing to read a variety of materials.
- Sitting for extended periods of time.
- Bending at the waist, kneeling or crouching to file materials.

**Library Media Technician**

Under the direction of the Library Media Teacher, perform a variety of clerical library duties involved in the acquisition, circulation, maintenance and distribution of library books, textbooks and instructional materials; assist students and teachers in the selection, location and use of library materials and equipment.

**Duties and Responsibilities:**

- Perform a variety of clerical library duties involved in the acquisition, circulation, maintenance and distribution of library books, textbooks and instructional materials; process new books and instructional materials; participate in the cataloguing of books and instructional materials.
- Assist students and teachers in the selection, location and use of library materials and equipment; respond to inquiries and provide information to students and teachers; assist students in researching instructional materials for classroom use.
- Circulate library materials; check library materials in and out to students and staff using an assigned computerized system and bar codes; shelve returned books and materials; collect student late fees and prepare related correspondence.
- Instruct students in proper methods of utilizing library and reference materials; assist students with utilizing computers for research projects; monitor and maintain acceptable student behavior.
- Monitor inventory levels of textbooks, instructional materials and other library supplies; assist in ordering materials and supplies as directed; maintain and perform minor repairs on books and equipment as needed.

- Input, process and receive library material and textbook orders; prepare materials for introduction into the library materials collection; prepare labels; affix identification and bar-code labels to materials; input related information into assigned computer system.
- Operate a variety of office and library equipment including a calculator, copier, fax machine, computer and assigned software.
- Maintain a variety of records related to library books, textbooks, instructional materials, student information, inventory and assigned activities; establish and maintain filing systems.
- Communicate with personnel and outside agencies to exchange information and resolve issues or concerns.
- Organize and prepare library displays, decorations and bulletin boards; maintain a clean and orderly library environment.

**Qualifications:**

Education and Experience, any combination equivalent to: graduation from high school and two years of general clerical or library experience.

**Physical Abilities:**

- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials and monitor student behavior.
- Hearing and speaking to exchange information.
- Sitting or standing for extended periods of time.
- Lifting, carrying, pushing and pulling moderately heavy objects as assigned by position.
- Bending at the waist, kneeling or crouching to shelve and retrieve library materials.
- Reaching overhead, above the shoulders and horizontally.

**Purchasing Technician**

Under the direction of the Manager-Finance, perform a variety of technical duties related to the purchasing of services, supplies and equipment; prepare, review, verify and process purchasing forms and documents; obtain pricing and related purchasing data.

**Duties and Responsibilities:**

- Perform a variety of technical duties related to the purchasing of services, supplies and equipment; assure purchasing activities comply with established guidelines and regulations.
- Receive, review and process purchase requisitions; assure accuracy and completeness of order information and proper signatures; inspect orders for accuracy and completeness regarding account coding and cost calculations.
- Contact vendors to obtain quotes, pricing, product information and related purchasing data; verify pricing and purchase order information as necessary; modify and cancel purchase orders as necessary; follow up on delayed shipments, discrepancies and damaged deliveries.
- Input purchase order information into an assigned computer system including delivery address, discounts, account coding, purchase amounts, product quantity and other required data; generate purchase orders and submit for approval as necessary; maintain automated records as appropriate.



- Prepare and maintain a variety of records and reports related to purchase orders, expenditures and assigned activities; maintain and update vendor catalogues and files.
- Initiate and receive phone calls concerning various purchasing functions; respond to inquiries and provide information concerning purchase orders, on-line requisitions and the procurement of equipment, supplies and materials.
- Communicate with other departments, vendors and staff to exchange information and coordinate activities; follow up with departments to verify information and receipt of orders; contact administrator to obtain approval on price increases and product changes.
- Operate a variety of office equipment including a calculator, copier, fax machine, typewriter, computer and assigned software.
- Prepare a variety of correspondence related to the purchasing function including memoranda, bulletins and cancellation notices.
- Attend a variety of assigned meetings.

**Qualifications:**

Education and experience, any combination equivalent to: graduation from high school and three years clerical accounting experience.

**Physical Abilities:**

- Dexterity of hands and fingers to operate a computer keyboard.
- Hearing and speaking to exchange information in person or on the telephone.
- Seeing to read a variety of materials.
- Sitting or standing for extended periods of time.
- Bending at the waist, kneeling or crouching to file materials.

**Maintenance Technician**

Under the direction of the Facility Grounds and Maintenance Supervisor, perform a variety of skilled activities in the maintenance and repair of assigned facilities, utilities and equipment including tasks in carpentry, electrical work, heating, ventilation and air conditioning (HVAC), construction and plumbing.

**Duties and Responsibilities:**

- Perform a variety of skilled activities in the maintenance and repair of designated facilities, utilities and equipment including tasks in carpentry, electrical work, HVAC, construction, plumbing and painting; receive, prioritize and respond to work orders in a timely and efficient manner.
- Repair or fabricate articles and structures of wood or related materials such as doors, partitions, counters and furniture; repair and replace hardware; repair floors, walls, ceilings, roofs and windows.
- Perform troubleshooting and repair to electrical fixtures, equipment, systems and other installations; replace light fixtures, ballasts, switches, fuses, plugs, cabling and other electrical accessories; trace out wiring, perform diagnostic tests on system components and replace defective wires and parts.

- Perform a variety of skilled plumbing duties in the maintenance and repair of faucets, drinking fountains, toilets, urinals, sinks, pipes, valves, pumps and other fittings and fixtures; inspect and repair leaks, obstructions and general system failures.
- Maintain, troubleshoot and repair heating, ventilation and air conditioning systems and equipment; make routine adjustments and perform preventive maintenance; diagnose malfunctions and determine repair needs; maintain and replace filters as necessary.
- Maintain, troubleshoot, repair, renovate and remodel new and existing irrigation systems, including valves, sprinklers, back flow devices, controllers, pumps, valve boxes, cross connections and related components and equipment; replace system parts and equipment as necessary.
- Perform regular safety checks of facilities to assure compliance with established laws, codes and regulations; identify and resolve safety hazards; respond to and resolve emergency situations as required.
- Organize and lie out maintenance, repair, installation and construction tasks; interpret plans, diagrams, blue prints, sketches and specifications; estimate time, material and equipment requirements for assigned projects.
- Operate and maintain a variety of hand and power tools and equipment such as drills, saws, presses, grinders and pallet jacks.
- Assemble, move and arrange various furniture and equipment as directed; load and unload equipment and supplies.
- Monitor inventory levels of maintenance supplies and equipment; order, receive and maintain appropriate inventory levels of supplies and equipment.
- Communicate with personnel and various outside agencies to exchange information, coordinate activities and resolve issues or concerns.
- Maintain various records related to safety, expenses, work orders, project status and assigned activities.
- Perform preventive maintenance on equipment and utilities including replacing and servicing parts and components.

**Qualifications:**

Education and experience, any combination equivalent to: graduation from high school supplemented by specialized training in building maintenance or a related field and three years journey-level experience in the maintenance trades.

**Physical Abilities:**

- Dexterity of hands and fingers to operate a variety of tools and equipment.
- Hearing and speaking to exchange information.
- Seeing to perform maintenance duties.
- Lifting, carrying, pushing or pulling heavy objects as assigned by the position.
- Reaching overhead, above the shoulders and horizontally.
- Bending at the waist, stooping, kneeling or crouching.

- Climbing ladders and working from heights.
- Standing for extended periods of time.

**Environment:**

- Indoor and outdoor work environment.
- Regular exposure to fumes, dust, dirt, oil/grease.
- Seasonal heat and cold or adverse weather conditions.

**Hazards:**

- Working around and with machinery having moving parts.
- Working at heights.
- Power saws and flying debris or nails.
- Exposure to fumes from solvents.

**Facilities Use Technician**

Under the direction of the Director-Operations, coordinate and schedule the use of organizational facilities by various groups, companies and community organizations; assure compliance with applicable laws, codes, policies and guidelines; process permit applications and collect related payments.

**Duties and Responsibilities:**

- Coordinate and schedule the use of organizational facilities by various groups, companies and community organizations; assure compliance with applicable laws, codes, policies and guidelines; establish and maintain master calendar of facility use; prepare reports related to facilities use.
- Process permit applications according to established procedures; complete paperwork for approved permits; prepare requests for permits and obtain proper authorization; notify applicants of approval or denial; issue permits to applicants.
- Serve as a resource to administrators and the public concerning the use of facilities; respond to inquiries and provide detailed information as requested including estimates for use of facilities.
- Assist organizations in locating appropriate facilities; coordinate use of site facilities with site personnel and the requesting organization.
- Assure fees for use of facilities are received in a timely manner; follow-up with organizations to obtain payments; receive and account for facility fees; issue receipts as needed; maintain related records and prepare related reports.
- Assure organizations have appropriate liability insurance; complete insurance applications as needed and determine the cost for the approved insurance program.
- Determine staffing needs for various facility-based events; estimate and adjust related costs.
- Perform a variety of clerical duties related to assigned activities; answer telephones and greet and assist visitors; type, file and duplicate a variety of forms, reports and correspondence; establish and maintain files for facility transactions.

- Communicate with administrators, staff and outside agencies to exchange information, resolve issues and coordinate activities.
- Operate a variety of computer and other standard office equipment.
- Monitor, oversee and coordinate activities of contracted work crews; keep administrators and other personnel current concerning projects, situations and completion of work; assure activities comply with established rules, regulations, policies and procedures; inspect completed work for accuracy and compliance with instructions and established standards.
- Attend and participate in a variety of meetings related to assigned activities.

**Qualifications:**

Education and Experience: Any combination equivalent to: graduation from high school and three years general experience involving frequent public contact.

**Physical Abilities:**

- Hearing and speaking to exchange information.
- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials.
- Sitting or standing for extended periods of time.

**Records Assistant**

Under the direction of the Assistant Principal of Academic Counseling, prepare, maintain, modify and evaluate manual and automated scholastic records; monitor and assess student records to identify graduation deficiencies and eligibilities; obtain and respond to requests for student records and information.

