



Palisades Charter High School

Board Meeting

Date and Time

Tuesday May 19, 2026 at 5:00 PM PDT

Location

Gilbert Hall
15777 Bowdoin Street
Pacific Palisades, CA 90272

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

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

SUPPORTING DOCUMENTATION:

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

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Agenda

	Purpose	Presenter	Time
I. Opening Items			5:00 PM
Opening Items			
A. Call the Meeting to Order		Maggie Nance	
B. Record Attendance and Guests			2 m
C. Public Comment			30 m
<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> Google Form Public Comment Procedure: A Google form is available 24 hours prior to the meeting for Public Comment. Please refer to the Dewey Dolphin email or copy/paste this link https://forms.gle/kSsxkvL6T9GgXpdEA. Your comment will be read aloud by the Board Vice Chair. Public comments submitted through the Google form will be read after the public comments presented live at the meeting. General public comments not read after 60 minutes will be included in the meeting minutes. Due to public meeting laws, the Board can only listen to your comment, not respond or take action. Comments are limited to two (2) minutes, per person and one cannot cede their time to another. A member of the public who requires the use of a translator, in order to receive the same opportunity as others to directly address the Board, shall have twice the allotted time to speak, and the total allocated time shall be appropriately increased as well. Govern Code § 54954.3(b)(2).			
D. Approve Minutes	Approve Minutes	Maggie Nance	2 m
Approve minutes for Board Meeting on April 21, 2026			
E. Approve Minutes	Approve Minutes	Maggie Nance	2 m
Approve minutes for Board Meeting on March 17, 2026			

	Purpose	Presenter	Time
II. Organizational Reports			5:36 PM
A. Student Report	FYI	Alessandra Santini	3 m
B. Parent Report	FYI	Jessica Recinos, Neegen Ben- Cohen, Lisa Cahill	3 m
C. Community Report	FYI	Amir Ebtehadj	3 m
D. Represented Classified Staff Report	FYI	Andrew Paris	3 m
E. Unrepresented Classified Staff Report	FYI	Dr. Martha Monahan	3 m
F. Faculty Report	FYI	Maggie Nance, Nicholas Albonico, Minh Ha Ngo	3 m
G. Human Resources Director (HR) Report	FYI	Dr. Martha Monahan	5 m
H. Director of Operations Report	FYI	Rafael Negroe	3 m
I. Director of Information Technology Report	FYI	Jeff Roepel	5 m
J. Director of Development Report	FYI	Rene Rodman	3 m
K. Chief Business Officer (CBO) Report April Financial Update	FYI	Marie Arce	3 m
L. Executive Director/Principal (EDP) Report	FYI	Dr. Pam Magee	5 m
III. Board Committees (Stakeholder Board Level Committees)			6:18 PM
A. Academic Accountability Committee Update	FYI	Michael Friedman, Randy Tenan- Snow, Neegen Ben- Cohen	20 m
• Follow-up on action items from previously submitted report			
B. Budget & Finance Committee Update	FYI	Sara Margiotta	5 m

	Purpose	Presenter	Time
C. Election Committee Update	Vote	Brooke King	10 m
D. Charter Committee Update	FYI	Maggie Nance	5 m
There is nothing to report at this time.			
IV. Board Committees (Board Members Only)			6:58 PM
A. Audit Committee	FYI	Various	10 m
B. Survey Committee	FYI	Various	20 m
C. Bargaining Committee	FYI	Various	10 m
V. Academic Excellence			7:38 PM
A. NWEA and CAASPP Testing Data	FYI	Diana Kim	20 m
B. Approval of the Amended 2026–2027 School Year Calendar	Vote	Diana Kim, Tyler Farrell	5 m
"Motion to approve the amended 2026–2027 School Year Calendar, specifically the dates for Spring Break."			
C. PCHS 504 Policy	Vote	Various	10 m
"Motion to approve the PCHS 504 Policy."			
D. Virtual Academy/Independent Studies Policy	Vote	Amie Whiteley, Randy Tenansnow	10 m
"Motion to approve the Virtual Academy/Independent Studies Policy."			
VI. Collective LAUSD SELPA Notification Letter (Draft)			8:23 PM
A. Collective LAUSD SELPA Notification Letter (Draft)	Vote	Dr. Pam Magee	10 m
"Motion to approve the Collective LAUSD SELPA Notification Letter."			
VII. Finance			8:33 PM
A. OPEB Trust Agreement Revision	Vote	Alexis Duston	10 m
"Motion to approve the revised OPEB Trust Agreement."			

	Purpose	Presenter	Time
B. 2026-2027 Textbook Budget	Vote	Alexis Duston	10 m
"Motion to approve the 2026-2027 Textbook Budget."			
C. FY27 Spring ConApp Report & Application for Funding	Vote	Marie Arce, Charter Impact	10 m
"Motion to approve the FY27 Spring ConApp Report & Application for Funding."			
VIII. Consent Agenda			9:03 PM
A. Finance Items: School Organized Conferences/Trips	Vote	Maggie Nance	5 m
There is nothing to report.			
B. Personnel Items	Vote	Dr. Martha Monahan	5 m
IX. Additional HR Updates			9:13 PM
A. Declaration of Need (DON) Authorization of Local Assignment Option for Certificated Employees	Vote	Dr. Martha Monahan	5 m
"Motion to approve the Declaration of Need (DON) Authorization of Local Assignment Option for Certificated Employees."			
Personnel Affected: Teressa Rundstrom			
B. Final RIF Resolution	Vote	Dr. Martha Monahan	5 m
"Motion to approve the Final RIF Resolution."			
X. New Business / Announcements			9:23 PM
A. Announcements / New Business	FYI	Maggie Nance	1 m
The remainder of this year's Board of Trustees meetings will be held at 5:00 p.m. in Gilbert Hall on the following dates:			
• Tuesday, June 9, 2026 (Budget) • Tuesday, June 16, 2026			

	Purpose	Presenter	Time
XI. Closed Session			9:24 PM
A. Public Employee Discipline/Dismissal/Release (Pursuant to Government Code Section 54957)	Vote	Dr. Martha Monahan	5 m
XII. Open Session			9:29 PM
A. Return to Open Session	FYI	Maggie Nance	1 m
B. Report Out on Action Taken In Closed Session, If Any.	FYI	Maggie Nance	1 m
XIII. Closing Items			9:31 PM
A. Adjourn Meeting	FYI	Maggie Nance	1 m

Coversheet

Approve Minutes

Section:	I. Opening Items
Item:	D. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Board Meeting on April 21, 2026



Palisades Charter High School

Minutes

Board Meeting

Date and Time

Tuesday April 21, 2026 at 5:00 PM

Location

Gilbert Hall

15777 Bowdoin Street

Pacific Palisades, CA 90272

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Trustees Present

Amir Ebtehadj, Andrew Paris, Fati Adeli, Lisa Cahill, Maggie Nance, Martha Monahan, Minh Ha Ngo, Negeen Ben-Cohen, Nicholas Albonico

Trustees Absent

Jane Davis, Jessica Recinos

Ex Officio Members Present

Dr. Pam Magee

Non Voting Members Present

Dr. Pam Magee

I. Opening Items

A. Call the Meeting to Order

Maggie Nance called a meeting of the board of trustees of Palisades Charter High School to order on Tuesday Apr 21, 2026 at 5:11 PM.

B. Record Attendance and Guests

II. Closed Session

A. Public Employee Discipline/Dismissal/Release

Entered closed session at 7:45. All interested board members left the room.
Public session for the evening ended at this time.

B. Conference with Legal Counsel — Anticipated Litigation

Entered closed session at 5:20 pm

Entered closed session at 5:20 pm

III. Open Session

A. Return to Open Session

returned to open session at 6:06 pm

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

Directive given to administration

IV. Opening Items Continued

A. Public Comment

Tammera Okumoto - submitting a grievance regarding the admin's handling of her daughter Aria O'Shea's case. She provided copies of a binder to each board member including clinical documentation and also documenting dates and interactions with admin and counseling staff. Regarding requests for student support services for her daughter. Submitted the binder into the record for the meeting.

Michael Friedman - complaint regarding outsourcing of admin and HR duties. Increases costs, ends up with teachers out of class, bad subs, etc. They should use AI if they are shortstaffed in admin. Pali is trying to function as a business instead of a teaching institution. Don't schedule meetings during school hours so you can be present and enforce policies such as cell phone policies. Admin needs to be more active in monitoring and enforcing the cell phone policy.

B. Approve Minutes

V. Organizational Reports

A. Student Report

Alessandra Santini- introduced newly elected ASB president Jackson. ASB elections were just completed. Senior pool party this Friday. Freshman interest meeting. Planning more events for the rest of the school year.

Alessandra Santini- introduced newly elected ASB president Jackson. ASB elections were just completed. Senior pool party this Friday. Freshman interest meeting. Planning more events for the rest of the school year.

B. Parent Report

Lisa - lots of confusion around graduation events and senior activities.

Negeen - parents excited about the parent and student surveys. Challenges with accessing it, partly from surveys going into spam folders.

C. Community Report

Fati - Kambiz Kamdar who is a current parent of a 9th and 11th grader - serves on the park/rec advisory board, advocating for our baseball team and tennis team to be able to use the facilities at the park. Serves on some other committees for the palisades. Has many questions about the baseball field, contractor, DSA review, schedule, etc.

D.

Represented Classified Staff Report

nothing to report

E. Unrepresented Classified Staff Report

Martha - calling out our Pali Positives for this month - Sara Rosenthal and Christine Batt-Sterling

F. Faculty Report

Minh Ha - finished a week of testing in all grade levels. UTLA negotiations ongoing.
Maggie - only 5 or 6 weeks left for this semester

G. Human Resources Director (HR) Report

stands as submitted

H. Director of Operations Report

stands as submitted

I. Director of Information Technology Report

stands as submitted

J. Director of Development Report

stands as submitted

K. Chief Business Officer (CBO) Report

report stands as submitted

L. Executive Director/Principal (EDP) Report

Dr Magee - acknowledging the work that went into testing week and an orderly and positive testing experience. Participation rates looking excellent. Looking forward to see how well the kids perform on the assessments.

There was a panel with Mr. Negroe today, focusing on sustainability and modernization of our campus as part of the restoration process. Clean energy task force and other ideas for the school environment.

IB validation ongoing this week. New program that can help Pali stand out.

VI. Board Committees (Stakeholder Board Level Committees)

A. Academic Accountability Committee Update

Michael and Randy -

- Last meeting discussed revisions to departmental questions so we can hit the ground running next year. Discussion became more about what do we think of the questions instead of finalizing the questions.
- Suggestions for determining members for next year's committee before the end of this year so the August meeting can be more productive. Also to create the calendar of meetings now.
- Michael adds that we discussed use of AI and how teachers can incorporate it.
- Students voiced concerns - students taking a close in person or online, it looks identical on the transcript but the reality of the experience is very different. Also about grading policies, teacher fairness.
- Maggie - the committee needs to have a tight agenda and stick with it. The committee has a clear purpose in the charter and needs to work to accomplish this goals. We can restructure in the next charter cycle to make it more clear and effective.
- Fati - the committee needs clear goals.
- Minh Ha - the committee made a report and recommendations so the ball is now in our court.
- Maggie - we can agendaize for May or create an ad hoc committee to review the report and make an action plan. Suggest board actions.
- Discussion about curriculum council and grading policy and the role of this committee.

B. Budget & Finance Committee Update

Minutes from the meeting were not included in the packet. It can be added to the record now because it is available to everyone at the same time. Copies available for everyone in attendance.

Sara could not be here so Maggie is making the report on her behalf -
they voted to approve the transportation budget.
they voted to approve the purchase of 780 lenovo chromebooks.

Minh Ha - it's very tight for us to review the committee minutes. Would be helpful if there was a bigger space between the committee meeting and the board meeting.

Sole Occupancy Agreement - has not been finalized yet. Attorneys still negotiating.

C. Election Committee Update

Maggie - Election committee needs to meet and start the process.

The composition of the committee is set out in the board documents. The people who are eligible to serve now have never done it before so can't guide the committee so we would

like to bring in Brooke King and Rob King to help. Need 2 uninterested parties and 3 board members in addition to 2 UTLA members and 1 PESPU

proposed composition -

Brooke King

Rob King

Minh Ha

Lisa Cahill

Fati Adeli

need 1 PESPU member as well

D. Charter Committee Update

nothing to report

VII. Board Committees (Board Members Only)

A. Board Members Only - Committee Updates

Audit Committee - needs to form before budget approval

all noninterested board members - Amir, Fati, Negeen, Lisa, Jessica, Jane

Survey Committee - has met and worked and got the surveys out. Thank you Jeff Roepel. Will have results next month.

VIII. LAUSD Environmental Testing Update

A. LAUSD Environmental Testing Update

Rafael Negroe - LAUSD has shared limited summary of their recent sampling. Everything was found to be safe and within reasonable ranges. No buildings or rooms need to be closed. A few areas identified low level detection that was within safe levels but they undertook cleaning of those areas again. One area of the gym remained for additional cleaning that was done last Wednesday. Use and occupancy not impacted, closure not warranted. TO-15 method was used. Air sampling did not identify fire related impacts or areas of air quality concerns.

IX. Academic Excellence

A. Update on Virtual Academy and Approval of Contract

Randy Tenan-Snow -

- We are revamping the legal aspects of Virtual Academy following a rigorous audit. Would like board approval for some of the proposed changes. Also have their annual contract with the state. Issues of attendance collection that impact funding.

Changes in how we track and record attendance - time based or assignment based independent study program. Popularity of the program makes it very difficult to manage via time based approach and most larger programs have shifted to assignment based. The programs are asynchronous for the most part but trying to align with PLCs. They now want approval to move to course based so they can meet their ADA requirements and make the reporting more accurate. Presently assign minutes per assignment per student. But it was being done incorrectly and the auditor identified issues because it has to be done for each student individually.

- Course based programs - teachers determine needed/appropriate interventions, communications to the families in real time based on completion deadlines, etc., recommendations by the principal and coordination if they determine a student should return to in person learning.
- For next year the program is going back to pre-covid policy for testing - All testing required to be done in person, on campus.
Hybrid students will be limited - for very few courses. This will likely decrease enrollment.
- Outliers such as on set performers or athletes or students in residential facilities are a very small portion of the enrollment. They can find ways to accommodate for when those students are able to come on campus to complete the assessments.
- Teachers must be accredited within the LEA unless there's an MOU.
- Teachers will have to collect attendance and sign off by acknowledging if a student has completed the work.
- Teachers must be available weekly for their students on zoom and in person.
- Will have required in person orientations for both students and caregivers, contract to be signed at that time to confirm they will come on campus for testing when required.
- Also will have one designated counselor for VA students so that counselor really knows the program and can handle the intervention needs and help keep things organized. Allison Rayner
- Minh Ha - They will come to campus to take all assessments? Randy says not quizzes as those are only 5% of the grade in this program, but yes for unit tests, spoken assignments, midterms and finals. Asks who is creating the tests. Each PLC is using different test - some are using APEX plus common assessments from PLCS, some are using UC-Scout. So the students will have to come in during the week that the test is scheduled to take the test. Part of the reason to limit hybrid is to avoid conflicts at assessment times. We will allow them to take a class on campus if it's not offered by UC-Scout. What if a class is offered by UC-Scout? There will be 2 designated periods for them to take non-VA classes in person. Contract draft says it's only classes that are not offered online. Maggie says maybe we can have a waiver process to let them take more.
- Amir - how many students would decide against VA if we don't allow it? And how does the attendance change impact funding? The change in attendance will make it easier to get the ADA funding.

- Randy says only 15% are fully virtual and the rest are hybrid.
- We can vote now on the attendance model and table to vote on the contract.
- Minh Ha would like the transcript to reflect how a class is taken in person or VA but it's not clear if that is permissible by law.

Minh Ha Ngo made a motion to Approve the Virtual Academy Changing to a Course Based Attendance System From a Time Based Attendance System.

Maggie Nance seconded the motion.

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

Roll Call

Minh Ha Ngo	Aye
Negeen Ben-Cohen	Aye
Andrew Paris	Aye
Jessica Recinos	Absent
Nicholas Albonico	Aye
Amir Ebtehadj	Aye
Fati Adeli	Aye
Martha Monahan	Aye
Lisa Cahill	Aye
Maggie Nance	Aye
Jane Davis	Absent

B. IRB Approval for Stephanie Chew, Doctoral Student at the University of LaVerne

Maggie Nance made a motion to Approve the IRB Request from Stephanie Chew.

Amir Ebtehadj seconded the motion.

Regarding data collection by doctoral candidate.

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

Roll Call

Jane Davis	Absent
Nicholas Albonico	Aye
Negeen Ben-Cohen	Aye
Andrew Paris	Abstain
Fati Adeli	Aye
Maggie Nance	Aye
Martha Monahan	Aye
Jessica Recinos	Absent
Amir Ebtehadj	Aye
Minh Ha Ngo	Aye
Lisa Cahill	Aye

X. Finance

A. Fiscal Year 2026 March Financials

Marie Arce of Charter Impact -

financials and presentation stand as submitted
Revenue and Expense forecasting for the year
FY25 audit is complete
2364 enrolled students

B. Fiscal Year 2025 Audit

report stands as submitted.

C. Fiscal Year 2025 Actuarial Report

Report was completed by Foster & Foster as part of the audit.
The auditor advised this needs to be completed annually, not bi-annually as was previously thought.
They evaluated current staff and what financial contributions will need to be made for post-retirement benefits.

D. OPEB Trust

Pali had accounts at Merrill Lynch. LAUSD has required that these funds be housed in a trust. It was a lengthy legal process. The trust was completed last week. Merrill Lynch will now review it for compliance with their financial requirements.
Discussion of what the trust structure is meant to do.

XI. Governance

A. 2026-2027 Board Meeting Schedule

Amir Ebtehadj made a motion to Approve the 2026-2027 Board Meeting Schedule.
Andrew Paris seconded the motion.
The board **VOTED** unanimously to approve the motion.

XII. Consent Agenda

A. Finance Items: School Organized Conferences/Trips

Maggie Nance made a motion to Approve Consent Agenda for Finance Items: School Organized Conferences/Trips.
Negeen Ben-Cohen seconded the motion.
Steve Engelman - Camp Sylvester Pinecrest forestry field trip
Brad Kolavo and Phil Hoag - Conference for DECA AP Business and Personal Finance - AP Summer Institute training

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

B.

Personnel Items

Martha Monahan made a motion to Approve Consent Agenda: Personnel Items.

Amir Ebtehadj seconded the motion.

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

XIII. Human Resources Updates

A. Commission on Teacher Credentialing (CTC) Declaration of Need – Local Assignment Options

Temporary Teacher Makenzie Whiteley. We have to approve a declaration of need in order to hire her.

We had a teacher leave unexpectedly in January and we interviewed candidates but were not able to find someone with the necessary qualifications and correct credential. She is a fully credentialed teacher and was teaching out of state and but does not have the full, right credential yet for CA so she needs a little time to get the other required credentials. It is in process and she has the temporary credential. This is a temporary position filling in for a teacher on leave. PE department will have to decide about after this year.

B. Uniform Complaint Policy

Policy has to be updated to comply with changes in state and federal law and categories of complaints.

Maggie Nance made a motion to Approve Updated Uniform Complaint Policy.

Lisa Cahill seconded the motion.

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

Roll Call

Amir Ebtehadj	Aye
Negeen Ben-Cohen	Aye
Maggie Nance	Aye
Jessica Recinos	Absent
Jane Davis	Absent
Minh Ha Ngo	Aye
Martha Monahan	Aye
Nicholas Albonico	Abstain
Fati Adeli	Aye
Lisa Cahill	Aye
Andrew Paris	Aye

XIV. New Business / Announcements

A. Announcements / New Business

Next meeting Tuesday May 19 at 5 pm.

XV. Closing Items

A. Adjourn Meeting

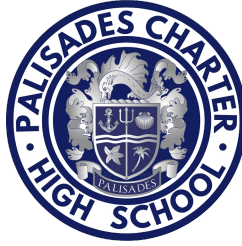
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:52 PM.

Respectfully Submitted,
Negeen Ben-Cohen

Coversheet

Approve Minutes

Section:	I. Opening Items
Item:	E. Approve Minutes
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Board Meeting on March 17, 2026



Palisades Charter High School

Minutes

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Trustees Present

Amir Ebtehadj, Andrew Paris, Fati Adeli, Jane Davis, Maggie Nance, Martha Monahan, Minh Ha Ngo, Negeen Ben-Cohen (remote), Nicholas Albonico

Trustees Absent

Jessica Recinos, Lisa Cahill

I. Opening Items

A. Call the Meeting to Order

Amir Ebtehadj called a meeting of the board of trustees of Palisades Charter High School to order on Tuesday Mar 17, 2026 at 5:05 PM.

B. Record Attendance and Guests

C. Public Comment

Negeen read public comments. There were three comments.

Anonymous - I think it is so important to reach out to teachers, students, and parents to get input about Pali high strengths and weaknesses.

Michael Friedman - In the AAC meetings we have been gathering information from all departments to explore the commonalities and differences between the department and courses offered at PALI and have compiled a report to highlight strengths and challenges along with recommendations made by committee members and AI. It does appear that we have an established procedure and infostructure that plans and includes yearly information that is analyzed by various stakeholders. The end of year report should be used as the needed content areas to address for PD and PLC meetings from the beginning of the year throughout the school year. Both the PLC notebooks and reviews along with the Board Report should be easily made available to all staff. The administrator over each department needs to take action and in cases issue a directive to teachers who are not following certain adopted policies within their PLC's. The consistency of each department must be acknowledged and managed. It was also found that having an administrator over a department teach at least one course in that department would serve very valuable to PALI as an institution as it would promote understanding, empathy, relatability, practicability, awareness, teamwork, make the administrator more confident and respected by other teachers by doing and not just saying.