**Responsibilities and Duties:**

- Prepare, maintain, modify and evaluate manual and automated scholastic records; establish and maintain permanent student records and related filing systems; maintain confidentiality of sensitive and privileged information.
- Input data regarding current and new students including grades, credits, test scores and other student information into an assigned computer system; maintain automated student records; generate a variety of computerized lists and reports related to student information.
- Monitor and assess student records to identify graduation deficiencies and eligibilities; evaluate transcripts received from other schools to determine allowable credits; communicate graduation deficiencies and eligibilities to appropriate administrators and counselors.
- Compile data related to current and new students including grades, credits, test scores and other student information; contact other schools to request transcripts and student information; update student information in response to grade and schedule changes.
- Respond to inquiries from students, parents, staff, schools, alumni and various outside agencies concerning student information; provide official or unofficial transcripts and information related to student grades, credits, graduation status and related data; prepare transcripts for mailing.

- Prepare a variety of letters, forms, applications, packets, memoranda, reports and correspondence related to school activities, senior graduation status, student demographics and related information; disseminate materials and information to students, staff, parents and the public.
- Review program and schedule changes and modify student records; distribute information concerning student schedule changes to faculty and other departments.
- Receive telephone calls, greet visitors and provide information and assistance to students, parents, staff and the public regarding student grades, enrollment and related policies and procedures.  
Operate a variety of office equipment including a calculator, copier, fax machine, typewriter, computer and assigned software.
- Distribute, collect, and process scanned grade forms, report cards and variety of specialized forms and applications; review for completeness and accuracy; duplicate materials as necessary.
- Participate in a variety of assigned activities such as withdrawing exiting students, enrolling new students, assisting with testing activities and assisting in the development of the master schedule.

**Qualifications:**

Education and Experience, Any combination equivalent to: graduation from high school and three years of clerical or secretarial experience including some experience maintaining student records.

**Physical Abilities:**

- Dexterity of hands and fingers to operate a computer keyboard.
- Hearing and speaking to exchange information in person or on the telephone.
- Sitting or standing for extended periods of time.
- Seeing to read a variety of materials.
- Bending at the waist, kneeling or crouching to file materials.

**Teacher** (General Description covering all subject matter)

Provide an educational program for pupils in High School: assist in other school programs as assigned.

**General Duties:**

Teach a Single Subject area: may include\_ reading, language arts. social studies, mathematics, science. art. health, physical education, and music to pupils utilizing course of study adopted by the Board of Education, and other appropriate learning activities.

Instruct pupils in citizenship and basic subject matter specified in state law and administrative regulations and procedures of the school.

Provide planned learning experiences in order to motivate pupils and best utilize the available time for instruction: identify and adjust instructional objectives in terms of student need using grade level standards and assessments.

Develop lesson plans and instructional materials to provide individualized and small group. as

well as whole group. instruction in order to adapt the curriculum to the needs of each pupil.

Establish and maintain standards of pupil behavior needed to achieve a functional learning atmosphere in the classroom; support and assist in maintaining district discipline policy and the site discipline plan; develop self discipline responsibility and leadership skills.

Evaluate pupil academic and social growth maintain appropriate records and prepare progress reports: communicate with parents on the individual pupil's progress.

Identify pupil needs and cooperate with other professional staff members in assessing and helping pupils solve health, emotional, social and learning problems.

Create classroom environment which is conducive for learning through functional and attractive displays, bulletin boards, and interest centers and which include, model of high standards and expectations for student work.

Maintain professional competency through staff development activities and/or self selected professional growth activities.

Administer multiple measure assessment tests in accordance with the testing program and requisition books and instructional supplies: maintain required inventory records Operate a computer and other standard office equipment.

Administer basic first aid and CPR as needed

Assure a comfortable room environment through control of heating, lighting and ventilation to the extent possible.

Participate in faculty meetings and committees and the sponsorship of pupil activities.

Plan and direct the work of classified/support personnel and volunteers who assist in the classroom.

Perform related duties as assigned.

**Knowledge and Abilities:**

Principles, theories, practices, methods and techniques used in curriculum development and classroom instruction.

Classroom procedures which promote appropriate student conduct and motivation for student learning.

Student guidance principles and practices.

Principles of training and providing work direction.

Interpersonal skills using tact, patience and courtesy.

Applicable sections of the State Education Code and other applicable laws.

Research methods and report writing techniques.

First aid and CPR.

Current trends and research concerning the growth and development of children.

Create an instructional program and a class environment favorable to learning and personal growth.

Establish rapport with pupils.

Motivate pupils to develop skills,

Monitor children in classrooms.

Display the use of good judgment in making decisions

Maintain professional relationship, with pupils, parents, colleague, and supervising staff members.

Communicate effectively both orally and in writing.

Keep standards of physical health, energy, and emotional adjustment to job environment

**Experience:**

Any combination equivalent to: bachelor's degree, including courses needed to meet credential requirements and student teaching classroom experience. Other factors for effective performance including the following: Clear credential as required by State law. Master's degree with academic subject matter major.

**Credential and Licenses:**

Valid Teaching Credential.



Valid First Aid and CPR certificates issued by an authorized

**Environment:**

Classroom environment.

**Physical Demands:**

Hearing and speaking to exchange information. Dexterity of hands and fingers to demonstrate activities.

Seeing to read a variety of materials and monitor students. Bending at the waist. kneeling or crouching to assist students. Sitting or standing for extended periods of time.

**Instructional Assistant – English Language**

Under the direction of the English Language Coordinator, perform a variety of duties in support of the standardized testing of students enrolled in designated bilingual programs; prepare, administer and score language assessment and initial placement examinations required for limited or non-English speaking students; translate communications between personnel and non-English speaking parents and members of the community.

**Duties and Responsibilities:**

- Perform a variety of duties in support of the standardized testing of students enrolled in designated bilingual programs; assure organizational compliance with federal, State and local guidelines, laws, regulations and procedures related to bilingual students.
- Administer language assessment and initial placement examinations to limited or non-English speaking students according to established procedures; administer oral and written portions of the exam testing reading, writing and language structure; oversee students being tested.
- Prepare, distribute and collect testing materials; score tests; record student data; prepare assessment data for use in State-mandated reports; compile and distribute testing data to various departments as requested.
- Translate communications between personnel and limited or non-English speaking parents and members of the community; serve as an interpreter for parent conferences, telephone calls, hearings and meetings as needed; translate and prepare written correspondence as necessary.
- Assist an individual or small group of students in a variety of subject areas; monitor students to assure understanding of material being presented; answer student questions; instruct students in proper sentence structure and English grammar;

explain a variety of concepts, techniques and ideas related to assigned subject area; assist students in understanding instructional materials.

- Confer with students and parents concerning student abilities and assessment results; refer families to community resources as appropriate; serve as a technical resource to teachers, parents and others concerning programs for limited or non-English speaking students.
- Operate a variety of office equipment including a copier, fax machine, typewriter, computer and assigned software; drive a vehicle to conduct work.
- Prepare and maintain a variety of records, logs and reports related to student information, test results and assigned activities; establish and maintain student files.
- Communicate with teachers, administrators, staff and outside agencies to exchange information and resolve issue or concerns related to student progress, language abilities, assessment results and assigned activities.
- Assist in the preparation and participation of various committees and events in support of educational initiatives; provide assistance and information during school hours and after-school programs to students in a variety of subjects.
- Perform a variety of clerical duties related to assigned activities such as duplicating materials, inputting data into an assigned computer system and processing forms and applications.
- Maintain current knowledge of program rules, regulations, requirements and restrictions.

**Qualifications:**

Education and experience, any combination equivalent to: graduation from high school supplemented by college-level course work in a designated second language and two years of general clerical experience involving frequent public contact.

**Physical Abilities:**

- Dexterity of hands and fingers to operate a computer keyboard.
- Hearing and speaking to exchange information.
- Seeing to read a variety of materials.
- Sitting for extended periods of time.
- Bending at the waist, kneeling or crouching.
- Reaching overhead, above the shoulders or horizontally.

**Administrative Assistant -- Pali Academy (formally known as Temescal Academy)**

Under the direction of the Program Coordinator, perform varied and responsible secretarial and administrative assistant duties to relieve the Program Director of Pali Academy (formally known as Temescal Academy) of administrative and clerical detail;

plan, coordinate and organize office activities and coordinate flow of communications for the assigned supervisor.

**Duties and Responsibilities:**

- Perform varied and responsible secretarial and administrative assistant duties to relieve the Program Director of Pali Academy (formally known as Temescal Academy) of administrative and clerical detail; plan, coordinate and organize office activities and coordinate flow of communications; assure smooth and efficient office operations.
- Serve as secretary to the Program Director; perform public relations and communication services for the administrator; receive, screen and route telephone calls; take and relay messages as appropriate; schedule and arrange interviews, appointments, conferences and other events.
- Receive visitors, including administrators, staff and the public and provide information or direct to appropriate personnel; exercise independent judgment in resolving a variety of issues and refer difficult issues to the administrator as necessary; provide technical information and assistance related to office or program operations, policies and procedures.
- Input a variety of data into an assigned computer system, such as attendance, grades, and other student data; initiate queries and generate a variety of computerized reports as requested; establish and maintain automated records and files; assure accuracy of input and output data.
- Research, compile and verify a variety of information; compute statistical information for a variety of reports; process and evaluate a variety of forms and applications related to assigned functions; duplicate and distribute materials as needed.
- Compose, independently or from oral instructions, note or rough draft, a variety of materials including inter-office communications, applications, requisitions, forms, contracts, letters, memoranda, bulletins, flyers, brochures, agenda items and other materials; review and proofread a variety of documents.
- Prepare and maintain a variety of data, records and reports related to office programs, financial activity, student information, personnel and assigned duties; assure accuracy and completeness of data, records and reports; establish and maintain filing systems.
- Coordinate, schedule and attend a variety of meetings; prepare and send out notices of meetings; maintain appointment and activity calendar; reserve facilities; collect and compile information for meetings, projects and workshops; take, transcribe and distribute minutes as directed.
- Operate a variety of office equipment including a calculator, copier, fax machine, computer and assigned software.
- Receive, sort, and distribute mail; open mail and compose responses independently as appropriate; prepare and distribute informational packets and bulk mailings as directed.

- Monitor inventory levels of office supplies; order, receive and maintaining inventory of office supplies.
- Attend to student nutritional needs at Pali Academy (formally known as Temescal Academy); purchase and distribute food as required; collect revenue from students for purchases.

**Qualifications:**

Education and experience, any combination equivalent to: graduation from high school and three years increasingly responsible clerical or secretarial experience involving frequent public contact.

**Physical Abilities:**

- Dexterity of hands and fingers to operate a computer keyboard.
- Hearing and speaking to exchange information in person and on the telephone.
- Sitting or standing for extended periods of time.
- Seeing to read a variety of materials.
- Bending at the waist, kneeling or crouching to file materials.

**Campus Safety Assistant**

Under the direction of an assigned supervisor, patrol and monitor campus activities to assure the well-being and safety of students and staff in non-classroom activities; assure student compliance with school and organizational rules and procedures; investigate occurrences of property damage and suspicious or criminal activity; serve as liaison between school administrators, law enforcement agencies and the public.

**Duties and Responsibilities:**

- Patrol and monitor assigned areas of campus, assuring students are safe, orderly, and within appropriate areas; assure non-students on campus are authorized visitors; monitor lunch areas, walkways, restrooms and parking lots; respond to and resolve classroom behavior problems.
- Enforce school and organizational rules, regulations and procedures; prevent or break up student conflicts and fights; check restrooms for smoking and graffiti; investigate, report and take pictures of graffiti and vandalism as assigned; write referrals and detention slips as necessary.
- Investigate and report unusual, suspicious or criminal activities; investigate complaints and security notifications related to trespassing, loitering, sexual harassment, drug and alcohol use, theft and other criminal activities; interview teachers, students and others involved and prepare incident reports.
- Serve as liaison between school administrators, law enforcement agencies and the public; contact and assist police with investigation of criminal activities; report

incidents involving students, personnel and the public to school and organizational administrators and local law enforcement agencies.

- Monitor student behavior and activity during passing periods and lunchtime; assure students arrive to class in a timely manner; assure students outside of classrooms during instruction periods have proper permission slips; escort students to office for disciplinary action as necessary.
- Assist in the search of backpacks, cars, clothing and lockers for alcohol, weapons, drugs, drug paraphernalia, cell phones and other related articles according to established procedures and organizational policies; confiscate contraband and submit to appropriate personnel.
- Prepare and maintain a variety of records and reports related to security of organizational premises and daily activities, events and incidents; provide documentation related to illegal activity to administrators and police as requested; maintain student contact cards.
- Provide visibility assistance to students as necessary; escort students to their destinations.
- Participate in a variety of other assigned activities such as providing security during sporting events and other after-school activities, arranging additional security for special events, enforcing parking regulations, maintaining student lockers and enforcing the school dress code.
- Operate and respond to calls on two-way radio; operate other assigned equipment including cameras, camcorders, breath analyzers, and standard office equipment; drive a vehicle to conduct work.

**Qualifications:**

Education and experience, any combination equivalent to: graduation from high school and sufficient training and experience to demonstrate the knowledge and abilities listed above.

**Environment:**

- Indoor and outdoor environment.
- Seasonal heat and cold or adverse weather conditions.
- Evening or variable hours.

**Physical Abilities:**

- Standing and walking for extended periods of time.
- Seeing to monitor student activities.
- Hearing and speaking to exchange information.
- Dexterity of hands and fingers to operate assigned equipment.
- Physical agility and stamina.
- Climbing stairs.
- Running.

**Hazards:**

- Potential physical hazards involved in intervening in fights and other anti-social, illegal, and violent behavior.
- Contact with dissatisfied or abusive individuals.

**Cafeteria Assistant**

Under the direction of the Chief Business Officer, prepare and serve hot and cold food items at the school cafeteria; maintain food service facilities, equipment, and utensils in a clean and sanitary condition.

**Duties and Responsibilities:**

- Monitor, update and verify student lunch application data; receive and process meal applications; update and maintain student meal system; prepare and distribute required notices, forms and information for participation in various meal programs.
- Prepare and serve hot and cold food items at the school cafeteria; assemble various ingredients; heat, package and wrap food items according to established procedures and portion control standards; determine appropriate quantities of food items to meet student needs.
- Maintain food service facilities, equipment and utensils in a clean and sanitary condition; clean serving counters, tables, food containers and food service equipment; operate dish washers and wash trays, pots, pans, plates, utensils and other serving equipment as assigned.
- Prepare food and beverages for sale; count and set-up plates, trays and utensils; stock condiments, food items and paper goods; order, receive, store and rotate food items and supplies as directed; conduct meal counts and inventories as directed.
- Perform cashiering duties as assigned; count money and make correct change; distribute, collect, sort, count, scan and mark lunch tickets; balance and verify cash drawers; prepare bank deposits as directed; utilize a computer to perform transactions and input data as assigned.
- Prepare entrees and other assigned foods for distribution as needed; mix, slice, grate, and chop food items; open cans; replenish containers as necessary.
- Serve meals on serving lines and set out prepared foods according to established time lines; observe quality and quantity of food served according to established procedures; assure proper temperature of foods; assure food service activities comply with established safety and sanitation requirements.
- Maintain a variety of mandated and requested records related to food items, temperature, inventory, meal counts, sales and assigned activities; prepare routine food service reports.
- Communicate with students and staff to exchange information and resolve issues or concerns; notify students of meal portion and nutritional standards as appropriate.

- Operate standard food service equipment such as slicers, ovens, can openers, food carts and warmers.
- Input data into an assigned computer system; maintain automated records; generate computerized lists and reports as requested.
- Operate a variety of office equipment including a copier, fax machine, computer, and assigned software.

**Qualifications:**

Education and experience, any combination equivalent to: sufficient training and experience to demonstrate the knowledge and abilities listed above.

**Environment:**

- Food service environment.
- Subject to heat from ovens.

**Physical Abilities:**

- Standing for extended periods of time.
- Hearing and speaking to exchange information.
- Lifting, carrying, pushing or pulling moderately heavy objects as assigned by position.
- Dexterity of hands and fingers to operate food service equipment.
- Reaching overhead, above shoulders and horizontally.
- Bending at the waist, kneeling or crouching.
- Seeing to monitor food quality and quantity.

**Hazards:**

- Heat from ovens.
- Exposure to very hot foods, equipment, and metal objects.
- Working around knives, slicers or other sharp objects.
- Exposure to cleaning chemicals and fumes.

**Administrative Assistant**

Under the direction of an assigned administrator, perform varied and responsible secretarial and administrative assistant duties to relieve the administrator of administrative and clerical detail; plan, coordinate and organize office activities and coordinate flow of communications for the assigned supervisor.

**Duties and Responsibilities:**

- Perform varied and responsible secretarial and administrative assistant duties to relieve the administrator of administrative and clerical detail; plan, coordinate and organize office activities and coordinate flow of communications; assure smooth and efficient office operations.



- Serve as secretary to the assigned administrator; perform public relations and communication services for the administrator; receive, screen and route telephone calls; take and relay messages as appropriate; schedule and arrange interviews, appointments, conferences and other events.
- Receive visitors, including administrators, staff and the public and provide information or direct to appropriate personnel; exercise independent judgment in resolving a variety of issues and refer difficult issues to the administrator as necessary; provide technical information and assistance related to office or program operations, policies and procedures.
- Input a variety of data into an assigned computer system; initiate queries and generate a variety of computerized reports as requested; establish and maintain automated records and files; assure accuracy of input and output data.
- Research, compile and verify a variety of information; compute statistical information for a variety of reports; process and evaluate a variety of forms and applications related to assigned functions; duplicate and distribute materials as needed.
- Receive, compile and verify a variety of confidential information; prepare and maintain a variety of manual and automated records related to special education students, programs, activities and assigned duties; establish and maintain filing systems.
- Compose, independently or from oral instructions, note or rough draft, a variety of materials including inter-office communications, applications, requisitions, forms, contracts, letters, memoranda, bulletins, flyers, brochures, agenda items and other materials; review and proofread a variety of documents.
- Prepare and maintain a variety of data, records and reports related to office programs, financial activity, student information, personnel and assigned duties; assure accuracy and completeness of data, records and reports; establish and maintain filing systems.
- Coordinate, schedule and attend a variety of meetings; prepare and send out notices of meetings; maintain appointment and activity calendar; reserve facilities; collect and compile information for meetings, projects and workshops; take, transcribe and distribute minutes as directed.
- Operate a variety of office equipment including a calculator, copier, fax machine, computer and assigned software.
- Prepare, process and code purchase orders and invoices for assigned office or program as directed; monitor office or program expenditures and budgets; reconcile assigned accounts; prepare and assure accuracy of bank deposits; maintain auditable records.
- Receive, sort and distribute mail; open mail and compose responses independently as appropriate; prepare and distribute informational packets and bulk mailings as directed.
- Monitor inventory levels of office supplies; order, receive and maintaining inventory of office supplies.
- Coordinate travel arrangements and hotel reservations as necessary; prepare and assure proper completion of reimbursement forms.

**Qualifications:**

Education and experience, any combination equivalent to: graduation from high school and three years increasingly responsible clerical or secretarial experience involving frequent public contact.

**Environment:**

- Office environment.
- Constant interruptions.

**Physical Abilities:**

- Dexterity of hands and fingers to operate a computer keyboard.
- Hearing and speaking to exchange information in person and on the telephone.
- Sitting or standing for extended periods of time.
- Seeing to read a variety of materials.
- Bending at the waist, kneeling or crouching to file materials.

**Senior Office Assistant**

Under the direction of an assigned administrator, perform a variety of diversified clerical and record-keeping duties in support of an assigned office or program; perform a variety of clerical accounting and record-keeping duties in support of classified and/or certificated payroll functions; answer phones and greet and assist students, parents, staff and visitors.

**Duties and Responsibilities:**

- Perform a variety of diversified clerical duties in support of an assigned office including typing, filing, duplicating and distributing materials.
- Compile information and prepare and maintain a variety of records and reports related to assigned programs and activities; review and verify accuracy and completeness of various documents; establish and maintain filing systems; verify and process forms and applications as needed.
- Type letters, lists, memoranda, bulletins, reports, requisitions, flyers, forms or other materials from detailed or rough copy; compose routine correspondence; proofread completed typing assignments.
- Serve as receptionist, answering telephone calls and directing calls to appropriate personnel; take and relay messages as appropriate.
- Perform a variety of clerical duties related to student attendance accounting and record-keeping activities at an assigned school site as assigned; provide accurate reporting for daily attendance activities and update attendance data for required reporting.
- Input and update attendance, enrollment and other student information into an assigned computer system as assigned; establish and maintain automated student records; generate a variety of computerized lists and reports related to student attendance data.