Lisa Saxon - I'm concerned about a sweeping conclusion made in the Academic Accountability Committee's Analysis of Department Feedback attached to the Board materials packet. I understand that committee members received an AI-generated summary of department reports, and I'm concerned about some over-generalizations made in regard to the curricular program at Pali Academy, the school's credit-recovery program. The first bullet point on the committee's report states that "Rigor is lacking, and

students are not engaged in learning." I'm wondering how this conclusion was drawn, as the comment was not included in the department's report to the AA Committee. The English and Social Studies classes are taught by certificated teachers who work to align their curriculum with grade-level PLCs at the main school. Students typically are referred to Pali Academy only after they have fallen 60 credits behind the pace needed to earn a high school diploma, meaning they enter the program with a history of having earned failing grades. Consequently, the English and Social Studies teachers "meet students where they are," a practice that involves designing lessons that address content-area standards that a student may have missed in previous years. Pali Academy teachers work hard to ensure that course curriculum is both accessible and rigorous. Moreover, students are required to complete grade-level common assessments. For online credit-recovery classes, Pali Academy uses APEX, the same program used by Virtual Academy. This semester, Pali Academy teachers are adding assignments to the English (9A and 9B classes to ensure that students have ample opportunity to demonstrate proficiency of standards -- and, more importantly, that they have the skill set needed to transition back to the main campus. These locally created assessments are designed to increase student engagement and to provide scaffolding students need to successfully complete assignments in online classes. Pali Academy's Small Learning Community is successful largely because our small team consisting of a counselor, clerical support, teachers, and mental health service provides works together to address student needs. We communicate about students on a daily basis and share of single goal of helping each student reach his or her academic goals.

D. Approve Minutes

Nicholas Albonico made a motion to approve the minutes from Board Meeting on 02-24-26.

Andrew Paris seconded the motion.

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

II. Organizational Reports

A. Student Report

Owen Fischer delivered the Student Report, highlighting upcoming campus elections, scheduled St. Patrick's Day activities, and current student feedback.

B. Parent Report

Negeen reported that parents are seeking a more efficient method for receiving school-directed information. The report also noted prevailing confusion regarding the school calendar and daily schedules.

C. Community Report

Nothing at this time.

D.

Represented Classified Staff Report

Nothing at this time.

E. Unrepresented Classified Staff Report

Monahan detailed steps being taken for the scheduled LAUSD visit and recommended to support the school play, Rent.

F. Faculty Report

Dr. Ngo reported that faculty members are currently completing required inventory forms and preparing for upcoming department pull-out sessions. Additionally, she highlighted an ongoing need for increased copy machine access and printing support for teachers on campus.

G. Human Resources Director (HR) Report

Martha: Stands as submitted.

H. Director of Operations Report

No new updates.

I. Director of Information Technology Report

Stands as submitted.

J. Director of Development Report

K. Chief Business Officer (CBO) Report

Marie: Revenue surplus is around \$97,000.

L. Executive Director/Principal (EDP) Report

The report emphasized the importance of managing professional neutrality on campus while maintaining an environment where students feel empowered to express their opinions safely. It highlighted the need for continued student education regarding the utilization of the "STOPit" anonymous referral application, as well as raising awareness for available on-campus mental health resources. Additionally, it was noted that the recent school climate survey provided the administration with valuable insights and actionable data regarding the overall culture and climate at Palisades.

III. Board Committees (Stakeholder Board Level Committees)

A. Academic Accountability Committee Update

Tenan-Snow: AAC report: she was not sure how Lisa Saxon could make a public comment about a report that has not been published yet. Randy discussed how the

committee prepared the report. The AAC's report is a working doc that can be changed as circumstances dictate. The members of the report thoroughly prepared the report. Saxon's claim that it was produced by AI is unfounded.

Described the process by which the report was created. Went through a PPT about findings. Described difficulties with collaborative classes.

Rivera: expressed concerns about attendance, class sizes, and how to deal with AI.

B. Budget & Finance Committee Update

Sara: voted to approve Christy White contract, trust issue needed to be resolved. Described the ins and outs of Pali's budget.

C. Election Committee Update

No update.

D. Charter Committee Update

No update.

IV. Board Committees (Board Members Only)

A. Board Members Only - Committee Updates

Audit committee to meet soon. Survey committee met and discussed how to create a survey. Grade appeal committee will meet soon.

V. LAUSD Testing Plans/Updates

A. LAUSD Testing Plans/Updates (Spring Break)

Pam: samples will be taken during Spring Break. Results will be shared when available,

VI. Operations and Facilities Updates

A. Operations and Facilities Updates

It was reported that the Maggie Gilbert Aquatic Center (MGAC) is currently open for students and the swim team, with plans to extend access to the broader community in the near future. Electrical contractors are scheduled to repair the stadium's overhead lighting. Additionally, the Office of Health and Environmental Safety (OHES) is expected to grant full occupancy certification this coming Friday, which will allow the field to open to the community and host the lacrosse (LAX) game scheduled for Friday evening.

VII. LAUSD Single Occupancy Agreement

A.

LAUSD Single Occupancy Agreement

Updates were provided on the new agreement currently being negotiated to resolve recent alignment challenges. The District is actively reviewing the terms, and the school expects a more favorable outcome.

VIII. Academic Excellence

A. Update on Annual School and Board Goals

The administration noted that Plan-Do-Study-Act (PDSA) cycle takeaways will be shared with the Board at an upcoming meeting, and school-wide operational challenges will be taken into consideration moving forward. A primary focus of the discussion centered on class size discrepancies, highlighting a variance where some classes average 38 students while others average 21. The administration emphasized that balancing schedules to distribute enrollment more evenly is an incredibly complex process, and comprehensive strategies are being evaluated to address these distribution challenges.

The operations team compiled a comprehensive list of vendors and cross-referenced them with essential school services. To maintain a standard of receiving three competitive proposals, a minimum of five vendors per service area is required. The list will be consolidated, and the administration will notify the participating vendors of their inclusion on the JPA shortlist.

IX. Athletics Updates

A. Athletics Updates

The administration reported a highly successful postseason, with all city-playoff eligible teams successfully qualifying for the state tournament. Notable achievements include the Girls Basketball team finishing as the CIF State Division IV Runner-Up and the Boys Basketball team securing the City Division Championship. Additionally, Boys Soccer, Girls Soccer, and the Cheerleading squad all advanced to the state playoffs, with Cheer earning a Regional Championship title. Spring sports are currently underway across campus. Concluding the report, it was announced that Athletic Director Rocky Montz was named the City Section Athletic Director of the Year.

X. Finance

A. Fiscal Year 2026 February Financials

B. Christy White Contract

Marie brought forward the Christy White contract, stating that the agreement needs to be formally approved by the Board.

Amir Ebtehadj made a motion to Approve second year of contract.
Jane Davis seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Jessica Recinos	Absent
Amir Ebtehadj	Aye
Fati Adeli	Aye
Maggie Nance	Absent
Negeen Ben-Cohen	Aye
Andrew Paris	Aye
Nicholas Albonico	Aye
Lisa Cahill	Absent
Minh Ha Ngo	Aye
Jane Davis	Aye
Martha Monahan	Aye

C. Irrevocable Trust - OPEB

Jane Davis made a motion to approve the Irrevocable Trust - OPEB agreement.
Martha Monahan seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Jessica Recinos	Absent
Minh Ha Ngo	Aye
Nicholas Albonico	Aye
Fati Adeli	Aye
Amir Ebtehadj	Aye
Andrew Paris	Aye
Lisa Cahill	Absent
Negeen Ben-Cohen	Aye
Jane Davis	Aye
Martha Monahan	Aye
Maggie Nance	Absent

D. FAST (Transportation Financial Aid)

Maggie Nance made a motion to approve the FAST.
Nicholas Albonico seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Nicholas Albonico	Aye
Andrew Paris	Aye
Maggie Nance	Absent
Negeen Ben-Cohen	Aye
Fati Adeli	Aye

Roll Call

Martha Monahan	Aye
Jane Davis	Aye
Minh Ha Ngo	Aye
Lisa Cahill	Absent
Amir Ebtehadj	Aye
Jessica Recinos	Absent

XI. Consent Agenda

A. Finance Items: School Organized Conferences/Trips

Martha Monahan made a motion to approve School Organized Conferences/Trips.

Amir Ebtehadj seconded the motion.

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

Roll Call

Jessica Recinos	Absent
Nicholas Albonico	Aye
Jane Davis	Aye
Andrew Paris	Aye
Maggie Nance	Abstain
Martha Monahan	Aye
Negeen Ben-Cohen	Absent
Lisa Cahill	Absent
Amir Ebtehadj	Aye
Fati Adeli	Aye
Minh Ha Ngo	Aye

B. Personnel Items

Maggie Nance made a motion to approve with amendment math to language.

Martha Monahan seconded the motion.

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

XII. Local Assignment Option Resolution

A. Local Assignment Option Resolution

Amir Ebtehadj made a motion to ratify the LAO.

Nicholas Albonico seconded the motion.

Ratifying the vote from August, approving teacher's who do not have ELA additions to their credentials if they came out of state or if they are teaching one class out of their subject area.

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

XIII. New Business / Announcements

A. Announcements / New Business

April 21 is our next regularly scheduled board meeting.

XIV. Closed Session

A. Public Employee Discipline/Dismissal/Release

The board entered closed session at 7:02

XV. Open Session

A. Return to Open Session

The board returned from closed session at 7:15pm and did not make any action in closed session.

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

XVI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:16 PM.

Respectfully Submitted,
Amir Ebtehadj

Coversheet

Human Resources Director (HR) Report

Section:	II. Organizational Reports
Item:	G. Human Resources Director (HR) Report
Purpose:	FYI
Submitted by:	
Related Material:	HR Board Report 05_19_2026.pdf



PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

Board of Trustees Meeting Human Resources Report May 19, 2026

Faculty Longevity Awards

The following teachers were recognized for their commitment to Pali students at our final 2025-2026 faculty meeting. Through their years of dedicated service, they have made a lasting impact on our school community, supporting generations of students with their passion, expertise, and unwavering commitment to excellence. We are grateful for their continued contributions and proud to celebrate their longevity at Pali.

Steve Engelmann - 30
Grant Smith - 20 years
Rick Woodward - 20

Emily Yook - 20 years
Michael Friedman - 20
Jane Curren - 5 years

Commission on Teacher Credentialing (CTC) Declaration of Need

Education Code (EC) and Title 5 Regulations (T5) provide local educational agencies (LEAs) with educator assignment options that can be used when an LEA is unable to assign a certificated employee with the appropriate credential. These options, known as Local Assignment Options (LAOs), allow flexibility at the local level and are used solely at the discretion of the LEA. governing board approval is required annually. This is intended to guarantee transparency in assignments, as board agendas are public and accessible to parents and stakeholder groups.

The following contracted employee is a licensed speech and language pathologist whose CTC renewal is processing. She requires board approval to continue to support PCHS students for the remainder of the 2025-2026 school year.

Teressa Rundstrom

Final Reduction in Force Resolution

Pursuant to Education Code sections 44949 and 44955, the Board of Education adopted a resolution on or before March 15, 2026, authorizing the issuance of preliminary notices of possible reduction in force to certificated employees due to [declining enrollment/reduction of services/budgetary constraints].

Affected employees were provided timely notice and the opportunity to request a hearing. While grievance proceedings continue with PESPU regarding the layoff, three positions are being eliminated for the 2026-2027 school year, and employees have received their final notices.

Employee numbers: 1178, 1040, 1183.

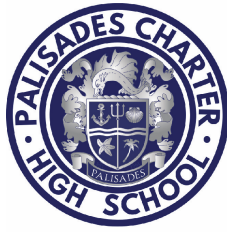
Respectfully Submitted,

Martha Monahan, Ed.D.
Director of Human Resources

Coversheet

Director of Operations Report

Section:	II. Organizational Reports
Item:	H. Director of Operations Report
Purpose:	FYI
Submitted by:	
Related Material:	Operations Board Report 05_19_2026 .pdf



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Board of Trustees Meeting Operations Report May 19, 2026

Rafael Negroe

Director of Operations & Facilities

Executive Summary

Operations and Facilities continue to focus on end-of-year readiness, long-term planning, and strategic contract management.

Graduation Preparation is actively underway, with coordinated efforts to ensure a safe and successful event. TPE will support campus security, and the stadium is being fully prepared, including landscaping, painting, restroom readiness, and parking accommodations.

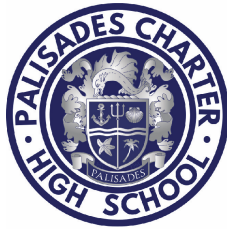
Facilities & Maintenance efforts remain focused on campus upkeep and sustainability. Air purifier filters have been procured and will be replaced throughout the summer as needed to maintain indoor air quality. Routine services such as groundskeeping, recycling, and parking lot maintenance are being reviewed and incorporated into upcoming budget planning.

Contract Management continues across multiple vendors:

- The Food Service contract is in its final renewal year, with the Request for Proposals (RFP) process underway. Submission to the California Department of Education (CDE) is scheduled for November 2026, with release anticipated in December.
- The St. Moritz Security agreement, signed April 26, 2026, includes a one-year term followed by automatic 30-day renewals.
- The ATS agreement remains active through June 30, 2029.
- The KBM contract runs through June 30, 2027.

Student Transportation Support for the upcoming school year is progressing, with 63 financial assistance applications already submitted. The application window closes June 30, 2026, and route registration will open July 6, 2026.

Capital Planning & Construction efforts are advancing in preparation for a new construction project scheduled to begin in December 2026. Planning meetings are underway, and site walkthroughs are commencing this week. Due to the project's footprint, a construction laydown



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area and command center will be required. The stadium parking lot is currently identified as the preferred location to minimize disruption to campus operations.

Budget Development is in its final stages, with Operations working closely with Finance to refine departmental budgets. Key cost drivers include landscaping, recycling services, parking lot maintenance, and air filtration.

Overall, the department is balancing immediate operational priorities with long-term planning to support campus safety, efficiency, and growth.

Kalei Park

Permit Manager

Permits & Setups: April 2026

- Facility Revenue= \$11,396.50
- Banner Revenue= \$12,600
 - o Banner demand remains steady and continues to be a reliable source of revenue. Placements remain sought after and active.

Stadium Track & Field — Reopened!

- LA Bulls officially reoccupied the Stadium by the Sea on Saturday, April 18.
- New Stadium Track & Field Rules have been posted around the perimeter and will be actively enforced by security.

Permitting and Facility Update

- External demand continues. Two new consistent and recurring groups have onboarded into the gym this month, and inquiries remain steady.
- Weekday permitting has expanded considerably now that PCHS athletics and campus programs have re-established their rhythm on the main campus.

Filming

- The first official filming took place on Friday, April 24! Small independent production, a step in the right direction.

PCHS Events on Campus (Looking Ahead to May):

- AP Testing: First two weeks of May (May 4–15). A very large undertaking for the Ops team, with daily table breakdown and set-up required between sessions. The scale of testing renders the gym unoccupiable on key exam days, temporarily pausing both internal PE and outside permit access during that window.

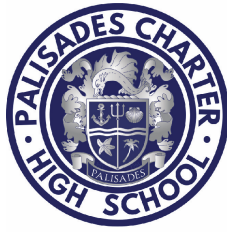
Brooke King

MGAC Aquatic Director

MGAC/Pool

Reporting Period: March 11 – April 15, 2026

1.. FACILITY



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MGAC resumed full public programming on March 11, 2026. Public lap swim participation has shown a consistent upward trend since reopening.

External permit groups resumed their scheduled use of the facility. Programming hours remain slightly condensed as the site continues to stabilize operations.

2. ACADEMIC PROGRAMMING

Aquatic Center lifeguards are actively supporting Physical Education curriculum by delivering learn-to-swim skill sessions in partnership with PE Teachers. Instruction is centered on foundational water safety competencies, aligning with state standards.

3. MECHANICAL SYSTEMS

Repair and replacement work remains ongoing. The following items are in various stages of completion:

- Instructional Pool Controller: Replacement completed
- Scoreboard: Repair completed
- Variable Frequency Drive (VFD): Replacement pending scheduling
- HVAC System: Currently under evaluation
- Plumbing and Painting: Minor scopes queued for completion.

Division of State Architect (DSA) Review: A post-repair project review is ongoing. The review encompasses DSA evaluation of plaster and concrete repair plans, with attention to ADA compliance.

4. STAFF DEVELOPMENT & COMMUNITY ENGAGEMENT

An American Red Cross Lifeguard Certification course is scheduled for May 2026. Registration is currently open. This training supports Pali High's commitment to maintaining a highly qualified aquatic safety staff.

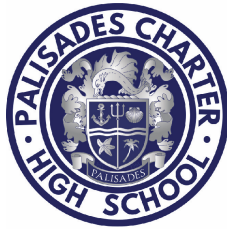
The Staying Alive Society is conducting its meetings at the Maggie Gilbert Aquatic Center and is actively receiving American Red Cross CPR/AED certification training. 11 students are participating, made possible through the generous support of the American Red Cross. This initiative highlights student engagement, focused on life-safety education.

Susan Darvish

Transportation Coordinator

Transportation/Buses:

- **Number of registered riders:**
 - # 290
- **Number of stops:**
 - 13 morning stops, 13 – 3:00 PM stops, 5 – 6:00 PM stops
- **Number of Field trips:**



PALISADES

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- August, 0
- September, 0
- October, 5 Trips
- November, 9 Trips
- December, 4 Trips
- January, 1 Trip
- February, 3 Trips scheduled so far
- March, 11 Trips scheduled so far
- April, 6 Trip scheduled so far
- May, 14 Trips scheduled so far

Cesar Gomez

Campus Security Manager

- **Number of PCHS Staff:** 6 | (1) M. Medina on LOA
- **Number of St Moritz staff:** 7
- **Incidents responded to April (1) & May (1):**
- **Drill conducted:** (1)
- **4-22-26:** HOMEROOM, FIRE EDUCATION & STUDENT SURVEY (Training Video).

●

Oscar Cabrera

Facilities & Grounds Manager

Facilities/Projects:

- **Projects completed:**
 - (160) FMX work orders submitted from 04/16/26 – 05/08/26
 - (125) of (160) FMX work orders were completed/finalized.
 - Per Health Dept. Cafeteria kitchen hood vent filters were replaced.
 - Stadium filed outlet boxes have been replaced and ready to use for athletics and graduation ceremony
 - Board installations were completed on both 1st floor hallways for students and staff to post ASB approved flyers
 - Stadium home side bleachers; upper walkway; main entrance and both visitors and home side restrooms painting completed in preparation for PCHS Graduation.

Projects to be completed

- Stadium parking lot preparation for PCHS Graduation
- Red curb painting
- "Out of bounds" areas painting
- Cafeteria grease trap service

Coversheet

Director of Information Technology Report

Section:	II. Organizational Reports
Item:	I. Director of Information Technology Report
Purpose:	FYI
Submitted by:	
Related Material:	IT Board Report 05_19_2026.pdf



Board of Trustees Meeting – Information Technology Report May 19th, 2026

- Tech Team (Brian Bengler, Jaime Chang, Chris Lara, John Recalde)
 - IT received 308 tickets since the last BoT meeting. Of those, 277 have been closed. Shout out to Jaime Chang for closing out the highest volume of tickets this period!
 - The highest demand trends this month have been student devices, application issues, and printers/consumables.
 - Twenty-nine event setups
 - Provided significant, daily support of AP testing, with team members rotating through tests and supporting student need.
 - The team has provided extensive support with the student clearance process, Prom and Grad Nite ticket sales.
- Miscellaneous
 - IT continued to support the Survey Committee with the annual schoolwide surveys, providing individual support directly to families and students to increase the amount of feedback.
 - Supported the Survey Committee, providing data analysis and reports of survey data.
 - IT is anticipating and preparing for summer projects, 26-27 fiscal process, final grade widow, graduation and transcript processing.

Coversheet

Chief Business Officer (CBO) Report

Section:	II. Organizational Reports
Item:	K. Chief Business Officer (CBO) Report
Purpose:	FYI
Submitted by:	
Related Material:	FY26 Pali April Board Financials and Presentation 05_15_2026.pdf



BOARD FINANCIALS

PALISADES CHARTER

HIGH SCHOOL

Monthly Finance Update up to April 30, 2026



FY26–27 Governor’s May Revised

Initial Take Away

TK-12 FUNDING HIGHLIGHTS

COLA, Special Education & Student Support

Comparison of Governor’s Budget Proposal vs. May Revision

	Governor’s Budget Proposal (Jan 2026)	May Revision (May 2026)	Change
 COLA (LCFF) Cost-of-Living Adjustment for Local Control Funding Formula	2.41% statutory COLA	2.87% statutory COLA 4.31% total COLA (includes super COLA)	 Increased significantly
 Special Education Ongoing Proposition 98 Investments	\$509M ongoing increase to equalize SPED base rates statewide Per ADA Amount \$998 per ADA	\$2.4B total ongoing increase (includes additional \$1.8B) <i>43% increase over 2025 Budget Act</i> Per ADA Amount \$1,340 per ADA	 Major augmentation +\$342 per ADA increase
 Current EDCOE SELPA rate (2025–26): \$918 per ADA May Revision rate is \$422 per ADA higher than EDCOE’s current SELPA rate.			
 Student Support & Professional Development Block Grant One-Time Proposition 98 Discretionary	\$2.8B one-time block grant	\$5.0B one-time block grant	 +\$2.2B increase



KEY TAKEAWAYS

- ✓ The May Revision provides stronger ongoing operational support for LEAs through a higher COLA and significant SPED investment.
- ✓ Total COLA increases to 4.31% when including the discretionary “super COLA,” providing meaningful flexibility for districts and charters.
- ✓ Special Education funding receives a major boost with nearly \$2.4B in ongoing increases, advancing rate equity across the state.
- ✓ SPED per ADA funding increases from \$998 to \$1,340, a \$342 per ADA improvement. This is \$422 per ADA higher than EDCOE’s current SELPA rate of \$918.
- ✓ The Student Support & Professional Development Block Grant is expanded to \$5B one-time, offering critical resources for educator recruitment, retention, and training.
- ✓ These investments reflect the state’s continued commitment to academic recovery, student well-being, and long-term system stability.