- Perform a variety of clerical accounting and record-keeping duties in support of classified and/or certificated payroll functions as assigned; receive, verify, process, sort and file employee time sheets and various other payroll-related forms and applications; verify proper authorizing signatures.
- Input time sheet information including deductions into an assigned computer system as assigned; maintain various automated records and files; review input and output data for accuracy and completeness; generate computerized reports and lists as assigned.
- Receive, process and input salary adjustments, attendance, leave, coding, time sheet corrections and other modifications as directed.
- Maintain various auditable records related to payroll, personnel and assigned activities as assigned; prepare routine reports as required; establish and maintain filing systems.
- Receive, greet and direct visitors; respond to inquiries and provide a variety of general information to personnel, students, parents and the general public related to office, department or program activities, policies and procedures.
- Input data into an assigned computer system; maintain automated records; generate computerized lists and reports as requested; review input and output data for accuracy.
- Receive, sort and distribute mail; prepare and distribute informational packets and bulk mailings as directed.
- Operate a variety of office equipment including a calculator, copier, fax machine, computer and assigned software.
- Communicate with personnel and outside agencies to exchange information and resolve issues or concerns.
- Monitor inventory levels of office supplies; order, receive and maintain inventory of office supplies.
- Schedule and arrange appointments, conferences and meetings as directed; maintain calendars; make travel arrangements as assigned.
- Process purchase orders and invoices as assigned; monitor office or program expenditures; maintain auditable records.

**Qualifications:**

Education and experience, any combination equivalent to: graduation from high school and two years general clerical experience.

**Environment:**

- Office environment.
- Constant interruptions.

**Physical Abilities:**

- Dexterity of hands and fingers to operate a computer keyboard.
- Hearing and speaking to exchange information in person and on the telephone.
- Sitting or standing for extended periods of time.
- Seeing to read a variety of materials.
- Bending at the waist, kneeling or crouching to file materials.

### **Office Assistant**

Under the direction of an assigned administrator, perform a variety of general clerical duties in support of an assigned office, department or program; answer phones and greet and assist students, parents, staff and visitors.

#### **Duties and Responsibilities:**

- Perform a variety of general clerical duties in support of an assigned office including typing, filing, duplicating and distributing materials.
- Type letters, lists, memoranda, bulletins, reports, requisitions, fliers, forms or other materials from detailed or rough copy; compose routine correspondence; proofread completed typing assignments.
- Serve as receptionist, answering telephone calls and directing calls to appropriate personnel; take and relay messages as appropriate.
- Receive, greet and direct visitors; respond to inquiries and provide a variety of general information to personnel, students, parents and the general public.
- Input data into an assigned computer system; maintain automated records; generate computerized lists and reports as requested.
- Prepare and maintain logs, files and records; review and verify accuracy and completeness of various documents; prepare routine reports as directed; verify and process forms and applications as needed.
- Receive, sort and distribute mail; prepare and distribute informational packets and bulk mailings as directed.
- Operate a variety of office equipment including a copier, fax machine, computer and assigned software.
- Communicate with personnel and outside agencies to exchange information and resolve issues or concerns.
- Assist in monitoring inventory levels of office supplies; assist with ordering, receiving and maintaining inventory of office supplies.

#### **Qualifications:**

Education and experience, any combination equivalent to: graduation from high school and one year general clerical experience.

#### **Environment:**

- Office environment.

- Constant interruptions.

**Physical Abilities:**

- Dexterity of hands and fingers to operate a computer keyboard.
- Hearing and speaking to exchange information in person and on the telephone.
- Sitting or standing for extended periods of time.
- Seeing to read a variety of materials.
- Bending at the waist, kneeling or crouching to file materials.

## **ELEMENT 6 – HEALTH and SAFETY PROCEDURES**

***“The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the charter school furnish it with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)***

### **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter

School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

### **SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

### **SUICIDE PREVENTION POLICY**

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

### **CUSTODIAN OF RECORDS**

The Director of Human Resources will serve as the Custodian of Records per California Department of Justice Requirements.

### **SUPPORTING AND PROMOTING THE HEALTH AND WELLNESS OF STUDENTS**

Palisades Charter High School has developed and implemented a comprehensive School Safety Plan designed to ensure the physical and emotional safety of both students and staff. The School Safety Plan is evaluated on an ongoing basis. Revisions deemed necessary are made on an annual basis. Community Days are scheduled throughout the school year to educate students about safety related issues to include Armed Intruder Procedures, Emotional Wellbeing, Fire Safety and Earthquake Preparedness. Drills are conducted monthly to ensure students, faculty and staff are prepared for emergencies. Each October, PCHS participates in the county wide Earthquake Preparedness Drill.



Designated staff have completed the Community Emergency Response Team Training (CERT) for disaster preparedness. The school safety plan is posted on the PCHS website. Once a month, students and staff participate in safety drills designed to practice and review protocols designed by the school's Safety Committee, which meets at least once a month to evaluate the effectiveness of plans in place. Security guards man every gate before and after school; during school hours, the security guards patrol the campus. A full-time school police officer is also on-site.

PCHS contracts with a vendor who ensures, under supervision of the Chief Business Officer and annual audits, that eligible students receive free and reduced meals.

Completion of the Free and Reduced Meal Application is required annually for all incoming and returning students. The Cafeteria is open before school, during Nutrition and at Lunch to provide breakfast and lunch that is nutritionally adequate and in compliance with the California Healthy Youth Act. Additionally, all foods purchased either through the cafeteria or in vending machines comply with the school's Wellness Policy.

Pali Cares is a program designed to assist students in need with basic hygiene supplies, clothing, school supplies and dress for formal events such as school dances and the prom. PCHS is dedicated to the emotional well-being of all students. The School Mental Health Team provides individual and group counseling as well as support groups for students to facilitate positive mental health. Community partnerships, including Los Angeles County Department of Mental Health, Santa Monica Family Services, Our House, and National Alliance for Mental Illness, provide support and education in student positive mental health. A Coordination of Services Team (COST) meets bi weekly with counselors to review new referrals and ongoing monitoring of impacted students. These staff members are integral parts of the school's Crisis Team, which coordinates emotional support services for the school community in the wake of a traumatic incident such as the death of a student or a staff member.

Sexual Health and HIV prevention is embedded in the Health class curriculum.

Completion of Health class is a requirement for a PCHS high school diploma.

Additionally, PCHS partners with local community agencies to provide education and services related to reproductive health. Currently, the Westside Family Health Center Mobile Clinic is on site monthly to provide reproductive health education, counseling and

services. The Health Office, staffed by a credentialed school nurse and a licensed nurse, also provides support for students in the area of reproductive health and pregnancy prevention. Feminine hygiene products are available at no cost to students in the Health Office and in restroom machines around campus.

PCHS strives to prevent Bullying on campus and through social media. All students are required to participate in a Culture Chat annually which includes PCHS' no tolerance policy for bullying to include cyberbullying. Students are encourage to report all incidents of bullying to the Dean's Office or through an anonymous Tip Line. All incidents are investigated and appropriate action taken to ensure the protection of all students. Programs designed to address these and other issues include Restorative Justice, Peer Mediation, and referrals to mental health professionals. All faculty and school site employees who have interactions with students are required to complete bullying prevention training annually.

PCHS is in the process of developing procedures to comply with the Prevention of Human Trafficking notification requirements by January 1, 2020.

such as the death of a student or a staff member.

### **Whistleblower Policy**

Before the start of the 2011-12 school year, Palisades Charter High School adopted a whistleblower policy that makes it possible for all stakeholders to confidentially and anonymously report any concerns regarding unsafe conditions, harassment, theft, and substance abuse. The policy is published on the school's website.

### **Role of Staff as Mandated Child Abuse Reporters**

Palisades Charter High School faculty and staff are mandated child abuse reporters under state and federal law. PCHS faculty and staff shall be trained accordingly.

### **Sexual Harassment Policies and Procedures**

Palisades Charter High School is committed to providing a school that is free from sexual harassment, as well as any harassment based on such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability.

PCSH steadfastly believes that every student deserves to have an educational experience free of harassment and violence. PCHS recognizes that any student who faces harassment

is less likely to feel safe and supported at school, and that the lack of security often has a negative impact on academic achievement and the student's health and well-being.

PCHS policies are aligned with AB 394, the state's Safe Place to Learn Act.

### **Medication in School**

Palisades Charter High School will adhere to Education Code Section 49423 regarding administration of medication in school.

### **Drug-Free, Alcohol-Free, and Smoke-Free Environment**

Palisades Charter High School shall function as a drug-, alcohol-, and tobacco-free workplace.

### **Suicide prevention policy**

Palisades Charter High School has a Suicide Prevention Policy in place. Board approved.

### **Food Services**

Palisades Charter High School will contract for food services that comply with all State regulations. Palisades Charter High School will comply with the Healthy, Hunger-Free Kids Act of 2010, which authorizes funding for federal school meal and child nutrition programs and increases access to healthy food for low-income children. In providing sustenance to pupils and staff, PCHS will encourage good eating habits by increasing healthy choices.

In accordance with AB 1747, PCHS has developed a comprehensive school safety plan that includes procedures for conducting tactical responses to criminal incident, including procedures related to persons with guns on school campus and at school-related functions.

## ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

*“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)*

### COURT-ORDERED INTEGRATION

Charter School shall comply with all requirements of the *Crawford v. Board of Education, City of Los Angeles* court order and the LAUSD Integration Policy adopted and maintained pursuant to the Crawford court order by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

PCHS has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that PCHS will undertake in order to achieve the District’s Racial and Ethnic Balance goal. PCHS shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve the District’s goal. The initial plan is as follows (dates, times and locations of outreach and recruitment activities will be varied from school year to school year. The dates and locations listed here correspond with 2019-2020 activities). PCHS started outreach to middle schools during the Summer of 2019 with the Executive Assistant of Communications. The Executive Assistant of Communications, searched middle school websites and Facebook pages to find out if and when recruitment could take place. The Director of Admissions and Attendance / Assistant Principal will attend

recruit fairs at the following schools: 10/3 Libertas College Prep at 4:30, 10/16 New Los Angeles Charter at 4:00, 10/17 Animo Westside (in person) at 4:00, 10/17 Palms Middle and High School Fair (flyers), 10/24 Palms Middle School, and Paul Revere Charter Middle School the dates for this schools visits have yet to be determined for this school year. These visits are those that have been scheduled to date of this submission, other dates will be added to the calendar. At the recruitment fairs current PCHS students attend in addition to the Director. There are students from varied backgrounds. Information is presented in English and Spanish. In addition to going to participate in off-site fairs the school will host school tours monthly for prospective families beginning in September and ending in April. The school tours will be held at various times of the day to accommodate the schedule of our prospective families. The dates and times of our school tours for the 2019-2020 school year are as follows:

9/27/19 at 6:00pm

10/15/19 at 8:00am

11/1/19 at 8:00am

11/15/19 at 8:00am

12/15/19 at 12:30om

1/22/20 at 8:00am

2/14/20 at 8:00am

2/27/20 at 8:00am

3/12/20 at 6:00pm

3/27/20 at 12:30pm

These dates are list on the website and are updated annually.