Source: 2026–27 Governor’s Budget Proposal (Jan 2026) and May Revision (May 2026)

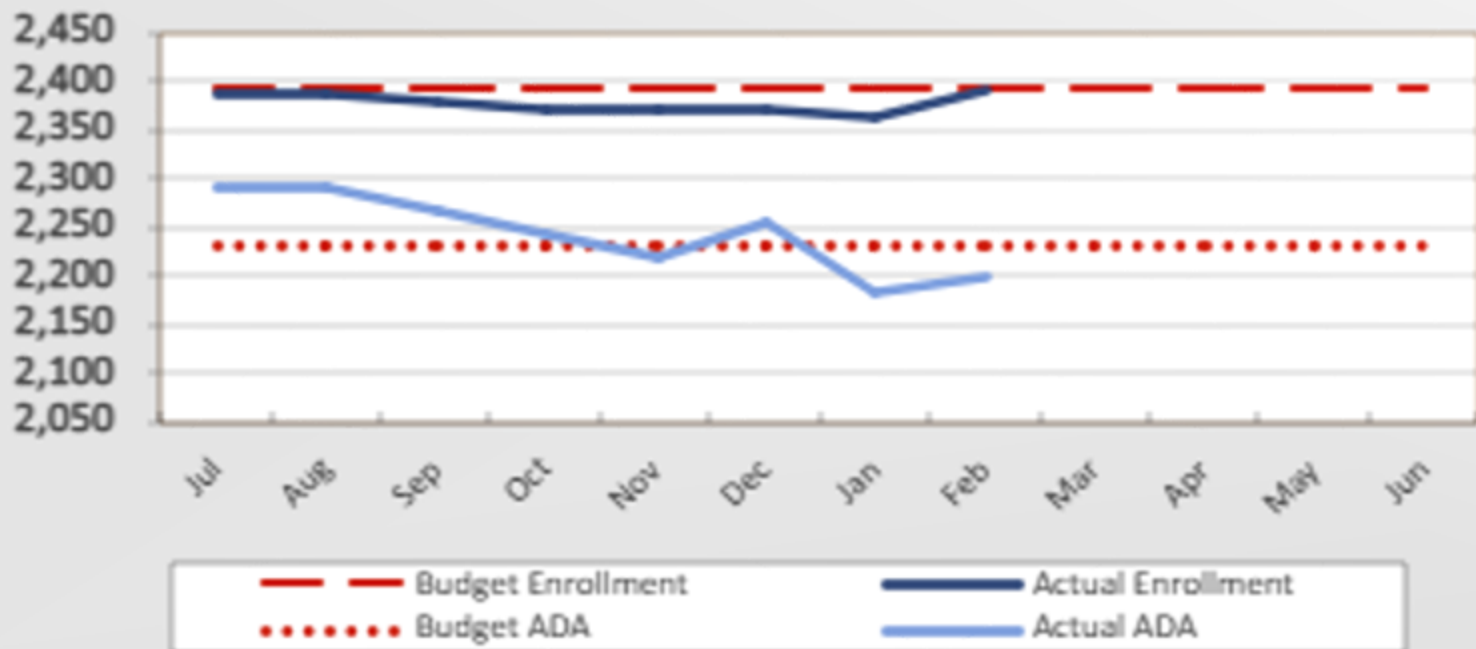
HIGHLIGHTS

- Revenues are Forecasted to be \$51.9M at year end
- Expenses are projected to be \$51.8M at year end
- Year end Fund Balance is Projected to be \$127k
- P2 is Certified

ATTENDANCE

Enrollment & Per Pupil Data

	<u>Actual</u>	<u>Forecast</u>	<u>Budget</u>
Average Enrollment	2,380	2,393	2,920
ADA	2,245	2,234	2,747
Attendance Rate	94.4%	93.3%	94.1%
Unduplicated %	24.5%	24.5%	24.5%
Revenue per ADA		\$23,249	\$15,658
Expenses per ADA		\$23,208	\$15,649



- **P2 is certified at 2,233.86**

REVENUE

- Revenues are Forecasted to be **\$51,970,074**
- 25/26 Hold Harmless **5.77M**
- Reduced Lease and Rental Income by **\$(353)k**
- Deferring **2.8M** in Fire Insurance Revenue

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	\$ 24,811,443	\$ 27,068,724	\$ (2,257,281)	\$ 29,869,106	\$ 35,971,294	\$ (6,102,188)
Federal Revenue	738,134	578,098	160,037	1,424,914	1,152,925	271,989
Other State Revenue	5,416,208	3,250,539	2,165,668	11,311,812	4,708,905	6,602,907
Other Local Revenue	11,216,937	978,000	10,238,937	9,364,242	1,175,000	8,189,242
Total Revenue	\$ 42,182,722	\$ 31,875,361	\$ 10,307,361	\$51,970,074	\$ 43,008,124	\$ 8,961,950

EXPENSES

- Expenses are Forecasted to be **\$51,842,490**
 - Expenses trending + **\$228K** from prior forecast
 - Professional Services + **\$160K**
 - Books and Supplies + **146K**
 - Operations **(100)K**

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	\$ 12,953,530	\$ 14,152,919	\$ 1,199,389	\$ 15,377,648	\$ 16,992,085	\$ 1,614,437
Classified Salaries	3,783,087	3,658,325	(124,762)	3,765,009	4,353,516	588,507
Benefits	8,039,319	8,579,441	540,122	9,643,834	10,282,375	638,541
Books and Supplies	3,082,504	1,518,329	(1,564,174)	4,188,626	1,685,459	(2,503,167)
Subagreement Services	2,421,199	2,529,788	108,589	4,193,380	3,132,870	(1,060,510)
Operations	1,456,297	1,729,234	272,937	2,429,896	2,075,694	(354,202)
Facilities	867,176	330,250	(536,926)	1,067,482	396,300	(671,182)
Professional Services	5,527,761	2,278,553	(3,249,208)	10,245,607	2,924,431	(7,321,177)
Depreciation	775,271	950,583	175,312	931,008	1,140,700	209,692
Interest	-	-	-	-	-	-
Total Expenses	\$ 38,906,144	\$ 35,727,423	\$ (3,178,721)	\$51,842,490	\$ 42,983,430	\$ (8,859,060)

FUND BALANCE

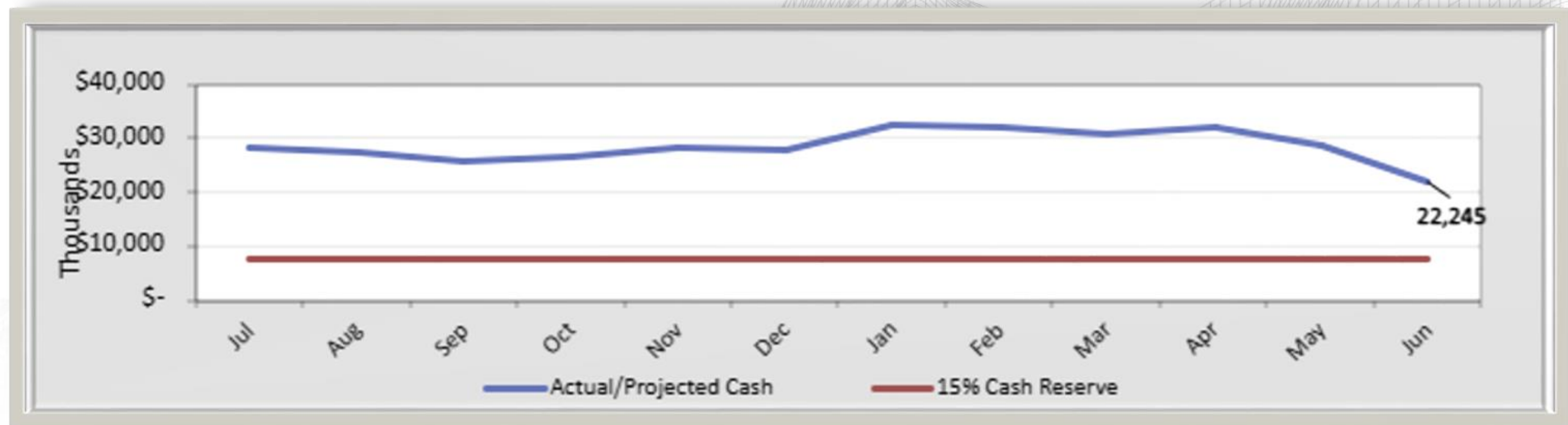
- The Surplus/(deficit) is forecasted to be **\$127K**
- Fund Balance is **24%** of Annual Expenses
- The Year End Fund Balance is Projected to be **\$12,478,461**

	Year-to-Date			Annual/Full Year		
	Actual	Budget	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	\$ 3,276,578	\$ (3,852,062)	\$ 7,128,640	\$ 127,584	\$ 24,694	\$ 102,890
Beginning Fund Balance	12,350,877	12,350,877		12,350,877	12,350,877	
Ending Fund Balance	<u>\$ 15,627,455</u>	<u>\$ 8,498,815</u>		<u>\$12,478,461</u>	<u>\$ 12,375,571</u>	
As a % of Annual Expenses	30.1%	19.8%		24.1%	28.8%	

**** fund balance does not include impact of future OPEB actuarial study or ASB****

CASH BALANCE

- The Year End Cash Balance is forecasted to be **\$22.2M**
- The April Cash Balance was **\$32,197,039**



BALANCE SHEET

Palisades Charter High School

Statement of Financial Position

For the period ended April 30, 2026

	Other Postemployment Benefits	Palisades Charter High School	All Locations
Assets			
Current Assets			
Cash & Cash Equivalents	\$ (1,811,742)	\$ 34,008,780	\$ 32,197,039
Accounts Receivable	-	252,421	252,421
Public Funding Receivables	-	359,693	359,693
Prepaid Expenses	-	10,144	10,143
Other Current Assets			
Other Short Term Assets	-	209,996	209,997
Total FSP-SoFP-Other Current Assets	-	209,996	209,997
Total Current Assets	(1,811,742)	34,841,034	33,029,293
Long-term Assets			
Property & Equipment, Net	-	7,199,129	7,199,128
Deposits	-	400,000	400,000
Total Long-term Assets	-	7,599,129	7,599,128
Total Assets	\$ (1,811,742)	\$ 42,440,163	\$ 40,628,421
Liabilities			
Current Liabilities			
Accounts Payable	\$ -	\$ 505,818	\$ 505,818
Accrued Liabilities	14,847,122	7,388,647	22,235,769
Deferred Revenue	-	2,259,378	2,259,378
Total Current Liabilities	14,847,122	10,153,843	25,000,965
Total Liabilities	14,847,122	10,153,843	25,000,965
Net Asset	(16,658,864)	32,286,319	15,627,456
Liabilities & Net Assets	\$ (1,811,742)	\$ 42,440,163	\$ 40,628,421

Appendix

- Monthly Cash Flow / Forecast
- Budget vs. Actual
- Statement of Financial Position
- AP Aging
- Monthly Check Register
- 60-Day Compliance Calendar

FY25-26 Palisades HS Forecast

Monthly Cash Flow/Budget FY25-26

Revised 5/14/26

Actuals Through:

ADA = 2233.86

4/30/2026

Revenues

State Aid - Revenue Limit

8011 LCF State Aid
8012 Education Protection Account
8019 State Aid - Prior Year
8096 In Lieu of Property Taxes

Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-26	Jun-26	Year-End Accruals	25-26 CY Forecast	Original Budget Total	Favorable / (Unfav.)
														ADA = 2233.86	
-	-	849,576	2,378,814	1,529,238	1,529,238	1,529,238	1,529,238	812,108	812,108	528,916	528,916	1,447,168	13,474,558	18,071,133	(4,596,575)
-	-	-	2,050,639	-	-	2,050,639	-	-	1,103,725	-	-	1,469,663	6,674,666	6,473,995	200,671
-	-	-	-	-	-	-	-	11	11	-	-	-	22	-	22
-	-	1,389,990	926,660	1,088,875	1,918,073	1,087,024	1,176,428	1,049,810	-	372,249	372,249	338,501	9,719,860	11,426,166	(1,706,306)
-	-	2,239,566	5,356,113	2,618,113	3,447,311	4,666,901	2,705,666	1,861,929	1,915,844	901,165	901,165	3,255,332	29,869,106	35,971,294	(6,102,188)

Federal Revenue

8181 Special Education - Entitlement
8220 Federal Child Nutrition
8290 Title I, Part A - Basic Low Income

8291 Title II, Part A - Teacher Quality
8293 Title III - Limited English
8296 Other Federal Revenue
8299 Prior Year Federal Revenue

-	-	84,936	56,623	-	-	-	-	268,964	-	-	-	342,341	752,864	423,400	329,464
-	-	-	-	-	-	73,970	-	19,685	44,347	24,669	24,669	109,124	296,464	312,786	(16,322)
-	-	-	-	16,059	76,657	-	12,376	-	40,668	-	-	121,077	266,837	292,162	(25,325)
-	-	-	11,512	-	11,504	-	-	-	-	-	-	23,001	46,017	56,781	(10,764)
-	-	-	-	-	-	-	-	-	-	-	-	-	-	20,826	(20,826)
-	-	-	-	10,120	-	10,713	-	-	-	-	22,037	19,862	62,732	46,970	15,762
-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
-	-	84,936	68,135	26,179	88,161	84,683	12,376	288,649	85,015	24,669	46,706	615,405	1,424,914	1,152,925	271,989

Other State Revenue

8311 State Special Education
8520 Child Nutrition
8550 Mandated Cost
8560 State Lottery
8598 Prior Year Revenue
8599 Other State Revenue

-	-	305,749	203,833	-	-	-	-	968,207	-	413,612	413,612	272,628	2,577,640	2,548,173	29,467
-	-	-	-	-	-	254,845	-	129,481	-	45,758	45,758	204,721	680,562	592,258	88,304
-	-	-	-	-	159,799	-	-	-	72,804	-	-	-	232,608	156,587	76,016
-	-	-	-	-	-	194,478	-	-	218,379	-	-	-	194,753	607,610	(142,266)
-	-	-	-	16,483	-	11,195	(11,195)	-	48,590	-	-	-	65,073	-	65,073
-	-	11,649	32,617	58,351	(16,415)	20,968	129,326	1,438,532	1,168,532	20,968	20,968	4,262,828	7,148,324	662,011	6,486,314
-	-	317,398	236,450	74,834	143,384	481,486	118,131	2,536,220	1,508,305	480,338	480,338	4,934,929	11,311,812	4,708,905	6,602,907

Other Local Revenue

8634 Food Service Sales
8650 Lease and Rental Income
8660 Interest Revenue
8670 Transportation Revenue
8689 Other Fees and Contracts
8690 Other Local Revenue
8697 Insurance Revenue

419	(24)	(24)	1,329	(24)	633,096	(257,164)	(24)	(108,890)	275	9,657	9,657	-	288,284	50,000	238,284
-	-	-	-	-	-	-	-	-	-	36,000	36,000	-	72,000	425,000	(353,000)
740	765	721	698	721	698	721	304,991	1,372	721	472,834	-	-	784,982	350,000	434,982
17,038	7,985	53,074	63,322	59,935	70,925	69,851	71,963	76,694	78,346	76,435	-	-	722,003	-	722,003
-	-	-	-	-	-	1,974,047	(1,973,386)	90,071	-	-	-	-	90,733	-	90,733
-	-	35,440	-	-	-	1,668,397	-	-	240,202	-	-	-	1,944,039	-	1,944,039
-	823,344	-	-	2,213,920	1,102,380	2,272,475	-	-	908,133	-	-	(2,850,000)	4,470,252	-	4,470,252
-	-	-	-	-	-	-	-	-	-	-	-	55,285	55,285	-	55,285
22,287	19,841	166,545	53,953	72,693	122,038	69,093	6,208	14,370	164,636	-	-	225,000	936,664	350,000	586,664
40,484	851,911	255,756	119,301	2,347,245	1,929,137	4,129,024	78,149	73,617	1,392,313	594,927	122,093	(2,569,715)	9,364,242	1,175,000	8,189,242

Total Revenue

40,484	851,911	2,897,656	5,779,999	5,066,371	5,607,992	9,362,093	2,914,322	4,760,415	4,901,478	2,001,099	1,550,301	6,235,952	51,970,074	43,008,124	8,961,950
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Expenses

Certificated Salaries

1100 Teachers' Salaries
1170 Teachers' Substitute Hours
1175 Teachers' Extra Duty/Stipends
1200 Pupil Support Salaries
1300 Administrators' Salaries
1900 Other Certificated Salaries

898,748	926,880	926,880	1,851,848	1,817,910	(870,231)	875,464	1,846,993	45,658	919,915	875,064	875,064	(489,426)	10,500,765	13,736,790	3,236,025
-	20,706	20,706	46,048	53,172	(5,928)	26,911	63,522	32,618	55,137	43,034	43,034	73,041	472,000	472,000	0
-	-	-	-	-	-	4,440	-	-	-	21,427	21,427	209,828	257,122	-	(257,122)
204,640	240,540	240,540	425,029	422,760	(290,675)	171,507	418,452	(68,216)	168,305	177,207	177,207	(160,811)	2,126,487	1,891,811	(234,676)
71,154	78,339	78,339	164,950	164,950	(70,068)	86,511	164,950	(1,089)	85,186	98,335	98,335	1,180,024	1,180,024	891,484	(288,540)
10,665	11,590	11,590	99,475	98,608	(69,925)	82,516	94,722	75,396	85,441	70,104	70,104	61,114	841,250	-	(841,250)
1,185,207	1,278,056	1,278,056	2,587,350	2,557,401	(1,166,978)	1,247,448	2,588,640	84,366	1,313,984	1,285,171	1,285,171	(146,225)	15,377,648	16,992,085	1,614,437

Classified Salaries

2100 Instructional Salaries
2200 Support Salaries
2300 Classified Administrators' Salaries
2400 Clerical and Office Staff Salaries
2900 Other Classified Salaries

40,198	87,626	87,626	160,624	186,301	(64,731)	101,626	186,061	14,269	95,290	74,700	70,650	(156,177)	884,062	820,053	(64,009)
19,288	22,847	22,847	25,660	27,295	(41,112)	4,360	26,594	(18,201)	4,341	8,488	8,488	(63,080)	47,814	219,713	171,899
174,462	215,421	215,421	215,421	215,421	(430,842)	-	215,421	(215,421)	-	27,291	27,291	(332,394)	327,492	494,839	167,347
-	-	-	178,784	190,665	209,151	205,227	196,623	207,352	206,912	173,570	151,868	278,822	1,998,974	1,952,638	(46,336)
45,146	74,051	74,051	135,160	148,804	(65,585)	83,932	164,195	35,067	99,439	43,133	37,670	(368,396)	506,667	866,273	359,606
279,094	399,946	399,946	715,649	768,486	(393,120)	395,145	788,894	23,066	405,982	327,181	295,966	(641,225)	3,765,009	4,353,516	588,507

Benefits

3101 STRS
3202 PERS
3301 OASDI
3311 Medicare
3401 Health and Welfare
3501 State Unemployment
3601 Workers' Compensation
3901 Other Benefits

230,108	247,587	247,587	490,148	312,376	(253,128)	232,778	660,327	4,537	243,020	245,468	245,468	-	2,906,275	3,245,488	339,213
68,834	96,607	96,607	168,035	184,521	(97,051)	92,519	185,871	(1,532)	92,967	87,717	79,348	-	1,054,445	1,167,178	112,733
15,141	23,177	23,177	43,984	46,230	(20,007)	25,479	49,163	4,657	26,169	20,285	18,350	-	275,806	269,918	(5,888)
21,213	24,174	24,174	47,538	47,866	(22,510)	23,606	48,602	1,498	24,762	23,379	22,926	-	287,227	309,511	22,284
311,599	297,251	305,516	324,719	(21,078)	(3,009)	(15,457)	317,826	327,065	664,513	345,034	345,034	941,396	4,140,406	4,288,991	148,583
-	-	-	8,736	815	889	813	840	883	851	479	479	-	14,783	10,673	(4,111)
195,784	-	-	(129,828)	-	49,467	-	49,467	-	-	-	-	-	164,890	190,616	25,726
57,968	58,829	138,300	61,352	68,352	71,026	69,446	138,121	299,047	608,406	67,383	66,078	(904,308)	800,000	800,000	-
900,646	747,625	835,362	1,014,685	639,083	(274,324)	429,183	1,450,216	636,154	1,660,688	789,745	777,683	37,088	9,643,834	10,282,375	638,541

Books and Supplies

4100 Textbooks and Core Curricula
4200 Books and Other Materials
4302 School Supplies
4305 Software
4310 Office Expense (Copiers/Tech)
4311 Business Meals
4313 Operating/Other Supplies
4400 Noncapitalized Equipment
4700 Food Services

-	-	13,929	137,265	32,576	685	20,274	5,257	66,035	15,314	18,483	18,483	-	328,300	74,890	(253,410)
-	8,804	-	-	164	-	-	-	(164)	-	20,085	20,085	-	48,974	-	(48,974)
-	30,183	27,537	52,305	32,582	54,418	35,312	52,160	69,337	183,688	15,804	15,804	-	569,131	266,544	(302,587)
45,900	103,232	68,634	50,429	11,838	2,527	17,981	73,439	(4,541)	5,700	11,022	11,022	-	397,182	-	(397,182)
-	6,954	4,508	952	1,300	-	17,354	7,461	25,160	5,689	24,153	24,153	-	117,682	112,000	(5,682)
-	94	2,744	258	774	440	12,865	1,842	2,221	1,672	7,159	7,159	-	37,229	100	(37,129)
-	-	-	-	1,300	8,343	-	81,649	20,538	14,576	44,641	44,641	-	215,687	207,387	(8,300)
-	74,118	27,907	390,222	107,297	27,734	156,659	(4,074)	225,194	7,792	98,141	98,141	-	1,209,131	642,520	(566,611)
-	36	449	141,881	95,315	78,861	-	125,161	98,471	97,989	313,574	313,574	-	1,265,310	382,018	(883,292)
45,900	223,420	145,707	773,311	282,983	173,173	260,445	342,894	502,251	332,420	553,061	553,061	-	4,188,626	1,685,459	(2,503,167)

Subagreement Services

FY25-26 Palisades HS Forecast

Monthly Cash Flow/Budget FY25-26

Revised 5/14/26

Actuals Through:

ADA = 2233.86

4/30/2026

		Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26	May-25	Jun-26	Year-End Accruals	25-26 CY Forecast	Original Budget Total	Favorable / (Unfav.)
		-	63,480	380,966	238,257	260,767	113,480	378,283	295,656	297,451	392,859	886,090	886,090	-	4,193,380	3,132,870	(1,060,510)
Operations and Housekeeping																	
5201	Auto and Travel	16,500	129,985	623	(141,657)	587	1,055	4,133	5,195	7,325	22,071	2,449	2,449	-	50,716	6,200	(44,516)
5300	Subscriptions	-	4,816	99	23,159	4,513	1,602	13,075	10,930	2,173	9,065	154,184	154,184	-	377,802	518,747	140,945
5400	Insurance	65,956	500	499	129,329	15,818	206,429	54,934	132,627	-	(500)	30,156	30,156	-	595,151	587,351	(7,800)
5501	Utilities	-	-	19,872	15,818	235	-	54,934	37,786	-	-	223,177	223,177	-	575,000	485,000	(90,000)
5502	Janitorial Services	-	23,820	59,753	91,933	48,950	68,874	36,675	84,035	114,559	58,867	49,801	49,801	-	687,068	412,896	(274,172)
5516	Miscellaneous Expense	-	-	-	509	13,211	-	18,287	2,349	2,217	6,853	6,502	6,502	-	56,460	12,000	(44,460)
5531	ASB Fundraising Expense	-	-	-	-	-	20,000	-	-	-	-	1,000	1,000	-	22,000	-	(22,000)
5900	Communications	-	-	11,423	-	-	-	1,034	-	4,077	-	18,233	18,233	-	53,000	53,000	-
5901	Postage and Shipping	-	203	-	3,273	376	194	634	60	-	5,366	1,297	1,297	-	12,700	500	(12,200)
		82,456	159,324	92,270	122,364	67,872	298,185	128,773	235,197	168,136	101,721	486,799	486,799	-	2,429,896	2,075,694	(354,202)
Facilities, Repairs and Other Leases																	
5601	Rent	-	-	-	335	-	-	-	1,760	-	(2,095)	-	-	-	0	-	(0)
5602	Additional Rent	-	50,025	115,600	(225,620)	-	15,707	40,402	58,766	(18,391)	2,092	2,095	2,095	14,205	54,881	-	(54,881)
5603	Equipment Leases	-	-	1,181	1,000	11,688	3,540	16,639	-	56,220	9,385	1,673	1,673	-	103,000	35,000	(68,000)
5604	Other Leases	-	12,316	-	-	6,018	40,823	1,000	-	5,449	-	8,923	8,923	-	83,451	-	(83,451)
5610	Repairs and Maintenance	25,730	6,810	2,442	89,717	6,502	11,627	281,258	247,513	(59,197)	50,933	81,407	81,407	-	826,150	361,300	(464,850)
		25,730	69,151	119,223	(134,568)	24,208	71,696	339,299	308,039	(15,918)	60,316	92,003	94,098	14,205	1,067,482	396,300	(671,182)
Professional/Consulting Services																	
5801	IT	-	-	-	-	-	125	-	(125)	-	2,979	761	761	-	4,500	4,500	-
5802	Audit & Taxes	-	-	4,050	13,005	-	-	8,100	133,204	-	-	1,541	1,541	-	161,440	50,000	(111,440)
5803	Legal	-	-	16,533	57,239	25,631	36,547	4,947	40,387	575	454	42,910	42,910	-	268,134	330,800	62,666
5804	Professional Development	902	2,819	300	2,967	11,568	7,899	21,073	1,265	12,014	10,445	165,562	165,562	-	402,375	59,265	(343,110)
5805	General Consulting	-	13,185	32,292	115,762	101,387	146,863	(64,360)	188,240	46,845	225,939	12,373	12,373	-	830,900	370,838	(460,062)
5806	Special Activities/Field Trips	31,000	38,138	5,973	(4,634)	-	11,950	6,958	8,724	16,419	9,877	32,298	32,298	-	189,000	-	(189,000)
5807	Bank Charges	-	0	-	-	-	-	-	-	-	-	450	450	-	900	-	(900)
5808	Printing	62	211	3,517	9,638	-	2,907	6,956	-	7,934	79	9,349	9,349	-	50,000	-	(50,000)
5809	Other taxes and fees	12,691	9,030	(1,171)	5,122	-	(19,561)	3,744	-	(3,122)	-	1,511	1,511	-	9,755	3,800	(5,955)
5810	Payroll Service Fee	75,577	(15,899)	-	74,843	(56,003)	-	-	-	-	-	67,148	67,148	-	78,518	-	(78,518)
5811	Management Fee	83,334	300	41,667	41,667	46,247	46,247	37,087	41,667	41,667	41,667	9,012	9,012	133,465	555,847	500,000	(55,846)
5812	District Oversight Fee	-	-	43,141	28,760	-	-	-	-	16,450	2,360	75,286	75,286	-	360,000	359,713	(287)
5813	County Fees	-	-	-	-	-	3,498	-	-	-	-	82,722	82,722	-	172,881	-	(172,881)
5814	SPED Encroachment	-	-	78,138	52,092	-	-	-	-	247,436	-	-	-	-	707,983	594,315	(113,668)
5815	Public Relations/Recruitment	-	-	-	-	-	-	-	-	1,795	-	135	135	-	2,065	1,200	(865)
5816	Replacement Temp Facility	-	1,081	848,027	477,048	517,773	45,296	263,125	116,174	499,563	(752)	439,546	439,546	-	3,646,430	650,000	(2,996,430)
5817	Insurance Replacements Expense	-	121	21,610	-	173,850	70,999	-	-	-	-	-	2,538,301	-	2,804,880	-	(2,804,880)
		203,566	48,984	1,094,078	873,508	820,455	352,770	287,630	529,536	1,024,186	293,048	940,604	3,478,905	298,337	10,245,607	2,924,431	(7,321,177)
Depreciation																	
6900	Depreciation Expense	77,527	77,527	77,527	77,527	77,527	77,527	77,527	77,527	77,527	77,527	77,869	77,869	-	931,008	1,140,700	209,692
		77,527	77,527	77,527	77,527	77,527	77,527	77,527	77,527	77,527	77,527	77,869	77,869	-	931,008	1,140,700	209,692
Total Expenses		2,800,126	3,067,512	4,423,135	6,268,083	5,498,782	(747,590)	3,543,734	6,616,598	2,797,219	4,638,545	5,438,524	7,935,643	(437,820)	51,842,490	42,983,430	(8,859,060)
Surplus (Deficit)		(2,759,641)	(2,215,601)	(1,525,479)	(488,084)	(432,411)	6,355,583	5,818,359	(3,702,276)	1,963,196	262,933	(3,437,425)	(6,385,341)	6,673,772	127,584	24,694	102,890
Cash Flow Adjustments																	
Monthly Surplus (Deficit)		(2,759,641)	(2,215,601)	(1,525,479)	(488,084)	(432,411)	6,355,583	5,818,359	(3,702,276)	1,963,196	262,933	(3,437,425)	(6,385,341)	6,673,772	127,584		
Cash flows from operating activities																	
Depreciation/Amortization		77,527	77,527	77,527	77,527	77,527	77,527	77,527	77,527	77,527	77,527	77,869	77,869	-	931,008		
Public Funding Receivables		-	-	-	-	-	-	-	-	-	-	-	-	(6,235,952)	(6,235,952)		
Grants and Contributions Rec.		-	222,563	142,947	588,644	4,611	-	-	479,774	-	-	-	-	-	1,438,539		
Due To/From Related Parties		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Prepaid Expenses		-	(417,917)	617,917	(200,000)	200,000	-	(198,750)	-	(6,198)	-	-	-	-	(4,948)		
Other Assets		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Accounts Payable	(525,388)	(173,221)	86,449	245,923	972,996	(1,343,429)	73,969	582,494	(1,404,897)	175,080	-	-	-	(437,820)	(1,747,844)		
Accrued Expenses	(493,018)	1,556,032	(760,587)	554,023	1,277,060	(4,420,108)	(1,147,541)	2,233,028	(1,482,586)	561,748	-	-	-	-	(2,121,949)		
Other Liabilities		-	-	-	-	-	-	-	-	-	-	-	-	-	37,441		
Deferred Revenue		-	-	20,768	58,151	644,979	(888,257)	37,383	(70,975)	252,434	-	-	(285,226)	-	(230,743)		
Cash flows from investing activities																	
Purchases of Prop. And Equip.		-	-	(25,000)	-	(1,338,629)	-	-	(6,889)	(682,456)	-	-	-	-	(2,052,974)		
Notes Receivable		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Cash flows from financing activities																	
Proceeds from Factoring		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Payments on Factoring		-	-	-	-	-	-	-	-	-	-	-	-	-	-		
Proceeds(Payments) on Debt		-	-	-	-	-	-	(7,700)	-	7,700	-	-	-	-	-		
Total Change in Cash		(3,700,520)	(950,617)	(1,365,458)	836,184	1,406,133	(218,684)	4,653,247	(407,317)	(1,275,280)	1,114,729	(3,359,556)	(6,592,698)				
Cash, Beginning of Month		32,104,622	28,404,102	27,453,484	26,088,027	26,924,211	28,330,345	28,111,660	32,764,907	32,357,590	31,082,310	32,197,039	28,837,483				
Cash, End of Month		28,404,102	27,453,484	26,088,027	26,924,211	28,330,345	28,111,660	32,764,907	32,357,590	31,082,310	32,197,039	28,837,483	22,244,785				

Palisades Charter High School

Financial Package

April 30, 2026

Presented by:



Palisades Charter High School**Budget vs Actual**

For the period ended April 30, 2026

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget	% YTD
Revenue								
State Aid - Revenue Limit								
8011 - LCFF Revenue	\$ 812,108	\$ 1,627,553	\$ (815,445)	\$10,969,558	\$13,188,479	\$ (2,218,921)	\$18,071,138	60.7%
8012 - Economic Protection Account Funding	1,103,725	-	1,103,725	5,205,003	4,855,497	349,506	6,473,996	80.4%
8019 - State Aid - Prior Year	11	-	11	22	-	22	-	n/a
8096 - In Lieu of Property Taxes	-	800,471	(800,471)	8,636,860	9,024,752	(387,892)	11,426,165	75.6%
Total State Aid - Revenue Limit	1,915,844	2,428,024	(512,180)	24,811,443	27,068,728	(2,257,285)	35,971,299	69.0%
Federal Revenue								
8181 - Federal Special Education - IDEA	-	-	-	410,523	-	410,523	423,400	97.0%
8220 - Federal Child Nutrition	44,347	29,715	14,632	138,002	193,929	(55,927)	312,788	44.1%
8290 - Title I, Part A - Basic Low Income	40,668	-	40,668	145,761	292,163	(146,402)	292,163	49.9%
8291 - Title II, Part A - Teacher Quality	-	-	-	23,016	56,781	(33,765)	56,781	40.5%
8293 - Title III - Limited English	-	-	-	-	-	-	20,826	0.0%
8296 - Other Federal Revenue	-	11,743	(11,743)	20,833	35,229	(14,396)	46,972	44.4%
Total Federal Revenue	85,015	41,458	43,557	738,135	578,102	160,033	1,152,930	64.0%
Other State Revenue								
8311 - State Special Education - AB602	-	229,336	(229,336)	1,477,789	1,860,170	(382,381)	2,548,178	58.0%
8520 - State - Child Nutrition	-	56,265	(56,265)	384,325	367,203	17,122	592,262	64.9%
8550 - State - Mandated Cost Reimbursement	72,804	-	72,804	232,603	156,587	76,016	156,587	148.5%
8560 - State - State Lottery	218,380	187,361	31,019	412,857	374,722	38,135	749,877	55.1%
8598 - Prior Year Revenues	48,590	-	48,590	65,073	-	65,073	-	
8599 - State - Other State Revenue	1,168,532	128,357	1,040,175	2,843,560	491,863	2,351,697	662,008	429.5%
Total Other State Revenue	1,508,306	601,319	906,987	5,416,207	3,250,545	2,165,662	4,708,912	115.0%
Other Local Revenue								
8634 - Food Service Sales	274	4,750	(4,476)	268,969	40,500	228,469	50,000	537.9%
8650 - Lease and Rental Income	-	35,417	(35,417)	-	354,170	(354,170)	425,004	0.0%
8660 - Interest Revenue	721	29,167	(28,446)	312,148	291,670	20,478	350,004	89.2%
8670 - Transportation Revenue	78,347	-	78,347	569,133	-	569,133	-	n/a
8689 - Other Fees and Contracts	-	-	-	90,732	-	90,732	-	
8690 - Other Local Revenue	240,202	-	240,202	1,944,039	-	1,944,039	-	n/a
8697 - Insurance Revenue	908,133	-	908,133	7,320,252	-	7,320,252	-	n/a
8699 - School Fundraising	164,636	29,167	135,469	711,664	291,670	419,994	350,004	203.3%
Total Other Local Revenue	1,392,313	98,501	1,293,812	11,216,937	978,010	10,238,927	1,175,012	954.6%
Total Revenue	4,901,478	3,169,302	1,732,176	42,182,722	31,875,385	10,307,337	43,008,153	98.1%
Expenses								
Certificated Salaries								
1100 - Certificated Teachers' Salaries	919,915	1,144,733	224,818	9,240,064	11,447,330	2,207,266	13,736,796	67.3%
1170 - Certificated Teachers' Substitute Hours	55,137	42,909	(12,228)	312,890	386,181	73,291	471,999	66.3%
1175 - Certificated Teachers' Extra Duties/Stipend	-	-	-	4,440	-	(4,440)	-	
1200 - Certificated Pupil Support Salaries	168,306	157,651	(10,655)	1,932,885	1,576,510	(356,375)	1,891,812	102.2%
1300 - Certificated Supervisors' and Administrative Salaries	85,186	74,290	(10,896)	823,324	742,900	(80,424)	891,480	92.4%
1900 - Other Certificated Salaries	85,441	-	(85,441)	639,927	-	(639,927)	-	n/a
Total Certificated Salaries	1,313,985	1,419,583	105,598	12,953,530	14,152,921	1,199,391	16,992,087	76.2%
Classified Salaries								
2100 - Classified Instructional Salaries	95,289	82,005	(13,284)	894,890	738,045	(156,845)	820,050	109.1%
2200 - Classified Support Salaries	4,341	18,309	13,968	93,919	183,090	89,171	219,708	42.7%
2300 - Classified Supervisors' and Administrative Salaries	-	41,237	41,237	605,304	412,370	(192,934)	494,844	122.3%
2400 - Clerical, Technical, and Office Staff Salaries	206,912	177,513	(29,399)	1,394,713	1,597,617	202,904	1,952,643	71.4%
2900 - Other Classified Salaries	99,440	80,800	(18,640)	794,261	727,200	(67,061)	866,268	91.7%
Total Classified Salaries	405,982	399,864	(6,118)	3,783,087	3,658,322	(124,765)	4,353,513	86.9%
Benefits								
3101 - State Teachers' Retirement System, certified	243,019	271,140	28,121	2,415,340	2,703,205	287,865	3,245,485	74.4%
3202 - Public Employees' Retirement System, certified	92,967	107,204	14,237	887,379	980,800	93,421	1,167,181	76.0%
3301 - OASDI/Medicare/Alternative, certificate	26,170	24,792	(1,378)	237,170	226,820	(10,350)	269,922	87.9%
3311 - Medicare certificated positions	24,762	26,382	1,620	240,922	258,263	17,341	309,511	77.8%
3401 - Health and Welfare Benefits, certificate	664,512	357,416	(307,096)	2,508,944	3,574,160	1,065,216	4,288,992	58.5%
3501 - State Unemployment Insurance, certificate	852	534	(318)	13,827	9,608	(4,219)	10,676	129.5%
3601 - Workers' Compensation Insurance, certificate	-	16,248	16,248	164,890	159,057	(5,833)	190,619	86.5%

Palisades Charter High School**Budget vs Actual**

For the period ended April 30, 2026

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget	% YTD
3901 - Other Benefits, certificated positions	483,153	68,190	(414,963)	1,313,886	667,537	(646,349)	799,999	164.2%
Total Benefits	1,535,435	871,906	(663,529)	7,782,358	8,579,450	797,092	10,282,385	75.7%
Books & Supplies								
4100 - Textbooks and Core Curricula Materials	15,314	-	(15,314)	291,334	74,892	(216,442)	74,892	> 200%
4200 - Books and Other Reference Materials	-	-	-	8,804	-	(8,804)	-	n/a
4302 - School Supplies	183,689	22,212	(161,477)	537,523	222,120	(315,403)	266,544	201.7%
4305 - Software	5,700	-	(5,700)	375,138	-	(375,138)	-	n/a
4310 - Office Expense	5,688	9,333	3,645	69,377	93,330	23,953	111,996	61.9%
4311 - Business Meals	1,672	17,291	15,619	22,910	172,910	150,000	207,492	11.0%
4313 - Other/Operating Supplies	14,576	-	(14,576)	126,406	-	(126,406)	-	
4400 - Noncapitalized Equipment	7,792	-	(7,792)	1,012,848	642,520	(370,328)	642,520	157.6%
4700 - Food Services	97,989	34,729	(63,260)	638,163	312,561	(325,602)	382,019	167.1%
Total Books & Supplies	332,420	83,565	(248,855)	3,082,503	1,518,333	(1,564,170)	1,685,463	182.9%
Subagreement Services								
5101 - Nursing	588	-	(588)	2,991	-	(2,991)	-	n/a
5102 - Special Education	133,554	37,682	(95,872)	441,989	339,138	(102,851)	414,502	106.6%
5103 - Substitute Teacher	15,707	-	(15,707)	90,713	-	(90,713)	-	n/a
5104 - Transportation	167,390	39,843	(127,547)	1,088,922	358,587	(730,335)	438,273	248.5%
5105 - Security	38,881	39,936	1,055	640,626	359,424	(281,202)	439,296	145.8%
5106 - Other Educational Consultants	36,739	184,080	147,341	155,958	1,472,640	1,316,682	1,840,800	8.5%
Total Subagreement Services	392,859	301,541	(91,318)	2,421,199	2,529,789	108,590	3,132,871	77.3%
Professional/Consulting Services								
5801 - IT	2,978	375	(2,603)	2,979	3,750	771	4,500	66.2%
5802 - Audit and Tax	-	-	-	158,358	50,001	(108,357)	50,001	316.7%
5803 - Legal	455	27,567	27,112	182,314	275,670	93,356	330,804	55.1%
5804 - Professional Development	10,445	5,927	(4,518)	71,252	47,416	(23,836)	59,270	120.2%
5805 - General Consulting	225,939	37,084	(188,855)	806,154	296,672	(509,482)	370,840	217.4%
5806 - Special Activities	9,877	-	(9,877)	124,404	-	(124,404)	-	n/a
5807 - Bank Charges	-	-	-	-	-	-	-	n/a
5808 - Printing	79	-	(79)	31,302	-	(31,302)	-	n/a
5809 - Other Taxes and Fees	-	380	380	6,733	3,040	(3,693)	3,800	> 200%
5810 - Payroll Service Fee	-	-	-	78,518	-	(78,518)	-	n/a
5811 - Management Fee	41,667	41,667	-	421,550	416,670	(4,880)	500,004	84.3%
5812 - District Oversight Fee	-	24,280	24,280	208,512	270,686	62,174	359,711	58.0%
5813 - LACOE Fees	2,360	-	(2,360)	22,308	-	(22,308)	-	
5814 - SELPA Fees	-	45,867	45,867	377,666	372,033	(5,633)	594,314	63.5%
5815 - Public Relations	-	120	120	1,795	960	(835)	1,200	149.6%
5816 - Replacement Temp Facility	(752)	-	752	2,767,337	-	(2,767,337)	-	n/a
5817 - Insurance Replacements Expense	-	-	-	266,579	-	(266,579)	-	n/a
Total Professional/Consulting Services	293,048	183,267	(109,781)	5,527,761	1,736,898	(3,790,863)	2,274,444	243.0%
Facilities, Repairs & Other Leases								
5601 - Rent	(2,095)	-	2,095	-	-	-	-	n/a
5602 - Additional Rent	2,092	-	(2,092)	38,581	-	(38,581)	-	n/a
5603 - Equipment Leases	9,385	2,917	(6,468)	99,654	29,170	(70,484)	35,004	284.7%
5604 - Other Leases	-	-	-	65,605	-	(65,605)	-	n/a
5610 - Repairs and Maintenance	50,934	30,108	(20,826)	663,336	301,080	(362,256)	361,296	183.6%
5615 - Ins Claim Costs - Temp Reloc	-	54,167	54,167	-	541,670	541,670	650,004	0.0%
Total Facilities, Repairs & Other Leases	60,316	87,192	26,876	867,176	871,920	4,744	1,046,304	82.9%
Operations & Housekeeping								
5201 - Auto and Travel Expense	22,070	564	(21,506)	45,818	5,076	(40,742)	6,204	738.5%
5300 - Dues & Memberships	9,065	43,229	34,164	69,432	432,290	362,858	518,748	13.4%
5400 - Insurance	(500)	48,946	49,446	534,840	489,460	(45,380)	587,352	91.1%
5501 - Utilities	-	40,417	40,417	128,645	404,170	275,525	485,004	26.5%
5502 - Janitorial/Trash Removal	58,867	34,408	(24,459)	587,467	344,080	(243,387)	412,896	142.3%
5516 - Miscellaneous Expense	6,853	1,200	(5,653)	43,456	9,600	(33,856)	12,000	362.1%
5531 - ASB Fundraising Expenses	-	-	-	20,000	-	(20,000)	-	
5900 - Communications	-	4,417	4,417	16,534	44,170	27,636	53,004	31.2%
5901 - Postage and Shipping	5,366	50	(5,316)	10,106	400	(9,706)	500	> 200%
Total Operations & Housekeeping	101,721	173,231	71,510	1,456,298	1,729,246	272,948	2,075,708	70.2%