## **ELEMENT 8 – ADMISSION REQUIREMENTS**

*“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)*

### **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

### **HOMELESS AND FOSTER YOUTH**

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

### **NON-DISCRIMINATION**

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

## ADMISSIONS REQUIREMENTS

All pupils in California are eligible to enroll at Palisades Charter High School, and admission to the school will not be based on the residence of the prospective pupil or his or her parent or guardian. For admission to PCHS, pupils must apply directly to the school. This initial application shows an interest in the pupil attending PCHS. The enrollment period opens in October and will close in March. The enrollment window is open for five months. Pupils that have completed the initial application will make up the schools lottery list. PCHS uses an open-enrollment admissions policy for all pupils, and does not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. In accordance with AB 699, enacted on October 4, 2017, PCHS will not require a parent, legal guardian, or student to provide information regarding immigration status, for enrollment and admissions process.

PCHS will not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements as required by Education Code Section 47612(b) and will not enroll pupils over 22 years of age in accordance with the California Code of Regulations, Title 5, Section 11960(c) (1) (B).

## STUDENT RECRUITMENT

In an effort to maintain racial and ethnic diversity at Palisades Charter High School, the petitioner will provide LAUSD with a list of specific dates, locations, and recruitment activities intended to achieve the District's ethnic balance goal.

Palisades Charter High School will also monitor the racial and ethnic diversity of students matriculating from Paul Revere Charter Middle school. Should Palisades Charter High School's diversity not increase as a result of the preference order identified in this charter within three school years(2020-21, 2021-22, 2022-23), Palisades Charter High School will submit a material revision to request a preference order change with the intended goal to increase diversity to reflect the general population of the territorial jurisdiction of LAUSD.

Approximately 80% of PCHS's incoming 9<sup>th</sup> graders matriculate from Paul Revere Charter Middle School. PRCMS is also a preference order PCHS's charter, therefore PRCMS is increasing its diversity to increase PCHS's diversity. Since PRMS is the feeder middle school within the complex, there is an effort to maintain a pipeline to PCHS for student that attend Revere but are not resident PCHS has included in its preference order students who qualify for Free and Reduced lunch. PCHS Director of Admissions attends recruitment fairs at diverse middle schools.

## LOTTERY PREFERENCES and PROCEDURES



The number of applicants to Palisades Charter High School has exceeded the number of available spaces at the school, so it is critical that we have a clearly defined admissions process.

As a conversion charter school, we are obligated under state charter law to give preference in the admissions process to students who reside in the former attendance area of Palisades High School. The admissions process and information pertaining to an admissions lottery may be viewed on the school's website.

The preference order for admissions to PCHS is in accordance with Education Code 47605D1. With preference given to students who reside within the school boundaries. Preferences in then given to students who have current siblings attending PCHS, followed by immediate family members. PRCMS, is a LAUSD affiliated charter and part of the charter school complex and is given preference order. A new preference order has been included to increase student diversity. Admissions to PCHS is granted in the following order:

1. Residents of the former attendance area of Palisades High School.
2. Siblings of pupils admitted or attending the charter school
3. Children of PCHS staff not to exceed 5% of the school's enrollment
4. Students who have **culminated** from Paul Revere Charter Middle School
5. Those who qualify for free or reduced price meals
6. Applicants who reside within LAUSD's attendance boundaries
7. Applicants that reside within the state of California, but not within LAUSD boundaries.

PCHS will use a web- based program to manage the school lottery. All applications will be collected and maintained on a secure server. As applicants apply they will be assigned a random application number that will allow them to check on the status of their application. Applicants will be assigned a preference order number based upon our charter admissions order.

PCHS will have an open enrollment period spanning 5 months, from October 2019 to February 2020. PCHS will communicate this information via our school website, recruitment fairs, direct contact with middle schools per the PCHS outreach plan outlined in Element 7, in-person and on the phone with interested parties that contact PCHS with questions.

The lottery will take place March 2020 online using a web-based system and notifications will be sent to families, our website will be updated. Families can also come to the admissions office, or call to check on the status of their application. Once notified families will have two weeks to accept or decline their admission to PCHS. Once admissions has been accepted families will be sent the information PCHS' on-line registration. If the family declines the seat their spot will go to the next family on the waitlist.

The waitlist priorities are initially identified by the families when they apply. However to ensure that the information provided is accurate the web-based program will create a

report that will be checked for accuracy (the report will be listed by identification numbers) by the Admission and Attendance office staff. In order to ensure an equitable and transparent process, family identification will be replaced by an automated random identification system created by the web-based program. Families will have access to their accounts to check their positions at all times throughout the process. Documentation will be stored on a secure browser and hard copies of records will be maintained in the Admissions and Attendance office.

## ELEMENT 9 – ANNUAL FINANCIAL AUDITS

***“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)***

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. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
  - b. Final Budget – July of the budget fiscal year
  - c. First Interim Projections – November of operating fiscal year
  - d. Second Interim Projections – February of operating fiscal year
  - e. Unaudited Actuals – July following the end of the fiscal year
  - f. Audited Actuals – December 15 following the end of the fiscal year
  - g. Classification Report – monthly according to Charter School’s Calendar
  - h. Statistical Report – monthly according to Charter School’s Calendar of Reports
- In addition:
- P1, first week of January
  - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
  - j. Other reports as requested by the District

## ANNUAL AUDIT PROCEDURES

The Palisades Charter High School Board of Trustees, upon the recommendation of the Audit Committee, will engage an independent public accountant with school accounting experience, certified by the State of California, and included on the Controller’s list of approved educational auditors to audit the School’s financial statements in accordance with Generally Accepted Auditing Principles (“GAAP”) and any charter school-applicable audit guide issued by the Controller of the State of California. As reviewed by the Audit Committee of PCHS the audit will verify the accuracy of the school’s financial statements and attendance and enrollment accounting practices; it will also review the School’s internal controls. Fiscal statements audited by the Certified Public Accountant will be submitted to District by the December 15<sup>th</sup> 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. The Board of Trustees will review any audit exceptions or deficiencies and determine how to resolve them. The Board will report to the LAUSD regarding how the exceptions and deficiencies have been or will be resolved. Audit exceptions/deficiencies will be resolved to the satisfaction of the LAUSD.

## **ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES**

***“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)***

### **GENERAL PROVISIONS**

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

### **STUDENTS WITH DISABILITIES**

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU

regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

### **NOTIFICATION OF THE DISTRICT**

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
  - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

Notwithstanding and apart from the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

### **OUTCOME DATA**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

### **REHABILITATION PLANS**

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

### **READMISSION**

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

### **REINSTATEMENT**

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

### **GUN-FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun-Free Schools Act.

This Student Suspension and Expulsion Policy has been established in order to promote learning and to protect the safety and well-being of all pupils at Palisades Charter High School. PCHS is committed to providing a safe, nurturing learning environment. PCHS acknowledges that staff shall enforce disciplinary rules and procedures fairly and consistently. Discipline policy and procedures are located in the Student and Parent Handbook on line at [www.palihigh.org](http://www.palihigh.org). We affirm that contents in this handbook are

consistent with provisions in this petition, District's policy(ies)/School Climate Bill of Rights and all applicable law. Hard copies of the Student and Parent Handbook will be provided upon request. The Director of Discipline reviews the policy annually to ensure that it is aligned with current legal requirements, parents, students, faculty and staff feedback, and current educational theory and practice. The Director of Discipline and Deans also solicit teacher input and meetings with faculty members and are readily accessible to pupils and parents by phone, by e-mail, and in office conferences.

Discipline includes but is not limited to advising and counseling pupils, conferring with parents/guardians, detention during school hours, use of alternative educational environments, suspension, and expulsion. PCHS's policies are aligned with the District's Guide to Tier II and Tier III intervention supports and alternatives to suspension.

### **Discipline Foundation Policy-- School-Wide Positive Behavior and Support**

All pupils at PCHS are expected to behave appropriately and to learn and follow all guidelines and school policy. Positive behavior intervention and support have been implemented. Corrective feedback and positive response strategies are employed when a pupil is exhibiting disruptive or inappropriate behavior. PCHS embraces a multi-tiered positive behavior support and intervention plan. Tier I supports all pupils, Tier II supports selected pupils, and Tier III is used to provide targeted support to high-risk pupils.

Tier I intervention begins before the first day of school every year. New and returning pupils are advised of the PCHS discipline policy during registration week when they attend the annual "Culture Chat." During the required assembly, the Director of Discipline outlines school-wide expectations for student conduct and participation and procedures for reporting any concerns. In addition, pupils are introduced to basic conflict-resolution strategies, which they are encouraged to use to open lines of communication and to prevent situations from escalating. Finally, during the "Culture Chat," pupils are reminded that PCHS is committed to providing them with a positive, supportive learning environment and that every adult on campus is there to help and support students. To that end, PCHS offers a variety of peer and adult mentoring programs. Targeted impact assemblies are also offered several times during the school year. On an ongoing basis, pupils who display positive behavior patterns are rewarded as part of the school's Dolphin Ticket incentive program. When students are seen doing positive things, such as throwing away trash or helping a student on crushes they are give a Dolphin Ticket and are a part of a weekly drawing. They earn the opportunity to win a reward celebrating their positive behavior.

In August of 2018, the school opened a Restorative Justice Room, which was decorated with colorful art reinforcing the key goals of the program. These include; repair, restore, respect, remind, remember, resolve among others. The room is used for Peer Mediation, a newly created substance abuse class (open to all), a room for students who have immediate issues with associated adult intervention. The Campus Unification Director will also use the room for meetings with students and student groups.



Teachers engage in annual professional development to review the school's discipline policy as well as conflict-resolution strategies. The Deans and members of the Academic Achievement team are available to help support teachers in developing Tier II strategies that may be used to support student learning in the classroom. In addition, teachers attend in-services where they learn how to spot at-risk students and how to refer them to available campus resources. Finally, several teachers and staff members have been trained in Council, a program that facilitates open communication.