Palisades Charter High School
Budget vs Actual

For the period ended April 30, 2026

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget	% YTD
Depreciation								
6900 - Depreciation Expense	77,527	95,058	17,531	775,271	950,580	175,309	1,140,696	68.0%
Total Depreciation	77,527	95,058	17,531	775,271	950,580	175,309	1,140,696	68.0%
Total Expenses	4,513,293	3,615,207	(898,086)	38,649,183	35,727,459	(2,921,724)	42,983,471	89.9%
Change in Net Assets	388,185	(445,905)	834,090	3,533,539	(3,852,074)	7,385,613	24,682	
Net Assets, Beginning of Period	31,898,134	0	388,185	28,752,780	0	3,533,539	0	
Net Assets, End of Period	\$ 32,286,319	\$ (445,905)	\$ 1,222,275	\$ 32,286,319	\$ (3,852,074)	\$ 10,919,153	\$ 24,682	

Palisades Charter High School

Statement of Financial Position

For the period ended April 30, 2026

	Other Postemployment Benefits	Palisades Charter High School	All Locations
Assets			
Current Assets			
Cash & Cash Equivalents	\$ (1,811,742)	\$ 34,008,780	\$ 32,197,039
Accounts Receivable	-	252,421	252,421
Public Funding Receivables	-	359,693	359,693
Prepaid Expenses	-	10,144	10,143
Other Current Assets			
Other Short Term Assets	-	209,996	209,997
Total FSP-SoFP-Other Current Assets	-	209,996	209,997
Total Current Assets	(1,811,742)	34,841,034	33,029,293
Long-term Assets			
Property & Equipment, Net	-	7,199,129	7,199,128
Deposits	-	400,000	400,000
Total Long-term Assets	-	7,599,129	7,599,128
Total Assets	\$ (1,811,742)	\$ 42,440,163	\$ 40,628,421
Liabilities			
Current Liabilities			
Accounts Payable	\$ -	\$ 505,818	\$ 505,818
Accrued Liabilities	14,847,122	7,388,647	22,235,769
Deferred Revenue	-	2,259,378	2,259,378
Total Current Liabilities	14,847,122	10,153,843	25,000,965
Total Liabilities	14,847,122	10,153,843	25,000,965
Net Asset	(16,658,864)	32,286,319	15,627,456
Liabilities & Net Assets	\$ (1,811,742)	\$ 42,440,163	\$ 40,628,421

Palisades Charter High School***Statement of Cash Flows*****For the period ended April 30, 2026**

Other Postemploye ment Benefits	Palisades Charter High School	All Locations
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Cash Flows from Operating Activities

Change in Net Assets	\$ (125,253)	\$ 388,185	\$ 262,933
Adjustments			
Depreciation	-	77,527	77,527
(Increase) Decrease in Operating Assets			
Due from Related Parties	(502,423)	502,424	-
Increase (Decrease) in Operating Liabilities			
Accounts Payable	-	175,081	175,080
Accrued Expenses	125,252	436,495	561,748
Deferred Revenue	-	37,441	37,441
Total Cash Flows from Operating Activities	(502,424)	1,617,153	1,114,729

Change in Cash and Cash Equivalents	(502,424)	1,617,153	1,114,729
Cash & Cash Equivalents, Beginning of Period	(1,309,318)	32,391,627	31,082,310
Cash & Cash Equivalents, End of Period	\$ (1,811,742)	\$ 34,008,780	\$ 32,197,039

Palisades Charter High School

Check Register

For the period ended April 30, 2026

Check/Voucher No.	Vendor	Check Date	Amount Applied
10344	LEGENDS HOSPITALITY LLC	04/13/2026	\$ 1,696.00
10345	Michael A. Schlotter	04/16/2026	2,000.00
10346	AFLAC	04/23/2026	1,186.27
10347	CTA MEMBERSHIP DEPARTMENT	04/23/2026	2,997.48
10348	UTLA	04/23/2026	12,109.63
ACH	RICHARD MONTZ	04/06/2026	2,739.37
ACH	Sharon Jolly	04/06/2026	50.00
ACH	WILLIAMS SCOTSMAN	04/06/2026	1,214.21
ACH	Cross Country Staffing	04/06/2026	8,385.00
ACH	MR. FISH AQUARIUM & POND SERVICE	04/06/2026	1,547.47
ACH	AMIR OSTERWEIL	04/06/2026	231.38
ACH	Josh Wilson	04/06/2026	871.45
ACH	School Health Corporation	04/06/2026	1,685.26
ACH	ALEXANDER VAN NAME	04/06/2026	76.18
ACH	KOHL BUILDING MAINTENANCE	04/06/2026	89,249.70
ACH	ST. MORITZ SECURITY SERVICES INC	04/06/2026	21,495.88
ACH	VISTA HIGHER LEARNING	04/06/2026	26,614.44
ACH	WAXIE	04/06/2026	1,535.82
ACH	Carolina Biological Supply Co.	04/06/2026	1,475.79
ACH	LOU'S GOLF CARTS INC	04/06/2026	1,514.55
ACH	TYLER FARRELL	04/06/2026	147.90
ACH	WARD'S NATURAL SCIENCE EST., INC.	04/06/2026	1,898.28
ACH	JOHN RAUSCHUBER	04/06/2026	250.18
ACH	VISTA SCHOOL	04/06/2026	4,615.15
ACH	DAVE SUAREZ	04/06/2026	3,089.81
ACH	D & S MARKETING SYSTEMS, INC.	04/06/2026	2,447.50
ACH	SAVVAS LEARNING COMPANY LLC	04/06/2026	5,210.97
ACH	KNORR SYSTEMS, INC.	04/06/2026	1,652.50
ACH	REGIS STAFFING GROUP	04/06/2026	9,438.00
ACH	AMERICAN TRANSPORTATION SYSTEMS	04/06/2026	68,588.03
ACH	S.O.S. SURVIVAL PRODUCTS	04/06/2026	12,253.77
ACH	Vani MacIsaac	04/06/2026	1,901.01
ACH	KIDFIT, INC.	04/06/2026	903.12
ACH	TEACHERS ON RESERVE, LLC	04/06/2026	13,953.40
ACH	APPLEONE EMPLOYMENT SERVICES	04/06/2026	4,033.73
ACH	ASI ASSOCIATES, INC	04/06/2026	327.01
ACH	McMASTER-CARR SUPPLY COMPANY	04/06/2026	2,546.75
ACH	SHARON GIRON	04/06/2026	25.78
ACH	DIANA KIM	04/15/2026	265.00

Palisades Charter High School

Check Register

For the period ended April 30, 2026

Check/Voucher No.	Vendor	Check Date	Amount Applied
ACH	MARTHA MONAHAN	04/15/2026	6.08
ACH	CHARTWELLS DINING SERVICE	04/15/2026	660.00
ACH	WILLIAMS SCOTSMAN	04/15/2026	14,033.47
ACH	SUPERFAST COPYING AND BINDING	04/15/2026	79.02
ACH	Marissa Yvette Alcaraz	04/15/2026	280.00
ACH	CHARTER IMPACT	04/15/2026	41,667.00
ACH	ST. MORITZ SECURITY SERVICES INC	04/15/2026	18,944.31
ACH	SUE LIMSUKONTH SELZER	04/15/2026	6,137.50
ACH	WAXIE	04/15/2026	10,834.09
ACH	Monique Parks	04/15/2026	12.45
ACH	APPLEONE EMPLOYMENT SERVICES	04/15/2026	3,689.14
ACH	Bridgeport West School	04/15/2026	3,599.74
ACH	WELDON, WILLIAMS & LICK, INC.	04/15/2026	667.65
ACH	SHAW HR CONSULTING	04/15/2026	525.00
ACH	WATERLINE TECHNOLOGIES INC.	04/15/2026	6,162.83
ACH	JANET WICHMAN	04/20/2026	3,900.00
ACH	Kennethson Thang	04/20/2026	1,500.00
ACH	Pacific Coast Baseball	04/20/2026	1,544.85
ACH	CHARTWELLS DINING SERVICE	04/20/2026	1,214.00
ACH	TEK TIME SYSTEMS, INC.	04/20/2026	920.97
ACH	Shannyn Sul	04/20/2026	1,500.00
ACH	ALLISON WYANT	04/20/2026	2,100.00
ACH	BSN Sports LLC	04/20/2026	11,654.95
ACH	Kayoka Forrest	04/20/2026	750.00
ACH	Cross Country Education	04/20/2026	12,697.75
ACH	S&R SPORT	04/20/2026	603.38
ACH	OSCAR CABRERA	04/20/2026	527.52
ACH	AMERICAN TRANSPORTATION SYSTEMS	04/20/2026	39,778.46
ACH	JASON CHIN	04/20/2026	188.20
ACH	TEACHERS ON RESERVE, LLC	04/20/2026	7,673.53
ACH	California DECA	04/20/2026	1,840.00
ACH	APPLEONE EMPLOYMENT SERVICES	04/20/2026	1,743.22
ACH	Barton Designs	04/20/2026	1,300.00
ACH	Julio Cesar Diaz III	04/20/2026	2,100.00
ACH	CEASAR AVINA	04/20/2026	1,500.00
ACH	RICKY STEIL	04/20/2026	1,575.79
ACH	Brad Kolavo	04/20/2026	1,247.58
ACH	PAMELA MAGEE	04/20/2026	201.99

Palisades Charter High School

Check Register

For the period ended April 30, 2026

Check/Voucher No.	Vendor	Check Date	Amount Applied
ACH	COMMERCIAL DOOR OF LA COUNTY, INC.	04/20/2026	1,626.61
ACH	McMASTER-CARR SUPPLY COMPANY	04/20/2026	103.49
ACH	Rocky Montz	04/20/2026	1,082.32
ACH	CONTAINER ALLIANCE COMPANY	04/20/2026	933.46
ACH	Kiichi Okumura	04/20/2026	1,500.00
ACH	Wellnessmart	04/20/2026	295.00
ACH	Thomas Kato	04/20/2026	1,500.00
ACH	WATERLINE TECHNOLOGIES INC.	04/20/2026	2,122.48
ACH	ATKINSON, ANDELSON, LOYA, RUUD & ROMO	04/27/2026	4,715.10
ACH	DIANA KIM	04/27/2026	65.75
ACH	CHARTWELLS DINING SERVICE	04/27/2026	97,329.32
ACH	SQUAREPLAY INC	04/27/2026	6,437.50
ACH	School Health Corporation	04/27/2026	588.10
ACH	SELF-INSURED SCHOOLS OF CALIFORNIA	04/27/2026	397,144.20
ACH	Demco Inc.	04/27/2026	1,421.62
ACH	ST. MORITZ SECURITY SERVICES INC	04/27/2026	22,028.37
ACH	APPLE COMPUTER, INC.	04/27/2026	5,365.45
ACH	SUE LIMSUKONTH SELZER	04/27/2026	4,731.25
ACH	GRAY STEP SOFTWARE	04/27/2026	1,872.72
ACH	BSN Sports LLC	04/27/2026	32,129.04
ACH	RENE RODMAN	04/27/2026	10,416.66
ACH	Geyer Instructional Products	04/27/2026	54.45
ACH	WARD'S NATURAL SCIENCE EST., INC.	04/27/2026	717.06
ACH	WENGER CORPORATION	04/27/2026	2,713.10
ACH	EXCEPTIONAL CHILDREN'S FOUNDATION - KAYNE ERAS CENTER	04/27/2026	6,091.98
ACH	REGIS STAFFING GROUP	04/27/2026	13,170.95
ACH	AMERICAN TRANSPORTATION SYSTEMS	04/27/2026	68,101.21
ACH	GRAINGER	04/27/2026	1,873.96
ACH	Riverside Insights	04/27/2026	1,223.56
ACH	APPLEONE EMPLOYMENT SERVICES	04/27/2026	2,482.13
ACH	Forestry Supplies, Inc.	04/27/2026	1,338.47
ACH	Barton Designs	04/27/2026	19,855.00
ACH	FOSTER & FOSTER CONSULTING ACTUARIES, INC	04/27/2026	5,500.00
ACH	SHAW HR CONSULTING	04/27/2026	275.00
ACH	Davis Schneiderman	04/27/2026	5,000.00

Palisades Charter High School

Check Register

For the period ended April 30, 2026

Check/Voucher No.	Vendor	Check Date	Amount Applied
ACH	Shana Sharfi	04/27/2026	46.02
ACH	Markeelectric	04/27/2026	6,100.00
ACH	Corovan Moving & Storage Co.	04/27/2026	139,218.08
ACH	SISC FLEX	04/23/2026	5,311.57
ACH	SchoolsFirst Plan Administration, LLC	04/23/2026	53,093.65
ACH	INOVA	04/01/2026	1,605.22
ACH	INOVA	04/02/2026	7,054.45
ACH	INOVA	04/06/2026	984.13
ACH	INOVA	04/07/2026	1,456.48
ACH	INOVA	04/10/2026	1,384,649.60
ACH	INOVA	04/13/2026	19,820.60
ACH	INOVA	04/20/2026	8,073.16
ACH	INOVA	04/21/2026	4,616.42
ACH	INOVA	04/23/2026	127,257.90
ACH	INOVA	04/24/2026	4,258.94
ACH	INOVA	04/27/2026	4,687.36
ACH	INOVA	04/28/2026	4,046.18
VOID	Mark 302 Property Owner LLC	04/28/2026	VOID
VOID	Mark 302 Property Owner LLC	04/28/2026	VOID

Total Disbursements in April \$ 3,011,669.31

Palisades Charter High School

Accounts Payable Aging

For the period ended April 30, 2026

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
4Media Group, Inc.	SINV006123	04/21/2026	\$ -	\$ 4,500	\$ -	\$ -	\$ -	\$ 4,500
4Media Group, Inc.	SINV006125	04/21/2026	-	4,500	-	-	-	4,500
4Media Group, Inc.	SINV006126	04/21/2026	-	4,000	-	-	-	4,000
4Media Group, Inc.	SINV006124	04/21/2026	-	4,500	-	-	-	4,500
A&O CARPENTERS LLC	1185	04/23/2026	-	1,300	-	-	-	1,300
ADMINISTRATIVE SERV. CO-OP	23095	04/30/2026	14,571	-	-	-	-	14,571
ADP, INC.	717975556	04/13/2026	-	400	-	-	-	400
ADP, INC.	717976185	04/10/2026	-	20	-	-	-	20
AMAZON CAPITAL SERVICES, INC	1J3R-1Y74-YDPQ	03/31/2026	-	130	-	-	-	130
AMAZON CAPITAL SERVICES, INC	1J3R-1Y74-X6XJ	03/31/2026	-	146	-	-	-	146
AMAZON CAPITAL SERVICES, INC	1V9P-1JJT-NK33	03/31/2026	-	438	-	-	-	438
AMAZON CAPITAL SERVICES, INC	13D1-MP37-RYPG	03/31/2026	-	273	-	-	-	273
AMAZON CAPITAL SERVICES, INC	1YMV-NVLV-1GWR	03/03/2026	-	-	469	-	-	469
AMAZON CAPITAL SERVICES, INC	1XG4-D1FK-1946	03/03/2026	-	-	1,490	-	-	1,490
AMAZON CAPITAL SERVICES, INC	16JJ-DJNR-QG3K	03/31/2026	-	1,258	-	-	-	1,258
AMAZON CAPITAL SERVICES, INC	1V9D-X93K-7WHR	05/01/2026	595	-	-	-	-	595
AMAZON CAPITAL SERVICES, INC	1WFF-1GVY-PGN3	05/01/2026	581	-	-	-	-	581
AMAZON CAPITAL SERVICES, INC	16KQ-93Y6-1Y7D	05/01/2026	770	-	-	-	-	770
AMAZON CAPITAL SERVICES, INC	1NX7-FD3W-4R4F	05/01/2026	720	-	-	-	-	720
AMAZON CAPITAL SERVICES, INC	1LCD-KWMK-436M	05/01/2026	830	-	-	-	-	830
AMAZON CAPITAL SERVICES, INC	1MXG-QF77-CKQH	05/01/2026	2,498	-	-	-	-	2,498
AMAZON CAPITAL SERVICES, INC	1VFX-1CDF-WQPL	05/01/2026	2,455	-	-	-	-	2,455
AMAZON CAPITAL SERVICES, INC	1CKK-CDKG-TMXX	05/01/2026	2,953	-	-	-	-	2,953
AMAZON CAPITAL SERVICES, INC	1RPG-FRCM-CYKK	05/01/2026	1,536	-	-	-	-	1,536
AMAZON CAPITAL SERVICES, INC	1971-LTFJ-CFVW	05/01/2026	4,581	-	-	-	-	4,581
AMAZON CAPITAL SERVICES, INC	1Y4W-7YV7-TWVN	05/01/2026	1,445	-	-	-	-	1,445

Palisades Charter High School

Accounts Payable Aging

For the period ended April 30, 2026

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
AMERICAN HERITAGE LANDSCAPE I	10048526	02/24/2026	-	-	-	9,800	-	9,800
AMERICAN TRANSPORTATION SYST	149207	05/15/2026	44,080	-	-	-	-	44,080
AMERICAN TRANSPORTATION SYST	150090	05/15/2026	859	-	-	-	-	859
AMY LETCHER	LETC100625-01	10/06/2025	-	-	-	-	500	500
APPLEONE EMPLOYMENT SERVICE	01-7261649	03/11/2026	-	-	1,146	-	-	1,146
APPLEONE EMPLOYMENT SERVICE	01-7237088	01/28/2026	-	-	-	-	912	912
B CREATIVE BRANDING	3613-PE	01/20/2026	-	-	-	-	21,744	21,744
B CREATIVE BRANDING	3614	01/20/2026	-	-	-	-	13,935	13,935
BELLALETE INC	D4250	03/19/2026	-	-	5,128	-	-	5,128
Benjamin Sands	BENJ040626	04/15/2026	-	264	-	-	-	264
Brad Kolavo	BRAD041626	04/16/2026	-	72	-	-	-	72
Brad Kolavo	BRAD041726	04/17/2026	-	44	-	-	-	44
Bridgeport West School	PCH0326BPW	05/20/2026	2,746	-	-	-	-	2,746
Bureau of Education & Research, In	5318424	04/01/2026	-	590	-	-	-	590
Carolina Biological Supply Co.	53392212RI	05/15/2026	1,040	-	-	-	-	1,040
Carolina Biological Supply Co.	53402975RI	05/22/2026	3,346	-	-	-	-	3,346
Carolina Biological Supply Co.	53385452RI	05/13/2026	200	-	-	-	-	200
Carolina Biological Supply Co.	53385447RI	05/13/2026	37	-	-	-	-	37
Carolina Biological Supply Co.	53383364RI	05/10/2026	602	-	-	-	-	602
Carolina Biological Supply Co.	53382465RI	05/09/2026	108	-	-	-	-	108
Carolina Biological Supply Co.	53404131RI	05/03/2026	4,514	-	-	-	-	4,514
CHARTER IMPACT	18763	05/01/2026	41,667	-	-	-	-	41,667
Complete Business Systems	176386	05/08/2026	990	-	-	-	-	990
Complete Business Systems	176386	05/08/2026	990	-	-	-	-	990
Comprehensive Therapy Associates	8735	03/31/2026	-	1,638	-	-	-	1,638
CONTAINER ALLIANCE COMPANY	INV-012146	05/10/2026	512	-	-	-	-	512
Cross Country Education	DE117074	04/30/2026	11	-	-	-	-	11