The school has hired a number of mental health providers. The mental health providers support Positive Behavioral Intervention and Supports (PBIS) by handling numerous referrals for students that need assistance. PCHS's objective is not to discipline students but identify the underlying cause for their behavioral issues.

PCHS continues to develop a tiered Response to Intervention (RtI) model designed to improve the performance of all pupils, including those identified as low-achieving, under-achieving, or at-risk-of-retention. In order to make sure pupils have access to appropriate support, PCHS also employs a dedicated intervention counselor and a Student Success Team coordinator. The Director of Admissions and Attendance also provides individual support for students with excessive absences.

In-services are held to help teacher's proactively spot at-risk students and inform teachers of available resources to which students can be referred. PCHS has implemented the Council Program, with numerous staff trained to run Council discussions.

Corporal punishment shall not be used as a disciplinary measure against any pupil. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a pupil. For the purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, pupils, staff, or other persons or to prevent damage to school property. PCHS administration shall ensure that pupils and their parent/guardians are notified in writing upon enrollment of all discipline policies and procedures throughout the Student and Parent Handbook on the website.

Suspended or expelled pupils shall be excluded from all school and school-related activities unless otherwise agreed upon during the period of suspension or expulsion.

## GROUNDS FOR SUSPENSION AND EXPULSION

### **Grounds for Suspension and Expulsion of Pupils**

A pupil may be suspended or expelled for acts that are enumerated below and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

- while on school grounds;
- while going to and from school;
- during the lunch period, whether on or off the school campus, or
- during, going to, or coming from a school-sponsored activity.

**Mandatory Expellable Offenses:** A pupil must be expelled if it is determined by the Governing Board pursuant to the procedures below that the pupil has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto campus or has possessed a firearm or dangerous device on campus. If the Board so determines, the pupil shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. The term “firearm” means (A) any weapon (including a starter gun), which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses, does not include antique firearms, which do not use modern ammunition.

The following are mandatory suspension and recommendation for expulsion expellable offenses if it is determined by the Governing Board pursuant to the procedures below that a pupil has

- caused serious physical injury to another person;
- brandished a knife at another person;
- committed or attempted to commit a sexual assault or committed sexual battery;
- been found to be in unlawful possession or to have sold any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; or
- committed assault or battery upon any school employee.

Pupils may also be suspended or expelled for any following acts when it is determined that the pupil

1. caused, attempted to cause, or threatened to cause physical injury to another person;
2. willfully used force of violence upon the person of another, except self-defense;
3. possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certified school employee;
4. unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, an alcoholic beverage, or intoxicant of any kind;
5. unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcohol beverage or

- intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance;
6. committed or attempted to commit robbery or extortion;
  7. caused or attempted to cause damage to school property or private property;
  8. stole or attempted to steal school property or private property;
  9. possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. This section does not prohibit the use of his or her own prescription products by a pupil;
  10. committed an obscene act or engaged in habitual profanity or vulgarity;
  11. unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5;
  12. knowingly received stolen school property or private property;
  13. possessed an imitation firearm, i.e., a replica of the firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm;
  14. committed or attempted to commit a sexual assault as defined in Penal code 261,266c,286,288a or 289, or committed a sexual battery as defined in Penal Code 243.4;
  15. harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that pupil from being a witness and/or retaliating against that pupil for being a witness;
  16. unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma;
  17. engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events;
  18. made terrorist threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate

prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or his or her immediate family's safety, or for the protection of school property of the person threatened of his or her immediate family;

19. committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic environment. This section shall apply to pupils in any grade 4 to 12, inclusive;
20. caused, attempted to cause, threaten to cause or participated in act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive; Acts of hate violence include offenses directed against on-site District personnel and PCHS personnel;
21. intentionally harassed, threatened or intimidated a pupil or group of pupils to the extent of materially disrupting class work, creating substantial disorder, or invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive;
22. engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel or;
23. aided or abetted, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person. Such a pupil may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

Alternatives to suspension or expulsion will first be attempted with pupils who are truant, tardy, or otherwise absent from assigned school activities. Challenges or objections to suspensions may be addressed directly to the Executive Director and Principal (EDP) or the EDP designee

## **IN SCHOOL SUSPENSION**

In-school suspension is used in lieu of a home suspension whenever possible, so that school personnel may counsel the student and identify possible additional supports. The In-School suspension will be served in the school's new Restorative Justice Room. In this room, the student will be under the supervision of the Dean's office, a Dean will talk to the student to figure out what support is needed. This can include referral to a mental

health provider, quiet time to finish assigned work, time to reflect and then a Dean will work on the restorative justice aspect to build a bridge back with the involved adult. A parent will be notified by the Dean's office staff. PCHS will follow all District and Ed Code guidelines for In-School suspensions.

No pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. ***The written notice shall be in the native language*** of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform him or her of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes dis-enrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

### **Suspension Procedures**

Suspensions shall be initiated according to the following procedures by these school administrators: Executive Director/Principal, Assistant Principals and the Deans.

**1. Conference:** Suspension shall be preceded, if possible, by a conference conducted by the Executive Director and Principal (EDP) or the EDP's designee with the pupil and his or her parent and, whenever practical, the teacher, supervisor, or school employee who referred the pupil to the EDP. The conference may be omitted if the EDP or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety, or health of pupils or school personnel. If a pupil is suspended without this conference, both the parent/guardian and pupil shall be notified of the pupil's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. The evidence will be collecting in a fair and through way to eliminate bias.

This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

**2. Notice to Parents/Guardians:** At the time of suspension, the Executive Director and Principal (EDP) or designee shall make a reasonable effort to contact the parent /guardian by telephone or in person. Whenever a pupil is suspended, the parent/guardian shall be

notified in writing in their home language of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the pupil. In addition, the notice shall also state the date and time when the pupil may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such request without delay.

**3. Suspension Time Limits:** Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension of twenty (20) school days per year. Students will be provided with access to an education during the term of the suspension. Students with Individual Educational Programs (IEP) cannot exceed 10 days per school year. School personnel will contact teachers to collect classwork and homework, and relay the information to the pupil. Pupils also have full access to all information teachers may post on the School's Learning Management System. Pupils will not be penalized for missing any in-class assignments. Students will be able to access their assignments on Schoology.

**4. Suspension Appeal Rights:** Pupils may appeal a suspension to the level of authority above the administrator who has made the suspension. Students can be suspended by school administration or the school Dean. After an appeal meeting if the student prevails the suspension will be reversed. Upon a recommendation of Expulsion by the EDP or the Assistant Principal of Discipline the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the EDP or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the educational process; or 2) the pupil poses a threat of danger to others. Upon either determination, the pupil's suspension will be a maximum of 20 school days pending the results of the expulsion hearing. Students will also have access to education materials provided by the school through our LMS, Schoology. In addition home instruction may be provided.

A pupil may be expelled following a hearing by the Board of Trustees upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher nor the pupil member of the Board, nor an interested party. The Administrative Panels decision to expel a pupil shall be based on the finding of one or both of the following:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.



## OUT-OF-SCHOOL SUSPENSION PROCEDURES

### Expulsion Procedures

Pupils recommended for expulsion are entitled to a hearing to determine whether the pupil should be expelled. Unless postponed for good cause after the request from the student of the School, the hearing shall be held within thirty (30) school days after the Executive Director and Principal (EDP) or designee determines that the pupil has committed an expellable offense. Students who are recommended for expulsion have a right to an expulsion hearing, may address the PCHS Board of Directors before the decision to expel is made, and, if expelled, may appeal the expulsion to the Los Angeles County Office of Education.

After an administrative panel hears the case, it will make a recommendation to the Board of Trustees for a final decision whether to expel within three (3) days. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice in the home language of the hearing shall be forwarded to the pupil and the pupil's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. the date and place of the expulsion hearing;
2. a statement of specific fact(s), charge(s), and offense(s) upon which the proposed expulsion is based;
3. a copy of the school's disciplinary rules which relate to the alleged violation;
4. notification of the pupil's or parent/guardian's obligation to provide information about the pupil's status at the school to any other school district or school to which the pupil seeks enrollment;
5. the opportunity for the pupil's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. the right to inspect and obtain copies of all documents to be used at the hearing;
7. the opportunity to confront and question all witnesses who testify at the hearing;

the opportunity to question all evidence presented and to present oral and documentary evidence on the pupil's behalf, including witnesses with reasonable accommodations and language support.

1. The hearing will proceed as follows:
  - Both representatives for the Charter School and the pupil will identify themselves.
  - The proceedings will be tape-recorded.
  - The hearing will be conducted in closed session unless a written request has been made to conduct it in public session.



- Only involved parties are present.
- The school will present its case first, then the case for the pupil will be presented.
- All witnesses will be sworn to tell the truth prior to testifying.
- Brief opening statements will be made by both parties.
- The school will present documentary evidence or witnesses in support of the changes.
- The pupil or representative may cross-examine any school witness.
- Witnesses other than the parties will be excused upon having provided testimony.
- Upon conclusion of the school's case, the pupil; or representative may then present documents, witnesses, or other evidence in support of his or her case.
- The school may then cross-examine any witnesses presented by the pupil.
- Following the case presentations, both parties will make closing statements and recommendations

The school's policies and procedures regarding rehabilitation, reinstatement, and readmission are aligned with California Ed Code procedures.

#### Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel conducting the expulsion hearing may

also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The Administrative Panel over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

**Record of Hearing:** A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. Presentation of Evidence While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the

hearing may subject them to an unreasonable risk of physical or psychological harm. If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public. The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to expel. A decision to expel a pupil shall be based on the finding of one or both of the following (Code section 48915(b)): • Other means of correction are not feasible or have repeatedly failed to bring about proper conduct. • Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others. A decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing. If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

#### Written Notice to Expel

The Executive Director or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School; and (c) procedures to appeal the decision to the PCHS Governing Board. The Executive Director or designee shall send a copy of the written notice of the decision to expel to the authorizer, Los Angeles Unified School District. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

**Disciplinary Records:** The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

**Appeals:** A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Governing Board that will make the final determination. Appeals must be submitted in writing within five (5) school days of the Administrative Panel's written decision. The Governing Board shall hear the appeal at the next regularly scheduled Board meeting. Student and parent(s)/guardian(s) may but are not required to appear during the Governing Board's appeal meeting. The Governing Board shall issue a written decision on the appeal within three (3) school days of the appeal meeting. PCHS shall be responsible for the appropriate interim placement of students during and pending the completion of PCHS's student expulsion process, and has entered into a memorandum of understanding with the District for this purpose. PCHS will facilitate placement options including, but not limited to, programs within the County or their school district of residence.