Palisades Charter High School

Accounts Payable Aging

For the period ended April 30, 2026

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
Cross Country Education	DE117074	04/30/2026	7,033	-	-	-	-	7,033
Cross Country Education	8042124	05/17/2026	4,160	-	-	-	-	4,160
Cross Country Education	DE117074	04/30/2026	19,883	-	-	-	-	19,883
CTI Group	1888	05/20/2026	2,979	-	-	-	-	2,979
DAVID CARINI	DAVI040626	04/15/2026	-	108	-	-	-	108
Demco Inc.	7793066	05/15/2026	1,661	-	-	-	-	1,661
FedEx Office	116100403662	07/01/2025	-	-	-	-	63	63
Flinn Scientific Inc	3253739	04/22/2026	-	162	-	-	-	162
Flinn Scientific Inc	3253915	04/23/2026	-	7,010	-	-	-	7,010
Flinn Scientific Inc	3248929	04/08/2026	-	916	-	-	-	916
Fraiser Solutions	10324	04/10/2026	-	250	-	-	-	250
Freestyle Camera	1827682	05/16/2026	3,999	-	-	-	-	3,999
GRAINGER	9846028208	04/17/2026	-	1,829	-	-	-	1,829
GRAINGER	9877806753	05/14/2026	62	-	-	-	-	62
Instinct Behavior Analysis	PPCH003	04/30/2026	56,185	-	-	-	-	56,185
Keysi S. Sernas Lopez	03302026-06	04/22/2026	-	3,888	-	-	-	3,888
KOHL BUILDING MAINTENANCE	109243	04/08/2026	-	36,520	-	-	-	36,520
KOHL BUILDING MAINTENANCE	109124	04/08/2026	-	1,334	-	-	-	1,334
Magnatag Inc.	696609	04/29/2026	-	437	-	-	-	437
MCGRW-HILL SCHOOL EDUCATIOI	137377495001	09/07/2025	-	-	-	-	107	107
MCGRW-HILL SCHOOL EDUCATIOI	138646449001	11/02/2025	-	-	-	-	2,770	2,770
METRO TWO WAY COMMUNICATI	4565	03/21/2026	-	-	4,175	-	-	4,175
PASCO SCIENTIFIC	261N002667	04/15/2026	-	5,897	-	-	-	5,897
RAFAEL NEGROE	RAFA040926	04/09/2026	-	127	-	-	-	127
Raptor Technologies, LLC	INV199848	12/14/2025	-	-	-	-	397	397
REGIS STAFFING GROUP	113814	05/29/2026	2,178	-	-	-	-	2,178
REGIS STAFFING GROUP	113772	05/22/2026	2,420	-	-	-	-	2,420

Palisades Charter High School

Accounts Payable Aging

For the period ended April 30, 2026

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
RENE RODMAN	1020	05/13/2026	10,417	-	-	-	-	10,417
RENE RODMAN	1019	04/13/2026	10,417	-	-	-	-	10,417
Resilite Sports Products, Inc.	INV/2026/02517	04/25/2026	11,434	-	-	-	-	11,434
SAVVAS LEARNING COMPANY LLC	7029269049	04/24/2026	12,250	-	-	-	-	12,250
ST. MORITZ SECURITY SERVICES INC	14198270	05/14/2026	2,508	-	-	-	-	2,508
ST. MORITZ SECURITY SERVICES INC	14198270	05/14/2026	13,948	-	-	-	-	13,948
STAPLES ADVANTAGE	6061822837	05/25/2026	81	-	-	-	-	81
SUPERFAST COPYING AND BINDING	67598	04/03/2026	237	-	-	-	-	237
TEACHERS ON RESERVE, LLC	101029	04/17/2026	8,034	-	-	-	-	8,034
TIER ONE MECHANICAL INC	920013079	05/06/2026	9,004	-	-	-	-	9,004
TIER ONE MECHANICAL INC	920013021	04/30/2026	793	-	-	-	-	793
TIER ONE MECHANICAL INC	920012214	01/29/2026	-	-	-	-	2,942	2,942
TIER ONE MECHANICAL INC	920013038	04/30/2026	2,273	-	-	-	-	2,273
ULINE	207002808	05/20/2026	234	-	-	-	-	234
VERNIER SOFTWARE & TECHNOLOGIES	5546803	05/15/2026	2,210	-	-	-	-	2,210
VERNIER SOFTWARE & TECHNOLOGIES	5546864	05/16/2026	1,136	-	-	-	-	1,136
VERSARE	827694	04/09/2026	1,550	-	-	-	-	1,550
VERSARE	828167	04/22/2026	29,565	-	-	-	-	29,565
VISTA SCHOOL	0326-RSY	04/10/2026	5,056	-	-	-	-	5,056
VITAL RECORDS HOLDING LLC	6211639	04/15/2026	119	-	-	-	-	119
VITAL RECORDS HOLDING LLC	6076830	03/15/2026	-	-	173	-	-	173
WARD'S NATURAL SCIENCE EST., INC	8821441183	05/15/2026	4,764	-	-	-	-	4,764
WARD'S NATURAL SCIENCE EST., INC	8821430336	05/14/2026	386	-	-	-	-	386
WARD'S NATURAL SCIENCE EST., INC	8821441182	05/15/2026	116	-	-	-	-	116
WATERLINE TECHNOLOGIES INC.	5786244	04/26/2026	1,984	-	-	-	-	1,984
WATERLINE TECHNOLOGIES INC.	5783459	04/09/2026	309	-	-	-	-	309
WATERLINE TECHNOLOGIES INC.	5783897	04/11/2026	1,464	-	-	-	-	1,464

Palisades Charter High School***Accounts Payable Aging***

For the period ended April 30, 2026

Vendor Name	Invoice/Credit Number	Date Due	Current	1 - 30 Days Past Due	31 - 60 Days Past Due	61 - 90 Days Past Due	Over 90 Days Past Due	Total
WAXIE	83886237	04/26/2026	3,280	-	-	-	-	3,280
Young Producers Group, Inc.	1499	05/27/2026	2,000	-	-	-	-	2,000
Young Producers Group, Inc.	1499	05/27/2026	1,000	-	-	-	-	1,000
Total Outstanding Invoices			\$ 372,364	\$ 82,550	\$ 12,581	\$ 9,800	\$ 43,370	\$ 520,666

Palisades Charter May 2026

60-Day Compliance Calendar

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
DATA	May-05	CALPADS End-of-Year 1 and 2 - The data submission window opens on May 5, 2026 and closes on August 17, 2026. End-of-Year data includes: Course completion, program eligibility/participation, homeless student, student discipline, cumulative enrollment, student absence, postsecondary, RFP count, work-based learning indicator, CTE, postsecondary outcomes for Students with Disabilities and SPED.	Charter Impact with Pali support	No	No	https://www.cde.ca.gov/ds/sp/ccl/
FINANCE	May-15	Extended Due Date - Form 990 - The IRS Form 990 is the annual information return filed by most non-profit charter schools. The form should be reviewed and accepted by the Board prior to filing.	Pali/Audit firm	Yes	No	
FINANCE	Board approval before June 30	Local Control and Accountability Plan - The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. The components of the LCAP for the 2026-2027 LCAP year must be posted as one document assembled in the following order: LCFF Budget Overview for Parents Plan Summary Engaging Educational Partners Goals and Actions Increased or Improved Services for Foster Youth, English Learners, and Low-income students Action Tables Instructions The LCAP must be presented at the same public meeting as the budget, preceding the budget hearing. Local Indicators Report - Information Item LCAP Public Hearing Approval of the LCAP (Adoption) Approval of the Budget (Adoption)	Pali with Charter Impact support	Yes	No	https://www.cde.ca.gov/ef/ef/
FINANCE	Board approval before June 30	Submit Preliminary Budget Plan to Authorizer - Charter Schools are required to submit their annual budgets to their authorizer by the authorizer-imposed deadline. Authorizers then use the budget to determine if the Charter School has reasonable financial health to sustain operations. The budget must be presented at the same public meeting as the LCAP, following the budget hearing.	Charter impact	Yes	No	https://www.cde.ca.gov/ef/sd/tr/calendar23district.asp
FINANCE	Board approval before June 30	Education Protection Account (EPA) spending plan - The governing board is required to approve a spending plan for EPA funds prior to recording allocable expenses for the year. This approval is not required by June 30th but is commonly approved during the annual budget adoption meeting for the upcoming year.	Charter impact	Yes	No	https://www.cde.ca.gov/ef/sa/pa/pafaq.asp
FINANCE	Board approval before June 30	Complete Consolidated Application reporting - Spring - The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California. Annually, in May, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program.	Charter Impact with Pali support	Yes	No	https://www.cde.ca.gov/ef/sa/cn/index.asp
FINANCE	Jun-20	Certification of the Second Principal Apportionment - The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of an LEA's general purpose funding; Special Education (AB 602); and funding for several other programs. The Second Principal Apportionment (P-2), certified by June 20, is based on the second period data that LEAs report to CDE in April and May. P-2 supersedes the P-1 Apportionment calculations and is the final state aid payment for the fiscal year ending in June.	FYI	No	No	https://www.cde.ca.gov/ef/sa/pa/
FINANCE	Jun-30	Prop 28 Annual Certification - Local educational agencies (LEAs) must annually certify that all funds will be used to provide arts education programs, among other assurances.	Charter Impact with Pali support	No	No	https://www8.cde.ca.gov/ams
FINANCE	Jun-30	2022 Kitchen Infrastructure and Training (KIT) Funds Expenditure Deadline - KIT funding can be used to purchase, repair, or fund infrastructure improvements, including those needed to implement the Universal Meals Program, at the district or school-site level such as electrical, plumbing, and construction related to the following four categories: Cooking equipment and supporting infrastructure needs; service equipment; refrigeration and storage; transportation between sites.	FYI	No	No	2022 Kitchen Infrastructure and Training Funds - Nutrition (CA Dept of Education)
FINANCE	Jun-30	School Nutrition Application Due for Community Eligibility or Provision 2 - School Nutrition Program Provisions 1, 2, 3, and the Community Eligibility Provision are alternative ways for local educational agencies to claim student meals. Provisions are methods for reducing paperwork and other administrative burdens at the local level by simplifying the traditional operating procedures for meal eligibility and meal counting. Schools must apply to participate in Provisions and receive approval from the California Department of Education (CDE) prior to implementation.	Pali	No	No	https://www.cde.ca.gov/tu/nu/sn/cep.asp
DATA	Jun-30	Principal Apportionment Data Collection - End-of-Year ADA data must be reconciled and submitted to Charter School authorizers for funding purposes. All attendance data collected from the first day of school to June 30 must be included in this submission. Due dates may vary and are prescribed by the schools' authorizer. The Principal Apportionment includes funding for the Local Control Funding Formula, which is the primary source of an LEA's general purpose funding; Special Education (AB 602); Expanded Learning Opportunities Program; and funding for several other programs. The Principal Apportionment is a series of apportionment calculations that adjust the flow of state funds throughout the fiscal year as information becomes known.	Charter Impact with Pali support	No	Yes	https://www.cde.ca.gov/ef/sa/pa/index.asp
DATA	Jun-30	English Language Proficiency Assessment - Students must be reclassified as fluent English proficient (RFEP) on or before 6/30 per the school's reclassification criteria. Reclassification is the process whereby a student is reclassified from English learner (EL) status to Fluent English Proficient (RFEP) status. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria. General information on how to setup, monitor and report students' RFEP status can be found at the website within the Notes column.	Pali	No	No	https://www.cde.ca.gov/ef/el/rfd/
OPERATIONS	Jun-30	Approve school calendar and instructional minutes -180/175 days charter schools and are allowed to shorten instructional year by 5 days without fiscal penalty. Kindergarten ~ 600 hours; Grades 1-3 ~ 840 hours; Grades 4-8 ~ 900 hours; Grades 9-12 ~ 1080 hours	Pali with Charter Impact support	Yes	No	https://www.cde.ca.gov/ef/sa/pa/lcffrfaq.asp
FINANCE	Jun-30	Executive School Leadership Review Evaluation - The board of directors is responsible for hiring and establishing the compensation (salary and benefits) of the executive director by identifying compensation that is "reasonable and not excessive". The board conducting the review should document what was involved and the process used to conduct the review, as well as the disposition of the full board's decision to approve the executive director's compensation (minutes of a meeting are fine for this). The documentation should demonstrate that the board took the comparable data into consideration when it approved the compensation.	Pali	Yes	No	This is an IRS requirement for Executive Director positions. If needed, Charter Impact can provide data on comparable salaries for your organization's Board of Directors.
GOVERNANCE	Jun-30	Review your Homeless Education Policy - A Homeless Education Policy is used to ensure that your school is compliant with key provisions of the Education for Homeless Children and Youths Act. It is also used to collect the contact information for your required designated homeless liaisons at your school. All schools are required to establish a board approved Homeless Education Policy.	Pali	No	No	https://www.cde.ca.gov/sp/hs/cv/strategies.asp
GOVERNANCE	Jun-30	Review your Parental Involvement Policy - Every local educational agency (LEA) in California must have a parental involvement policy: Federal requirement (LEAs accepting Title I funds). State requirement (California Education Code [EC] for non-Title I schools. Parents must be involved in how the funds reserved for parental involvement will be allocated for parental involvement activities. Keep minutes and sign-in sheets documenting these discussions. The California Department of Education (CDE) reviews the Consolidated Application and Reporting System (CARS) to see if the required reservation has been made.	Pali	Yes	No	https://www.cde.ca.gov/sp/sw/t1/parentfamilyinvolve.asp
DATA TEAM	Jul-31	2025-26 Local Indicators Dashboard deadline - The 2026 Dashboard reporting window will be open from June 3, 2026 through July 31, 2026. California School Dashboard Coordinators report their LEA's 2025-26 Local indicators to the Dashboard on the myCDEconnect unified system. These are the local indicators that will be reported on the 2025 Dashboard. This includes reporting the date that the 2025 local indicator results were reported to the local governing board/body on or before July 1, 2026, at the same meeting at which the Local Control and Accountability Plan (LCAP) is adopted. If an LEA does not submit results within the reporting window, a performance rating of "Standard Not Met" or "Standard Not Met for Two or More Years," as applicable, will appear on the LEA's 2025 Dashboard. For further information regarding Dashboard Coordinators or local indicators, please contact the Local Agency Systems Support Office by email at LCFF@cde.ca.gov.	Pali	Yes	No	https://www.cde.ca.gov/ta/ac/cm/localindicators.asp
FINANCE	Jul-31	Federal Cash Management - Period 1 - The Title I, Part A, Title I, Part D, Subpart 2; Title II, Part A; Title III LEP; Title III Immigrant; and Title IV programs under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the ESSA, will utilize the Federal Cash Management program. Charter schools that are awarded a grant under any of these programs must submit the CMDC report for a particular quarter in order to receive an apportionment for that quarter; CDE will apportion funds to LEAs whose cash balance is below a certain threshold.	Charter Impact	No	No	https://www.cde.ca.gov/ef/sa/cn/
GOVERNANCE	Jul-31	Annual review of organization's Fiscal Policies - Board approved fiscal policies define the organization's financial operations and internal controls to ensure compliance with industry and government regulations. An annual review is recommended to ensure compliance with current procedures and annually updated regulations. If updates are necessary, revised policies may be documented and presented for Board approval.	Pali with Charter Impact support	Yes	No	
DATA TEAM	Aug-17	CALPADS End-of-Year 1 and 2 certification deadline - Course completion data for grades 7-12, CTE participants, concentrators, completers, program eligibility/participation, homeless student counts, student discipline, cumulative enrollment and student absence data must be submitted to CDE by 7/25/25, with an amendment deadline of 8/8/2025.	Pali with Charter Impact support	No	No	https://www.cde.ca.gov/ds/sp/ccl/rptcalendar.asp

This list is intended to be as comprehensive as possible for financial items, but the addition of new state funds and additional compliance tracking is complicated and ever-changing. If we become aware of additional due dates for financial items, we will be sure to update you. If there are compliance items for programmatic reporting, Charter Impact is often left off the emails from the CDE, so please be sure to read any correspondence you receive from the CDE, as well as aggregating information from other sources – California Charter School Association, Charter School Development Center, School Services of California, etc. to stay on top of the charter reporting landscape.

Coversheet

Executive Director/Principal (EDP) Report

Section:	II. Organizational Reports
Item:	L. Executive Director/Principal (EDP) Report
Purpose:	FYI
Submitted by:	
Related Material:	EDP Board Report 05_19_2026.pdf Attendance & Admissions Report 05_19_2026.pdf



PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

Executive Director/Principal Report Board of Trustees Meeting May 19, 2026

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

[PCHS 2025-2026 Schoolwide Goals \(Board approved October 14, 2025\)](#)

Schoolwide Goals: Academic Achievement, Communication, Diversity, Student Socioemotional Well-being and Health, Fiscal/Fundraising & Development



Closing one chapter, preparing for the next

As the school year closes at PCHS, we do so with a deep sense of pride and gratitude for a community that has demonstrated extraordinary resilience, flexibility, and commitment. This year was marked by a significant milestone, our mid-year return to our Palisades home campus after months of learning and working from our temporary Pali South Santa Monica site. That return represented more than a change of location. It symbolized recovery, perseverance, and shared determination to restore stability and continuity following a devastating fire.

Throughout this period, students, staff, and families rose to meet unprecedented challenges. Teaching and learning continued despite disruptions, logistical hurdles, and the emotional toll of displacement. Alongside the many successes, we must also acknowledge the very real impacts of this experience, including loss of instructional time, gaps in learning, and the understandable dis-regulation of routines and norms that accompany prolonged instability. Naming these challenges is essential, as it allows us to respond thoughtfully and responsibly as we move forward.

The closing of the school year is both familiar and uniquely complex. While we celebrate end-of-year events, administer exams, and honor our graduates at commencement, we are simultaneously engaged in the deeper work of recovery and renewal. This includes careful review of policies, academic planning and scheduling, budgeting and financial stewardship, contract work, and the continued preparation of our facilities to fully support teaching and learning in the year ahead and for many years to come.

These efforts reflect a school community not only finishing a demanding year, but intentionally laying the groundwork for a stronger, more stable future. With lessons learned, systems refined, and a shared commitment to our mission, we look ahead with optimism, resolve, and confidence in what we can accomplish in the coming school year and beyond.

School Community Surveys

School Experience Surveys have now closed. Multiple-choice responses are included in the meeting materials. Open responses are being carefully analyzed to inform decisions for the new school year. The Survey Committee of the Board of Trustees created the surveys to ensure perspectives from our entire school community are heard and considered in planning for the coming school year. The purpose of the surveys is to help PCHS gain a comprehensive understanding of what is working well and where our school can continue to grow. Administrators are developing an action plan to address key findings to be presented in June, 2026.

2026-2027 Planning In Progress

- **Budget preparation** – All academic and operational departments are working with Charter Impact, the PCHS finance office, and the Budget & Finance Committee to prepare and refine proposed budgets for next year. Plans to address priorities identified from the School Community Surveys will be incorporated into the 2026-27 budget as funding allows.
- **LCAP preparation** – PCHS administrators and staff are working with Charter Impact to update the Local Control and Accountability Plan (LCAP). Mandatory public meetings will take place online (date TBD) and during the May 27 Long Term Strategic Planning meeting. The LCAP is a three-year strategic planning document that California school districts use to set goals, plan actions, and allocate resources to improve student outcomes. It is aligned to state priorities and emphasizes equity by requiring districts and Local Education Agencies (LEAs) to identify how they will support students with the greatest needs, including low-income students, English learners, and foster youth. LCAP planning is an annual cycle that includes stakeholder engagement, data review, progress monitoring, and budget alignment, ensuring that funding decisions are transparent, student-centered, and tied to measurable outcomes.
- **Collective Bargaining** - UTLA PCHS and PCHS representatives are engaged in ongoing discussions pertaining to contractual terms and compensation. Meetings with PESPU, the classified union, will begin soon.
- **Grading Policy refinement** – PCHS Department Chairs have met multiple times to identify ways to further align grading practices within PLCs, departments, and schoolwide. The group will meet to finalize revisions and to circulate to all departments in anticipation of the new school year.
- **Master Schedule preparation** – Development of the course offerings grid and the master schedule is ongoing. The construction of the school's master schedule is a complex,

iterative process that must remain responsive to potential shifts in enrollment. Initial scheduling is designed to provide a stable instructional framework while allowing flexibility as final enrollment figures are confirmed. Teacher schedules are built around five instructional period assignments and one preparation period, with the intent of ensuring consistency, instructional quality, and appropriate planning time. As enrollment is finalized and specific student needs are identified, additional auxiliary classes will be added as needed and per the guidelines of the UTLA contract to support academic programs, interventions, and electives. This phased approach allows the school to balance fiscal responsibility, staffing capacity, and student-centered decision-making while maintaining the ability to adapt to changing conditions.

Financial Challenges: Enrollment shifts have a direct and significant impact on school budgeting because student counts drive both revenue and expenditures. Changes in enrollment affect per-pupil funding, which can increase or decrease available resources as numbers fluctuate. At the same time, enrollment determines staffing needs, including the number of teachers, class sections, support staff, and auxiliary programs that can be offered. Increases in enrollment may require additional sections, materials, and services, while decreases may necessitate adjustments to staffing levels, course offerings, or discretionary spending to remain fiscally responsible. Because many costs, such as salaries, benefits, contracts, and facilities, are set in advance, it is important to budget conservatively and maintain flexibility to respond to enrollment changes once counts are finalized, ensuring alignment between financial capacity and student needs.

[Advanced Placement Exams Overview](#) (Data provided by Karen Ellis, College Center Director and AP Coordinator).

School Year	Total Number of Exams	# Students	Pass Rate
2025-2026	2,105	1,099	No Data
2024-2025	2,651	1,112	90%
2023-2024	2,265	1,050	90%
2022-2023	2,032	1,014	86%

The overall pass rate for previous years includes all students with a score of 3 or higher. Currently, we are testing students in 28 AP subjects, and in the fall of 2026, we will be adding two additional AP subjects (AP Cybersecurity and AP Business & Personal Finance).

AP Exam Accommodations Data (2025-2026)

Students with accommodations- 91

Number of exams with accommodations- 236

- Extended time- 83 students/212 exams
- Extra and Extended Breaks- 48 students/131 exams
- Reading / Seeing Texts- 3 students/5 exams
- Recording Answers- 5 students/10 exams
- Modified Setting- 55 students/144 exams
- Other Accommodations- 13 students/41 exams

Overall, students have been successful in mastering the AP exams which has translated into extremely high admission rates at highly selective schools.