**Readmission/Reinstatement:** The decision to readmit a pupil previously expelled from PCHS shall be at the discretion of the Governing Board following a meeting with

the Executive Director or designee (Administrative Director), the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the 400 rehabilitation plan and to determine whether the pupil continues to pose a threat to others or will be disruptive to the school environment. The Executive Director or Designee will make a recommendation to the Governing Board following the meeting regarding his/her recommendation. The Board shall then make a final decision regarding reinstatement during closed session of a public meeting, reporting out any actions taken during closed session as required of the Brown Act. The pupil's readmission is also contingent upon PCHS's capacity at the time the student seeks readmission. These procedures will be made available to the pupil and his/her parent or guardian at the time the expulsion order is issued. Rehabilitation Plans Pupils who are expelled from PCHS shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order. The rehabilitation plan includes improved behavior, attendance, and academic performance and shall include a date no later than one (1) year from the date of expulsion when the pupil may apply to PCHS for readmission. PCHS shall mail written notification to parent/guardian within thirty (30) days prior to the end of the expulsion term. This notice will request the parent or guardian to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan. The Governing Board shall review these documents and make a final decision regarding reinstatement. If the student does not meet the requirements of the rehabilitation plan as determined by the Board, the Board will revisit at a later date not to exceed one (1) year.

## **ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEM**

***“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)***

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 Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

#### CERTIFICATED STAFF MEMBERS STATE and FEDERAL RETIREMENT SYSTEMS

All monthly and salaried employees, Certificated and Classified, will be covered by the existing State and federal retirement programs (including FICA, CALPERS and CALSTRS the Charter school must continue such participations for the duration of the charter school's existence under the same CDS code ) and special savings plans comparable to those offered through the LAUSD. Palisades Charter High School shall contract with the Los Angeles County Office of Education (LACOE) for STRS/PERS reporting or utilize a system compatible with the LACOE system. The Business Office of PCHS will provide the relevant information and funding to these agencies. Upon implementation of this charter, the PCHS Board of Trustees may analyze and present alternative and/or additional retirement and savings plans to PCHS employees. The adoption of alternative retirement and savings plans will be subject to the approval of a simple majority of the staff affected by the new programs. No individual employee, however, may be deprived of the right to continue participating in the existing retirement programs. PCHS will provide written notification to its employees prior to any changes to retirement benefit programs/options. These agreements are between PCHS and its employee associations and do not bind the LAUSD in any way.

## **ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

***“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)***

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Parents and guardians of each student enrolled at Palisades Charter High School will be informed of their public school attendance alternatives through the registration process.

## **ELEMENT 13 – RIGHTS of DISTRICT EMPLOYEES**

***“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)***

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.



## ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

**“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)**

### **GENERAL PROVISIONS**

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

### **PROPOSITION 39 DISPUTES**

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director  
Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20<sup>th</sup> Floor  
Los Angeles, California 90017

Executive Director/Principal  
Palisades Charter High School  
15777 Bowdoin Street  
Pacific Palisades, CA 90272

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue

Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

### **NON-PROPOSITION 39 DISPUTES**

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director  
Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20<sup>th</sup> Floor  
Los Angeles, California 90017

Executive Director/Principal  
Palisades Charter High School  
15777 Bowdoin Street  
Pacific Palisades, CA 90272

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day

following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

## **ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES**

*“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)*

### **REVOCAION OF THE CHARTER**

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

### **CLOSURE ACTION**

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal

administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

### **CLOSURE PROCEDURES**

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

### **Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

### **Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school



2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

### **Records Retention and Transfer**

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which



each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

### **Financial Close-Out**

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

#### **Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

*Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.*

*Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:*

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to

operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

PCHS has identified the following specific positions that will serve as PCHS closure agent(s) in the event that the school closes: Executive Director/Principal.

## **ADDITIONAL PROVISIONS**

### **FACILITIES**

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

### **District-Owned Facilities**

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1<sup>st</sup> or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30<sup>th</sup> of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall

comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools. In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- *Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.*
- *Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.*
- *Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.*
- *Programs, Services, and Activities Outside Instructional Program; Third Party Vendors*
  - (i) *Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.*
  - (ii) *Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such*

*third party vendor shall be required to obtain a license, permit, or additional agreement from the District.*

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities:**
  - (i) **Pro Rata Share:** *The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and*
  - (ii) **Taxes; Assessments:** *Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.*
- **Maintenance & Operations Services:** *In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.*
  - (i) **Co-Location:** *If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.*
  - (ii) **Sole Occupant:** *If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.*
- **Real Property Insurance:** *Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.*

### **Non-District-Owned Facilities**



**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

## INSURANCE

### **Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect

Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate

policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

### **Evidence of Insurance**

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28<sup>th</sup> Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inceptions, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

*"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."*

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

### **Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents,

representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

## **FISCAL MATTERS**

### **District Oversight Costs**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

### **Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

### **Third Party Contracts**

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

### **Special Education Revenue Adjustment/Payment for Services**

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

**Student Body Funds**

*Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.*

**Audit and Inspection of Records**

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

**Fiscal Policies and Procedures**

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

**Apportionment Eligibility for Students Over 19 Years of Age**

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

**Local Control and Accountability Plan**

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)



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
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <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> <p><u>Areas Noted for Further Growth and/or Improvement</u> None noted at this time.</p> <p><u>Corrective Action Required</u> None noted that require immediate action to remedy concerns indicated in this report.</p>	



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

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

**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

	<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 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.)</li> <li><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.)</li> <li><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.)</li> <li><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.)</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Organizational chart in approved charter</li> <li><input checked="" type="checkbox"/> Organizational chart (current)</li> <li><input checked="" type="checkbox"/> Board member roster</li> <li><input checked="" type="checkbox"/> Bylaws (current)</li> <li><input checked="" type="checkbox"/> Board Committee(s) Calendar(s)</li> <li><input checked="" type="checkbox"/> Compliance Monitoring and Certification of Board Compliance Review</li> <li><input checked="" type="checkbox"/> Observation of Governing Board meeting(s)</li> <li><input type="checkbox"/> Discussion with leadership</li> <li><input type="checkbox"/> Stakeholder focus group</li> <li><input type="checkbox"/> Other: (Specify)</li> </ul>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

**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)





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

**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)





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

**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>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

**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>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

**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

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

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>	



LAUSD CHARTER SCHOOLS DIVISION

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

- 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



LAUSD CHARTER SCHOOLS DIVISION

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

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.***



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

**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)





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

**A3: DASHBOARD SCHOOLWIDE MATH - 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 Math data (CDE)</li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<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**

<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 Math (Students with Disabilities, English Learners, Socioeconomically Disadvantaged, etc.) (CDE)</li> </ul>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<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)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

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

**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>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<b>Performance</b>	<input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is Very High <input checked="" type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is High; or Medium and at/above the statewide percentage <input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is Medium and below the statewide percentage; or Low <input type="checkbox"/> The schoolwide Dashboard CCI Indicator Status is Very Low <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"/> LAUSD Office of Data & Accountability's Data Set <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

**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)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

**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>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<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>		
<b>Rubric</b>		<b>Sources of Evidence</b>
<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)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

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.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

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.





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

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>	





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter HighAnnual Performance-Based Oversight Visit ReportDATE OF VISIT: 3/13/2024Areas Noted for Further Growth and/or Improvement

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.*



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

**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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

**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>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

**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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

**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)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

**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>





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

**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

	Rubric	Sources of Evidence
<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>





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

**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>



LAUSD CHARTER SCHOOLS DIVISION

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

### 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"/>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **Palisades Charter High**

Annual Performance-Based Oversight Visit Report

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

8798 Palisades Charter High	2019-2020					2020-2021					2021-2022				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents		7,995,349	8,097,029	10,277,646	10,008,950		7,818,645	7,969,248	15,241,779	14,973,696		11,874,110	12,501,660	17,573,365	16,810,020
Accounts Receivable		1,316,161	1,316,161	5,782,155	5,080,742		8,432,189	8,520,737	3,486,763	3,114,730		4,460,000	4,460,000	2,510,415	2,261,432
Other Current Assets		1,212,796	1,212,796	203,830	472,527		105,000	105,000	114,866	382,948		105,000	105,000	82,853	340,750
<b>Total Current Assets</b>		<b>10,524,306</b>	<b>10,625,986</b>	<b>16,263,631</b>	<b>15,562,219</b>		<b>16,355,834</b>	<b>16,594,985</b>	<b>18,843,408</b>	<b>18,471,374</b>		<b>16,439,110</b>	<b>17,066,660</b>	<b>20,166,633</b>	<b>19,412,202</b>
Fixed and Other Assets		7,731,542	7,731,542	7,785,829	7,785,829		7,761,210	7,761,207	7,265,685	7,265,684		8,145,605	8,145,605	6,730,207	6,730,206
<b>Total Assets</b>		<b>18,255,848</b>	<b>18,357,528</b>	<b>24,049,459</b>	<b>23,348,048</b>		<b>24,117,044</b>	<b>24,356,192</b>	<b>26,109,093</b>	<b>25,737,058</b>		<b>24,584,715</b>	<b>25,212,265</b>	<b>26,896,840</b>	<b>26,142,408</b>
<b>Deferred Outflows of Resources</b>			0	0	0		0	0	0	0		0	0	0	0
Current Liabilities		3,461,667	3,429,774	5,186,424	4,400,003		5,113,738	3,831,950	9,350,046	4,258,447		9,188,500	4,582,500	17,927,917	8,178,893
Other Long Term Liabilities		19,251,739	1,318,867	4,606,000	25,899,883		4,606,000	4,606,000	0	14,536,087		0	0	0	10,359,534
Unfunded OPEB Liabilities		0	19,170,911	19,698,581	0		19,698,581	21,209,024	21,209,024	0		21,209,024	14,430,932	0	0
<b>Total Liabilities</b>		<b>22,713,406</b>	<b>23,919,552</b>	<b>29,491,005</b>	<b>30,299,886</b>		<b>29,418,319</b>	<b>29,646,974</b>	<b>30,559,070</b>	<b>18,794,534</b>		<b>30,397,524</b>	<b>19,013,432</b>	<b>17,927,917</b>	<b>18,538,427</b>
<b>Deferred Inflows of Resources</b>			0	0	0		0	0	0	0		0	0	0	0
<b>Net Assets</b>		<b>(4,457,558)</b>	<b>(5,562,024)</b>	<b>(5,441,546)</b>	<b>(6,951,838)</b>		<b>(5,301,275)</b>	<b>(5,290,782)</b>	<b>(4,449,977)</b>	<b>6,942,524</b>		<b>(5,812,808)</b>	<b>6,198,833</b>	<b>8,968,923</b>	<b>7,603,981</b>
Total Revenues	35,629,624	35,700,586	35,783,323	35,380,591	37,167,886	33,662,743	36,385,962	36,143,158	37,585,983	43,602,209	39,950,523	40,499,824	40,895,633	39,526,330	40,522,511
Total Expenditures	34,425,874	34,630,409	34,583,730	34,060,520	37,358,107	33,888,246	36,252,203	35,998,906	35,104,948	29,707,847	39,690,488	41,862,655	41,645,587	37,506,193	39,861,054
<b>Net Income / (Loss)</b>		<b>1,203,750</b>	<b>1,070,177</b>	<b>1,199,593</b>	<b>1,320,071</b>	<b>(225,503)</b>	<b>133,759</b>	<b>144,252</b>	<b>2,481,035</b>	<b>13,894,362</b>		<b>260,035</b>	<b>(1,362,831)</b>	<b>(749,954)</b>	<b>661,457</b>
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	<b>1,203,750</b>	<b>1,070,177</b>	<b>1,199,593</b>	<b>1,320,071</b>	<b>(190,221)</b>	<b>(225,503)</b>	<b>133,759</b>	<b>144,252</b>	<b>2,481,035</b>	<b>13,894,362</b>	<b>260,035</b>	<b>(1,362,831)</b>	<b>(749,954)</b>	<b>2,020,137</b>	<b>661,457</b>
Net Assets, Beginning	(4,579,570)	(5,441,546)	(5,441,546)	(5,441,546)	(6,951,838)	(5,562,024)	(5,441,546)	(5,441,546)	(5,441,546)	(6,951,838)	(5,919,818)	(4,449,977)	(4,449,977)	(4,449,978)	6,942,524
Adj. for restatement / Prior Yr Adj	0	0	(1,233,882)	(1,233,882)	0	0	6,512	6,512	(1,489,466)	0	0	0	11,398,764	11,398,764	0
<b>Net Assets, Beginning, Adjusted</b>	<b>(4,579,570)</b>	<b>(5,441,546)</b>	<b>(6,675,428)</b>	<b>(6,675,428)</b>	<b>(6,951,838)</b>	<b>(5,562,024)</b>	<b>(5,435,034)</b>	<b>(5,435,034)</b>	<b>(6,931,012)</b>	<b>(6,951,838)</b>	<b>(5,919,818)</b>	<b>(4,449,977)</b>	<b>6,948,787</b>	<b>6,948,786</b>	<b>6,942,524</b>
<b>Net Assets, End</b>	<b>(3,375,820)</b>	<b>(4,371,369)</b>	<b>(5,475,835)</b>	<b>(5,355,357)</b>	<b>(7,142,059)</b>	<b>(5,787,527)</b>	<b>(5,301,275)</b>	<b>(5,290,782)</b>	<b>(4,449,977)</b>	<b>6,942,524</b>	<b>(5,659,783)</b>	<b>(5,812,808)</b>	<b>6,198,833</b>	<b>8,968,923</b>	<b>7,603,981</b>
Unrestricted Net Assets		(4,457,558)	(5,562,024)	(5,441,546)	(7,968,907)		(5,301,275)	(5,290,782)	(5,475,866)	6,027,534		(6,838,698)	5,172,943	506,745	6,481,365
Restricted Net Assets		0	0	0	1,017,069		0	0	1,025,889	914,990		1,025,890	1,025,890	8,462,178	1,122,616

8798 Palisades Charter High	Audited Financials					2022-2023					2023-2024				
	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Cash and Cash Equivalents	10,008,950	14,973,696	16,810,020	19,294,415	0		16,089,778	17,376,694	19,484,805	19,294,415		17,165,000	16,876,500	0	0
Accounts Receivable	5,080,742	3,114,730	2,261,432	1,746,511	0		2,324,987	2,550,987	1,485,618	1,746,511		2,150,000	2,250,000	0	0
Other Current Assets	472,527	382,948	340,750	353,961	0		301,000	75,000	568,790	353,961		75,000	290,000	0	0
Current Assets	<b>15,562,219</b>	<b>18,471,374</b>	<b>19,412,202</b>	<b>21,394,887</b>	<b>0</b>		<b>18,715,765</b>	<b>20,002,681</b>	<b>21,539,213</b>	<b>21,394,887</b>		<b>19,390,000</b>	<b>19,416,500</b>	<b>0</b>	<b>0</b>
Fixed and Other Assets	7,785,829	7,265,684	6,730,206	6,123,102	0		7,100,000	7,100,000	6,123,100	6,123,102		7,150,000	7,150,000	0	0
<b>Total Assets</b>	<b>23,348,048</b>	<b>25,737,058</b>	<b>26,142,408</b>	<b>27,517,989</b>	<b>0</b>		<b>25,815,765</b>	<b>27,102,681</b>	<b>27,662,313</b>	<b>27,517,989</b>		<b>26,540,000</b>	<b>26,566,500</b>	<b>0</b>	<b>0</b>
<b>Deferred Outflows of Resources</b>	0	0	0	0	0		0	0	0	0		0	0	0	0
Current Liabilities	4,400,003	4,258,447	8,178,893	8,004,241	0		16,671,015	17,522,015	17,853,111	8,004,241		14,237,942	14,237,942	0	0
Other Long Term Liabilities	25,899,883	14,536,087	10,359,534	10,374,071	0		0	661,559	0	10,374,071		0	0	0	0
Unfunded OPEB Liabilities	0	0	0	0	0		0	0	0	0		0	0	0	0
<b>Total Liabilities</b>	<b>30,299,886</b>	<b>18,794,534</b>	<b>18,538,427</b>	<b>18,378,312</b>	<b>0</b>		<b>16,671,015</b>	<b>18,183,574</b>	<b>17,853,111</b>	<b>18,378,312</b>		<b>14,237,942</b>	<b>14,237,942</b>	<b>0</b>	<b>0</b>
<b>Deferred Inflows of Resources</b>	0	0	0	0	0		0	0	0	0		0	0	0	0
<b>Net Assets</b>	<b>(6,951,838)</b>	<b>6,942,524</b>	<b>7,603,981</b>	<b>9,139,677</b>	<b>0</b>		<b>9,144,750</b>	<b>8,919,107</b>	<b>9,809,202</b>	<b>9,139,677</b>		<b>12,302,058</b>	<b>12,328,558</b>	<b>0</b>	<b>0</b>
Total Revenues	37,167,886	43,602,209	40,522,511	45,064,186	0	41,627,951	43,983,246	45,152,315	44,322,244	45,064,186	43,678,479	46,386,462	45,910,047	0	0
Total Expenditures	37,358,107	29,707,847	39,861,054	43,528,490	0	40,446,622	43,807,419	43,905,077	42,184,911	43,528,490	41,855,133	43,893,606	43,390,691	0	0
<b>Net Income / (Loss)</b>	<b>(190,221)</b>	<b>13,894,362</b>	<b>661,457</b>	<b>1,535,696</b>	<b>0</b>	<b>1,181,329</b>	<b>175,827</b>	<b>1,247,238</b>	<b>2,137,333</b>	<b>1,535,696</b>	<b>1,823,346</b>	<b>2,492,856</b>	<b>2,519,356</b>	<b>0</b>	<b>0</b>
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Inc / (Dec) in Net Assets</b>	<b>(190,221)</b>	<b>13,894,362</b>	<b>661,457</b>	<b>1,535,696</b>	<b>0</b>	<b>1,181,329</b>	<b>175,827</b>	<b>1,247,238</b>	<b>2,137,333</b>	<b>1,535,696</b>	<b>1,823,346</b>	<b>2,492,856</b>	<b>2,519,356</b>	<b>0</b>	<b>0</b>
Net Assets, Beginning	(6,761,617)	(6,951,838)	6,942,524	7,603,981	0	7,325,074	8,968,923	8,968,923	8,968,923	7,603,981	10,050,475	9,809,202	9,809,202	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	(1,297,054)	(1,297,054)	0	0	0	0	0	0
<b>Net Assets, Beginning, Adjusted</b>	<b>(6,761,617)</b>	<b>(6,951,838)</b>	<b>6,942,524</b>	<b>7,603,981</b>	<b>0</b>	<b>7,325,074</b>	<b>8,968,923</b>	<b>7,671,869</b>	<b>7,671,869</b>	<b>7,603,981</b>	<b>10,050,475</b>	<b>9,809,202</b>	<b>9,809,202</b>	<b>0</b>	<b>0</b>
<b>Net Assets, End</b>	<b>(6,951,838)</b>	<b>6,942,524</b>	<b>7,603,981</b>	<b>9,139,677</b>	<b>0</b>	<b>8,506,403</b>	<b>9,144,750</b>	<b>8,919,107</b>	<b>9,809,202</b>	<b>9,139,677</b>	<b>11,873,821</b>	<b>12,302,058</b>	<b>12,328,558</b>	<b>0</b>	<b>0</b>
Unrestricted Net Assets	(7,968,907)	6,027,534	6,481,365	7,687,460	0		0	3,611,952	5,269,866	7,687,460		8,381,278	8,444,373	0	0
Restricted Net Assets	1,017,069	914,990	1,122,616	1,452,217	0		0	6,023,805	4,539,336	1,452,217		3,920,780	3,884,185	0	0



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

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

**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					



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

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

<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:





LAUSD CHARTER SCHOOLS DIVISION

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





LAUSD CHARTER SCHOOLS DIVISION

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

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

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



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024**Notes:****I. Review of Fiscal Documentation (Non-Fiscal Preparation Guide Items)**

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.



LAUSD CHARTER SCHOOLS DIVISION

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

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



LAUSD CHARTER SCHOOLS DIVISION

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

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.





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

**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><i><b>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></b></i></p>	<p><i><b>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></b></i></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>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 3/13/2024

***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 Accomplished [Rating of 4].***

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;





LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

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 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>



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: Palisades Charter High

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 <b>Developing</b> [Rating of 2].</i></p>	<p><i>An existing school would be assessed as <b>Unsatisfactory</b> [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 <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><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 <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>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>