Class of 2026 Commencement Ceremony

PCHS will host the graduation ceremony for the Class of 2026 in the Stadium by the Sea on Thursday, June 4 beginning promptly at 3:30PM. Members of the Board of Trustees who are participating in the ceremony will meet at the flag pole at the front of the school by 3pm to lead the processional into the stadium. Robes and stoles will be available for pickup the week of the ceremony.

Summer Academic Programs - Registration is underway through the Counseling Office for three summer programming options.

- Credit Recovery for students who need to retake courses for diploma completion.
June 11- July 16 Tuesdays and Thursdays Online
Registration in the Counseling Office
- Accelerated Coursework
 - Geometry for incoming 9th who earned an A in Algebra 1
 - PE for rising Sophomores and upper classmen missing the 2nd year of PE creditIn-person ONLY
June 11 - July 16 Monday-Thursday
- Dolphin Leadership Academy
Bridge Program open to all incoming 9th graders
In-person ONLY
July 13 – 31

*Submitted by Dr. Pam Magee, Executive Director/Principal
May 16, 2026*

Information for Board Report*Last Updated: May 16, 2026*

Enrollment Data by Grade Level				
	9th Grade	10th Grade	11th Grade	12th Grade
2025-26 (May 16)	526	568	600	662
2026-27 (Projected)*	710	567	598	576

*Projections are calculated based on a 10% attrition rate of current students and 20% of students who applied. Grade 9 factors in an attrition rate of 25% of applications

2026-27 Applications								
	Approved	Submitted	Accepted	Hold	Denied	Declined	Duplicate	Totals
Grade 9	371	160	245	170	1	101	33	1081
Grade 10	16	14	69	18	2	28	13	160
Grade 11	30	10	58	11	0	25	3	137
Grade 12	7	1	30	7	1	8	3	57
Total	424	185	402	206	4	162	52	1435

Approved	Enrollment paperwork (OLR) completed; student enrolled for 2026-27	Denied	OLR or Application denied by PCHS (Most often an application from a current student)
Submitted	OLR is submitted and awaiting review by Attendance Office staff	Declined	Notified by parent/guardian that student will NOT be attending PCHS.
Accepted	Student accepted to attend PCHS. No OLR submitted yet	Duplicate	Multiple applications for a single student
Hold	OLR submitted, reviewed, and awaiting additional paperwork (vaccines, transcripts, residency docs, etc.)		

Attendance & Admissions

- The Attendance Office remains busy processing as many OLRs each day as possible while maintaining a high level of service for the entire school community.
- We're thankful for the additional support provided by Semone Leifer during our busy season.
- Acceptance notices continue to go out weekly

Visual & Performing Arts / Tech Ed

- The PCHS Film Festival on 5/15 was a huge success.
- Many upcoming performances from our VAPA department through June 1
- The 2026 Yearbook is now available - thank you to Mr. Hoag for doing an excellent job!

Coversheet

Academic Accountability Committee Update

Section:	III. Board Committees (Stakeholder Board Level Committees)
Item:	A. Academic Accountability Committee Update
Purpose:	FYI
Submitted by:	
Related Material:	AAC Meeting Minutes 05_14_2026.pdf



PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

ACADEMIC ACCOUNTABILITY COMMITTEE

Regular Meeting

May 14, 2026

Room J117

3:07 pm

I PRELIMINARY – 5 minutes

A. Call to Order and Roll Call M. Friedman

Attendance: Michael Friedman, Randy Tenan-Snow, Paul Mittelbach, Evelyn Rivera, Diana Kim, Roxie Bakhtari, Scarlett Rojas, Gregg Strouse, Fati Adeli, Negeen Ben-Cohen, Stewart Wilson Turner, Nicole Newble, Philip Hoag, Stephen Klima, Sloane Cherry for Makayla Farhami

Absent: Makayla Farhami

II. Minutes Approval

1. Stewart Wilson Turner makes a motion to accept the amended minutes
2. Roxi Bakhtari seconds the minutes
3. Minutes approved by all in attendance (Cherry Sloane for Makayla Farhami)

III. Public Comment: 30 minutes

1. Negeen Ben-Cohen shared that the Survey updates will be presented at the Board

Gregg Strouse shared about an egregious cheating incident that was the second incident on an exam. Then they lie, cover up, and force the teacher into playing detective. As the teacher pursued the incident with the dean, the consequences were vague in the Handbook and at the Dean's Office. Because cheating is behavioral, not part of learning, the grade is not affected. This leaves teachers and students unclear about the consequences. It is important to determine consequences and communicate them to all stakeholders.

2. Steven Klima explained that he received several emails from teachers, parents, and others questioning why we have a different Spring Break from LAUSD. He explained that LAUSD initially scheduled Spring Break and then changed it. Many people want to align with them.
3. Michael Friedman expressed that protocols for cheating consequences need to be clearly identified and harsher than they currently are. It is an increasing issue. Policies need to be more streamlined and enforced, including restrictions on personal devices and cell phone use. This could minimize cheating.
4. On another note, Michael Friedman expressed concern about what will happen to the information from departments submitted to the Board by the AAC. Will they be used for the PD's or will departments be addressed?



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IV. Calendar Discussion

1. Discussion ensued regarding the LAUSD change in the Spring Break Calendar. The committee discussed whether we should recommend that the Board of Trustees change our Spring Break and align.

Discussion followed:

- A. There were concerns about feeder schools, with parents and teachers having different Breaks
- B. There were questions about how moving the date would impact AP and State testing. One benefit considered is that there will be four weeks before AP exams, with the new potential Spring Break
- C. Diana Kim expressed concerns about teacher and student attendance with separate Breaks
- D. Strouse and Bakhtari expressed concern about how families would need to address childcare for two weeks with separate Breaks
- E. Diana Kim made a motion to change the calendar to match LAUSD, adding to the Board meeting for a vote

Stewart Wilson Turner and [Negeen Ben-Cohen](#) seconded the motion

Vote: Agreed 14, except Michael Friedman, who abstains

V. Questions for the Board Report for Next Year

- A. Survey from Board: The Board will discuss the questions and answers to determine what might be included in next year's Dept/Program questions
- B. Paul Mittelbach explained that it is important to consider systemic questions for the faculty
- C. [Negeen Ben-Cohen](#) explained that next year, the Board may ask the AAC to look at the results of the Survey and propose solutions
- D. Negeen discussed some of the questions and answers about the need for intervention that are critical
- E. Some questions we can consider adding to the Dept/Program analysis from Paul Mittelbach:
 1. What are we doing to close the growing achievement gap? (Good for Dept)
 2. What are we doing to set up a data system that lets us review student achievement data and immediately take appropriate systemic action to support students in need? (For a larger entity)
 3. What are we doing with the schedule to implement a mandatory, accessible systemic intervention program throughout the school day?(For a larger entity)



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4. What are we doing to restore, replace, or reinvent proven support programs such as Literacy, Algebra, ABC, Integrated Science, repeaters program with live teachers, AVID, the Study Center, the Math lab, peer tutoring, and Life Skills (For a larger entity)
 5. Specifically, what are we doing to implement a new Life Skills or Freshman Seminar program that would equitably teach college, career, and cultural awareness, study skills, tutorial, media literacy, AI skills, literacy, current events, growth mindset, conflict resolution, etc. (For administration)
 6. What is the model with which we are now replacing the interdisciplinary pods to ensure high achievement and a solid foundation for all freshmen, not just for the 40 percent who will eventually take AP's or the IB program...(Admin Question)
 7. What would the department like to add for intervention that could be recommended to the Board and Administration? (For the Department)
 8. What would departments want to ensure are meaningful PD across departments in Literacy, co-curricular instruction, and differentiation? (No. Do not add)
 9. How are we replacing the built-in multiple eyes on students that we had in the pod system? Are we looking at models like grade-level teams that provide immediate feedback and academic and socio-emotional support the moment a student needs them?
 10. How are we integrating Media Literacy, including AI Literacy, into all academic classes 9-12 as required by the state (For Departments)
 11. How are we creating a program for diverse students from across the city and reaching out to communities about it? How are we planning to find (Administrative Questions)
- F. Michael Friedman suggested we consider asking the administration questions to help inform our analysis of the department/program report.
1. We began considering the questions to help us inform the final Dept/Program Board Report.
 2. Due to time constraints, we tabled the discussion for the August 2026 meeting.

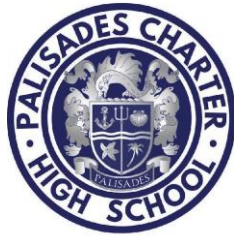
VI. The next meeting will be on August 27, 2026, at 3:00 pm, Room J117

VII. Meeting adjourned at 4:30

Coversheet

Budget & Finance Committee Update

Section:	III. Board Committees (Stakeholder Board Level Committees)
Item:	B. Budget & Finance Committee Update
Purpose:	FYI
Submitted by:	
Related Material:	Budget Com Meeting Minutes 04_20_2026.pdf Special Budget Com Meeting Minutes 04_20_2026.pdf



PALISADES

CHARTER HIGH SCHOOL

Empowering Educational Excellence.

REGULAR MEETING MINUTES - BUDGET/FINANCE COMMITTEE MONDAY, APRIL 20, 2026 – 3:30 – 5:30 PM

LOCATION: Palisades Charter High School Library – 15777 Bowdoin St., Pacific Palisades, CA 90272
S Sherkhanov is remote: UCLA – 607 Charles E Young Dr E, 437 Boyer Hall, Los Angeles, CA 90049
D Gronich is remote: 8590 National Blvd., Culver City, CA 90232
S Margiotta is remote: 36 Vernon, Newport Beach, CA 92657
R Kianfar is remote: 11150 W. Olympic Blvd., Los Angeles CA 90064
J Recinos is remote: 3361 Boxford Ave., Commerce CA 90040
J Davis is remote: 11725 Sunset Boulevard, Los Angeles, California 90049

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

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

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

I. PRELIMINARY:

A. Call to Order & Roll Call - S Margiotta called the meeting to order at 3:44 pm. In attendance: S Margiotta, D Gronich, N Hall, R Kianfar, S Sherkhanov. Non-voting members: A Duston, R Rodman, M Arce, P Magee, R Negroe, J Roepel, V Pineda (Christy White).

1. Introductions

B. No Public Comments – S Sherkhanov requested an update of pending litigation.

C. Approval of Minutes from

1. D Gronich made a motion to approve the meeting minutes from March 16, 2026. R Kianfar seconded the motion. Motion passed unanimously with no abstentions.

2. S Margiotta made a motion to approve the meeting minutes from the Special Meeting March 25, 2026. D Gronich seconded the motion. Motion passed unanimously with no abstentions.

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

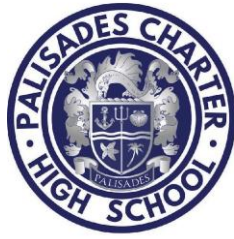
A. Investment Strategies for Fund Balance – funds are being transferred to Cathay Bank.

III. REPORTS (5 minutes each):

A. Executive Director - P Magee reported that testing is going well and school is hitting participation rate of almost 100%. IB verification process is going on now and program costs will come to B&F at a future meeting.

B. CBO Report-M Arce deferred her time to V Pineda at Christy White. Report reviewed and stands as submitted.

C. Fundraising & Development - R Rodman reviewed her report and it stands as submitted. There were 2



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additional items reviewed. She is rewriting the Project Serve grant in the amount of \$270K. This will include meal transportation and student transportation expenses during our displacement. There is also a Cal Community Foundation in the amount of \$155K to do a wellness/mental health event. (which may include a mural). This can be spent by Dec. 2027.

D. ASB Treasurer Report -N Hall introduced new ASB Treasurer – Roxy. He reported that Grad Night tickets were being sold (250 thus far). Prom tickets will be sold soon. Vending machine RFPs are pending, reporting that 1 vendor also provides recycling with a portion of that money being returned to the school.

E. Booster Club - R Rodman reported that the auction was very successful, raising \$135K (\$30K from tours of Jay Leno's garage). Paddle raise also raised enough money for new cafeteria tables.

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

A. FY2026 March Financials - M Arce reviewed and stands as submitted.

B. Draft Financial Policies – A Duston reported that these are with legal for final review and then will come to B&F.

D. Actuarial Report – Reviewed and stands as submitted.

E. OPEB Trust – A Duston reported that a draft of this is with PCHS attorney and Merrill Lynch team for approval and then will come to B&F.

G. Transportation - R Negroe reported that we are in year 2 of 5 year contract with ATS. CPI is capped @ 4%. Based on presentation and cap of 4%, ridership will cost \$2800. D Gronich made a motion to approve the per student ridership cost @ \$2800 per rider. S Margiotta seconded the motion. Motion carried unanimously with no abstentions

H. 2026/2027 Additional Personnel Costs – P Magee reported that the admin team is assessing positions that don't need to be filled. There is currently a hiring frost and they are reassessing and downsizing positions as a result of our contract with Charter impact.

I. Credit Card Statement – Reviewed and stands as submitted.

V. OTHER:

Date of Next Regular Meeting May 11, 2026 @ 3:30 pm. Agenda items must be submitted to B&F Committee Recording Secretary (S Margiotta) 1 week prior to meeting by 2pm (via EMAIL)

With no additional business, the meeting was adjourned at 4:56 pm.



PALISADES

CHARTER HIGH SCHOOL

Empowering Educational Excellence.

SPECIAL MEETING MINUTES - BUDGET/FINANCE COMMITTEE **MONDAY, APRIL 20, 2026 – 5:00 – 5:30 PM**

LOCATION: Palisades Charter High School Library – 15777 Bowdoin St., Pacific Palisades, CA 90272
S Sher Khanov is remote: UCLA – 607 Charles E Young Dr E, 437 Boyer Hall, Los Angeles, CA 90049
D Gronich is remote: 8590 National Blvd., Culver City, CA 90232
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I. PRELIMINARY:

A. Call to Order & Roll Call - S Margiotta called the meeting to order at 4:56 pm. In attendance: S Margiotta, D Gronich, R Kianfar, N Hall, S Sher Khanov. Non-voting members: P Magee, J Roepel.
B. Public Comments – no public comment was made.

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

A. Palisades Charter High - 500e Chromebook - J Roepel reviewed purchase order as submitted. It was noted that the school is still pursuing other funding to upgrade devices but this purchase needs to be made now to support incoming 2026/2027 new students. J Roepel noted that this is the same contract that was approved last year and he had done cost comparisons to ensure pricing was competitive. When questioned, he reported that we always purchase coverage because 90% of students don't pay for any damage that happens while they have the device. It was also reported that the current enrollment incoming students is over 700. S Margiotta made a motion to approve the purchase of Lenovo 500e chromebooks as outlined in the presentation request dated April 2026 for 780 devices for a total amount of \$534,886.95. S Sher Khanov seconded the motion. Motion passed unanimously with no abstentions.

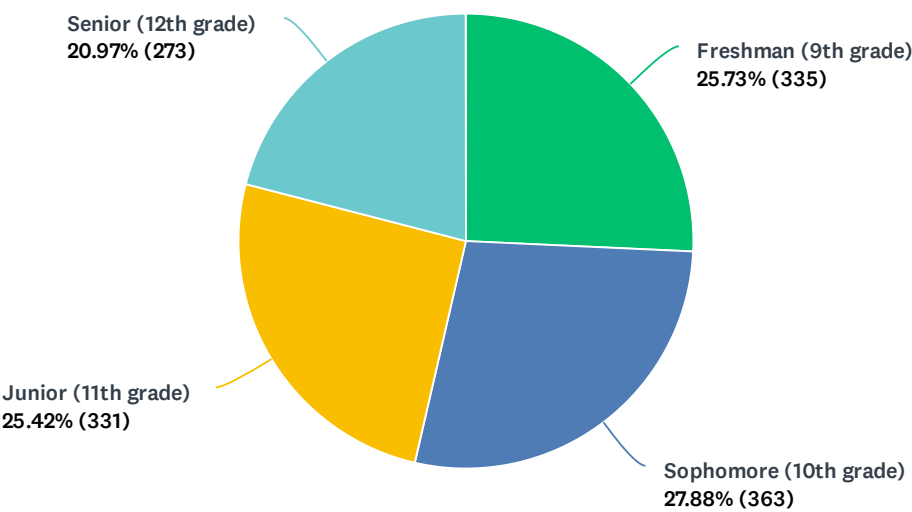
Meeting was adjourned at 5:13 pm.

Coversheet

Survey Committee

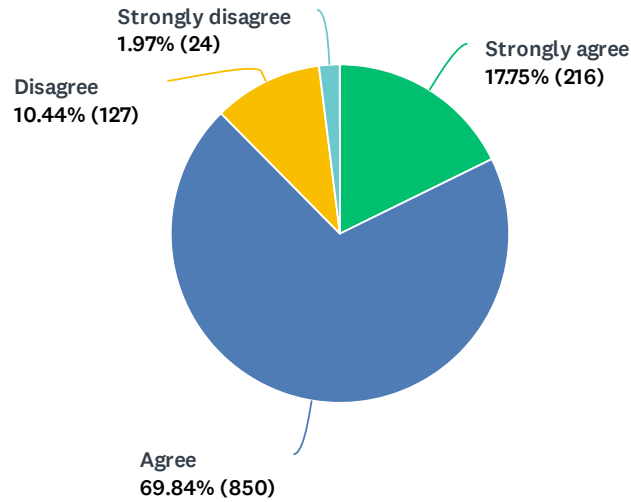
Section:	IV. Board Committees (Board Members Only)
Item:	B. Survey Committee
Purpose:	FYI
Submitted by:	
Related Material:	Student School Survey 05_13_2026.pdf Student Academic Experience Survey 05_13_2026.pdf Family Parent Survey 05_13_2026.pdf Faculty Staff Survey 05_13_2026.pdf PCHS 2026 School Survey Presentation.pdf

Q1
1302 responses
What grade are you in?



Answer Choices	Percentage	Responses
Freshman (9th grade)	25.73%	335
Sophomore (10th grade)	27.88%	363
Junior (11th grade)	25.42%	331
Senior (12th grade)	20.97%	273
Total		1302

Q2
1217 responses
Our school community has a culture of honesty, trust, connection, support and respect.



	Strongly agree	Agree	Disagree	Strongly disagree	Total
(no label)	17.75%	69.84%	10.44%	1.97%	1217
	216	850	127	24	1217

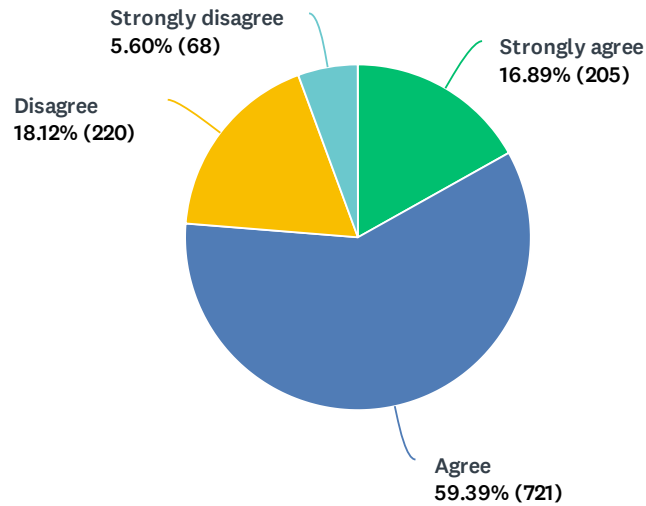


1 answers are combined

Q3

1214 responses

I can express my opinions and beliefs to other students without fear of repercussions.



	Strongly agree	Agree	Disagree	Strongly disagree	Total
	16.89%	59.39%	18.12%	5.60%	1214
	205	721	220	68	1214

	Strongly agree	Agree	Disagree	Strongly disagree	Total
(no label)	16.89%	59.39%	18.12%	5.60%	1214
	205	721	220	68	1214

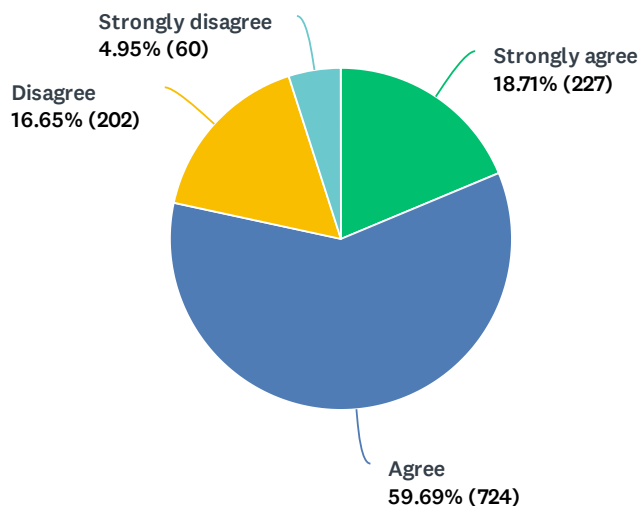


1 answers are combined

Q4

1213 responses

Bullying, hate speech and harassmt of any sort is taken seriously and dealt with appropriately.



	Strongly agree	Agree	Disagree	Strongly disagree	Total
(no label)	18.71%	59.69%	16.65%	4.95%	1213
	227	724	202	60	1213

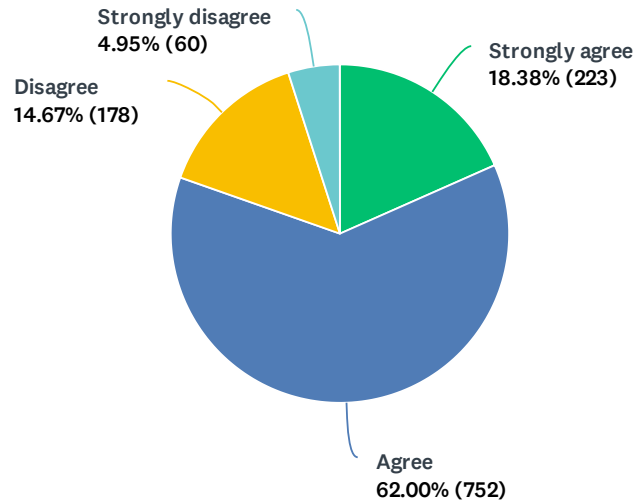


1 answers are combined

Q5

1213 responses

I can express my opinions and beliefs to my teachers without fear of repercussions.



	Strongly agree	Agree	Disagree	Strongly disagree	Total
(no label)	18.38%	62.00%	14.67%	4.95%	1213
	223	752	178	60	1213

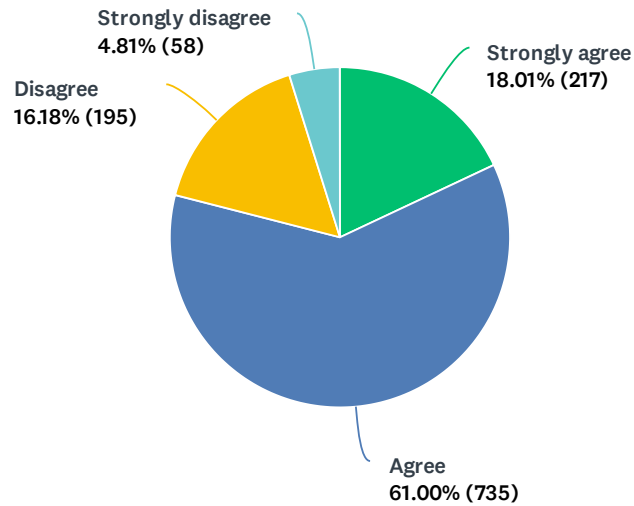


1 answers are combined

Q6

1205 responses

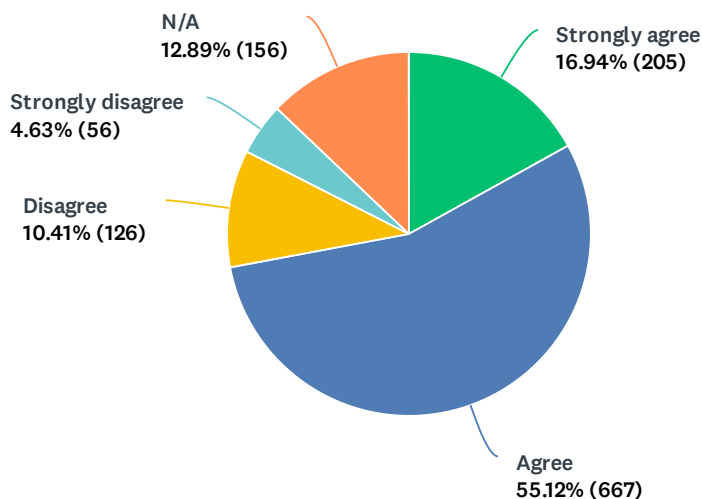
I feel that my teachers care about my mental health.



	Strongly agree	Agree	Disagree	Strongly disagree	Total
	18.01%	61.00%	16.18%	4.81%	1205

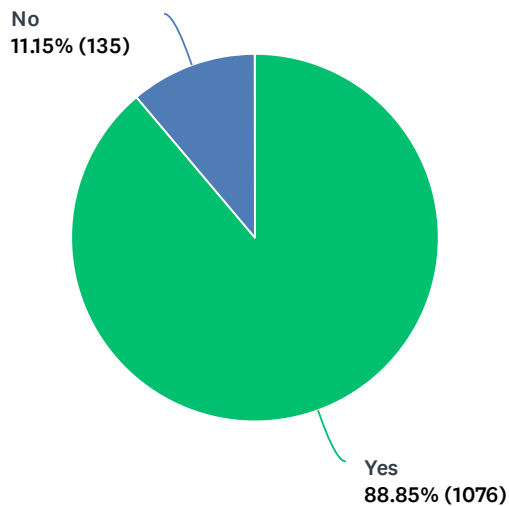
	Strongly agree	Agree	Disagree	Strongly disagree	Total
(no label)	18.01%	61.00%	16.18%	4.81%	1205
	217	735	195	58	1205

 1 answers are combined
Q7
1210 responses
I feel that my teachers present balanced and nuanced views of current events.



	Strongly agree	Agree	Disagree	Strongly disagree	N/A	Total
(no label)	16.94%	55.12%	10.41%	4.63%	12.89%	1210
	205	667	126	56	156	1210

 1 answers are combined
Q8
1211 responses
Do you feel that there is a "safe" adult on campus whom you could comfortably confide in/ask for help?



Answer Choices



Yes



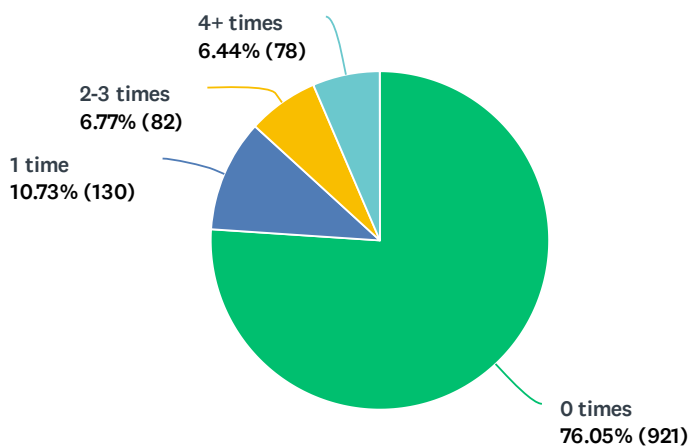
No

Total

Q9

1211 responses

Have you been bullied or teased by other Pali students in the past 12 months (physical or verbal, online or in person)?



Answer Choices

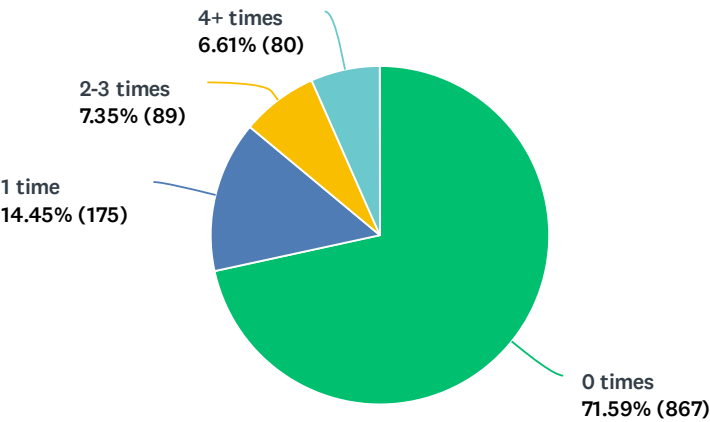


0 times

Total

Answer Choices	Percentage	Responses
1 time	10.73%	130
2-3 times	6.77%	82
4+ times	6.44%	78
Total		1211

Q10
1211 responses
Have you had rumors or lies spread about you by other Pali students within the past 12 months?



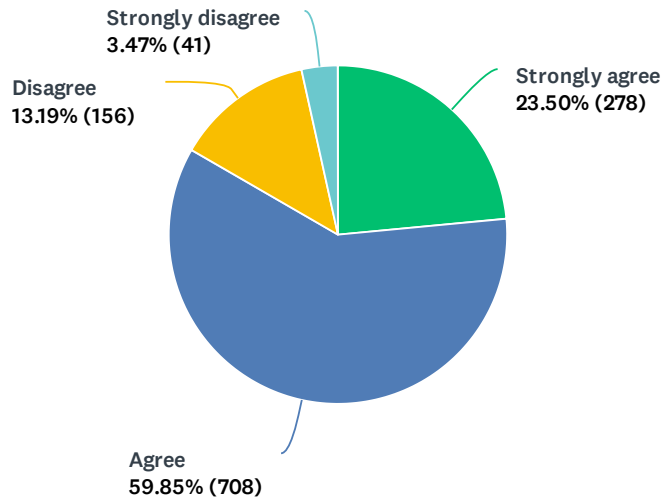
Answer Choices	Percentage	Responses
0 times	71.59%	867
1 time	14.45%	175
2-3 times	7.35%	89
4+ times	6.61%	80
Total		1211

Q11 Please leave any additional comments you would like to share regarding School Culture.

Answered: 208 Skipped: 1,094

Q12
1183 responses

Pali has helped me explore and identify meaningful options for further education and/or a career path.



	Strongly agree	Agree	Disagree	Strongly disagree	Total
(no label)	23.50%	59.85%	13.19%	3.47%	1183
	278	708	156	41	1183

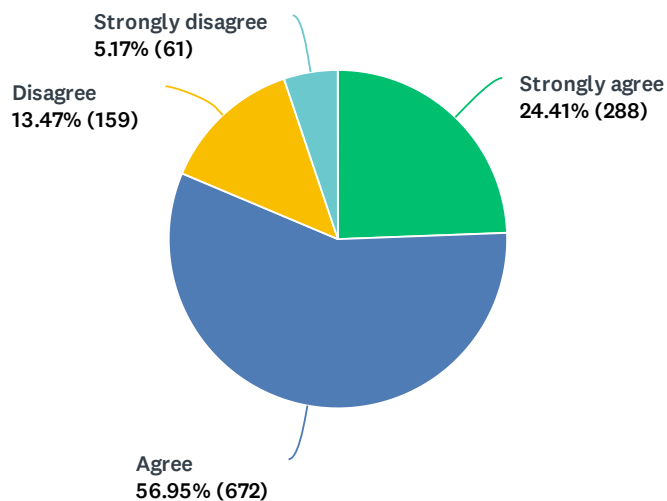


1 answers are combined

Q13

1180 responses

My academic counselor is consistently available, responsive and well-informed when I have questions or concerns.



	Strongly agree	Agree	Disagree	Strongly disagree	Total
--	----------------	-------	----------	-------------------	-------

	Strongly agree	Agree	Disagree	Strongly disagree	Total
(no label)	24.41%	56.95%	13.47%	5.17%	1180
	288	672	159	61	1180

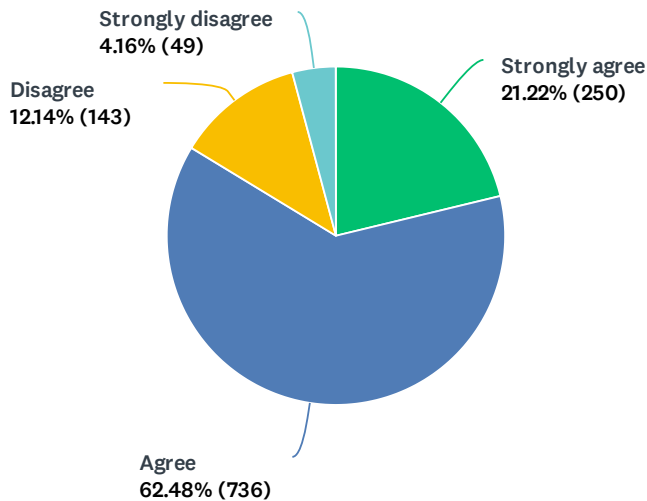


1 answers are combined

Q14

1178 responses

My college counselor is available, responsive and knowledgeable when I need guidance.



	Strongly agree	Agree	Disagree	Strongly disagree	Total
(no label)	21.22%	62.48%	12.14%	4.16%	1178
	250	736	143	49	1178

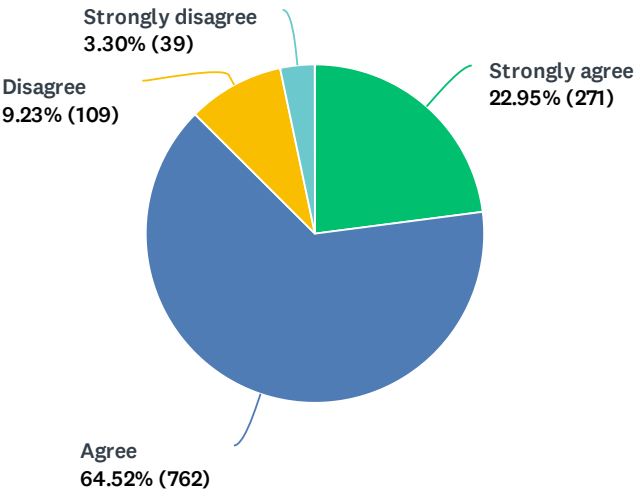


1 answers are combined

Q15

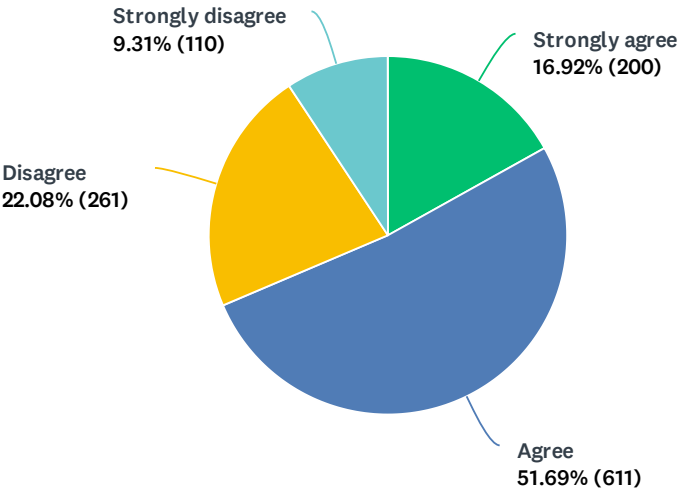
1181 responses

Course Availability - I am able to register for the classes I want to take.



					Total
	Strongly agree	Agree	Disagree	Strongly disagree	
(no label)	22.95%	64.52%	9.23%	3.30%	1181
	271	762	109	39	1181

1 answers are combined
Q16
1182 responses
The course registration process is clear and efficient.



					Total
	Strongly agree	Agree	Disagree	Strongly disagree	
					1182

	Strongly agree	Agree	Disagree	Strongly disagree	Total
(no label)	16.92%	51.69%	22.08%	9.31%	1182
	200	611	261	110	1182



1 answers are combined

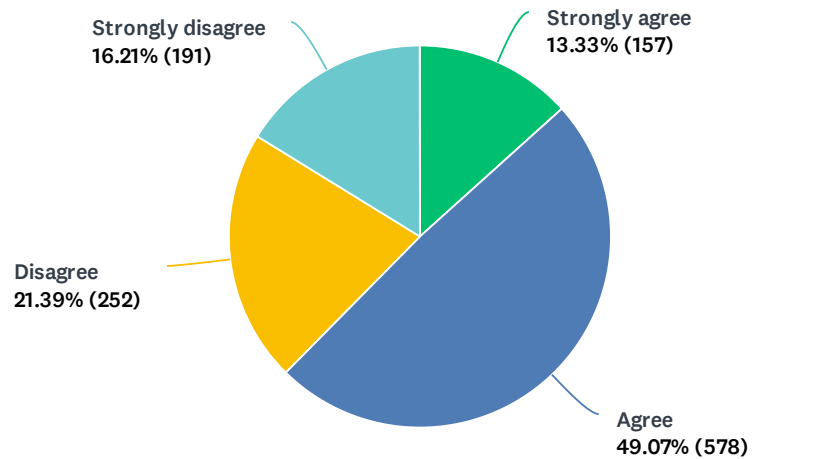
Q17 Please leave any additional comments you would like to share regarding Academic Planning.

Answered: 165 Skipped: 1,137

Q18

1178 responses

The school issued devices are technologically sufficient to complete my coursework.



	Strongly agree	Agree	Disagree	Strongly disagree	Total
(no label)	13.33%	49.07%	21.39%	16.21%	1178
	157	578	252	191	1178

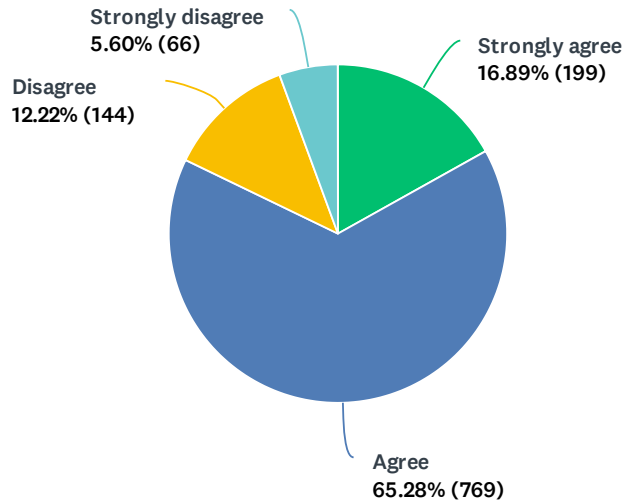


1 answers are combined

Q19

1178 responses

The apps and IT platforms I am expected to use for my courses are clear, easy to use and consistent across classes.



	Strongly agree	Agree	Disagree	Strongly disagree	Total
(no label)	16.89%	65.28%	12.22%	5.60%	1178
	199	769	144	66	1178

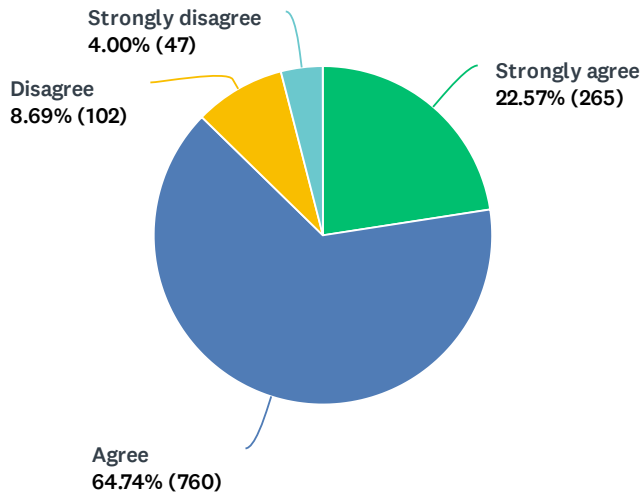


1 answers are combined

Q20

1174 responses

I am able to get technical support in a reasonable time when I have an issue.



	Strongly agree	Agree	Disagree	Strongly disagree	Total
					1174

	Strongly agree	Agree	Disagree	Strongly disagree	Total
(no label)	22.57%	64.74%	8.69%	4.00%	1174
	265	760	102	47	1174

1 answers are combined

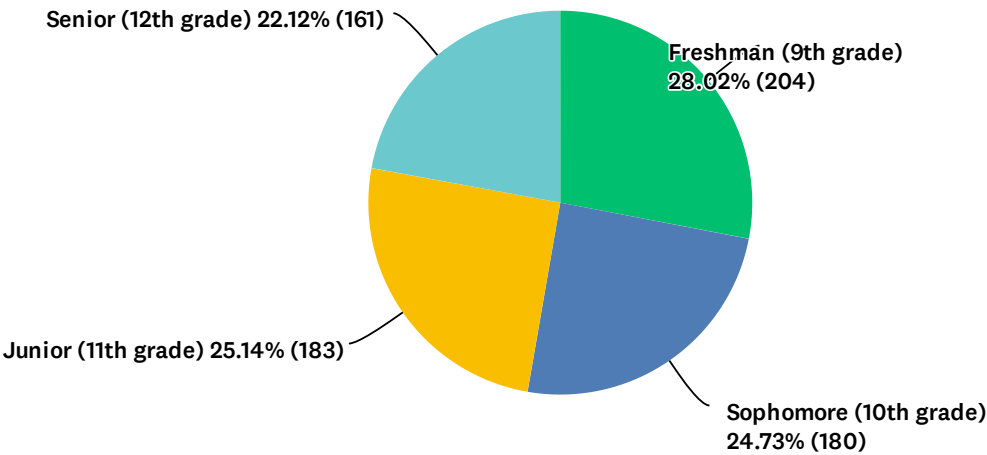
Q21 Please leave any additional comments you would like to share regarding Technology.

Answered: 147

Skipped: 1,155

Q1 What grade are you in?

Answered: 728 Skipped: 0

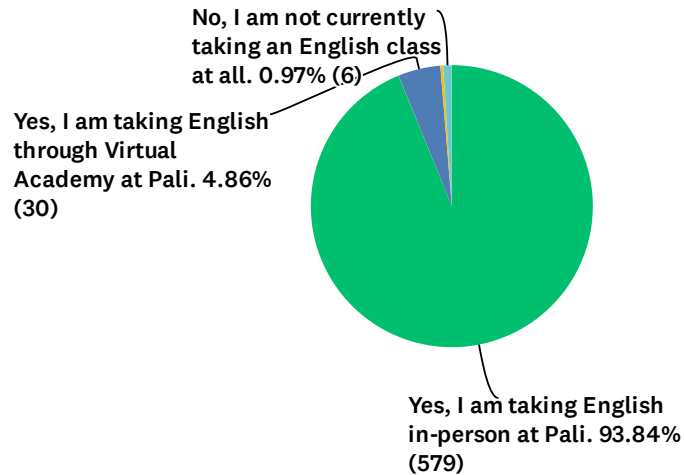


ANSWER CHOICES	RESPONSES	
Freshman (9th grade)	28.02%	204
Sophomore (10th grade)	24.73%	180
Junior (11th grade)	25.14%	183
Senior (12th grade)	22.12%	161
TOTAL		728

STUDENT ACADEMIC EXPERIENCE SURVEY

Q2 Are you currently enrolled in an English class at Pali?

Answered: 617 Skipped: 111

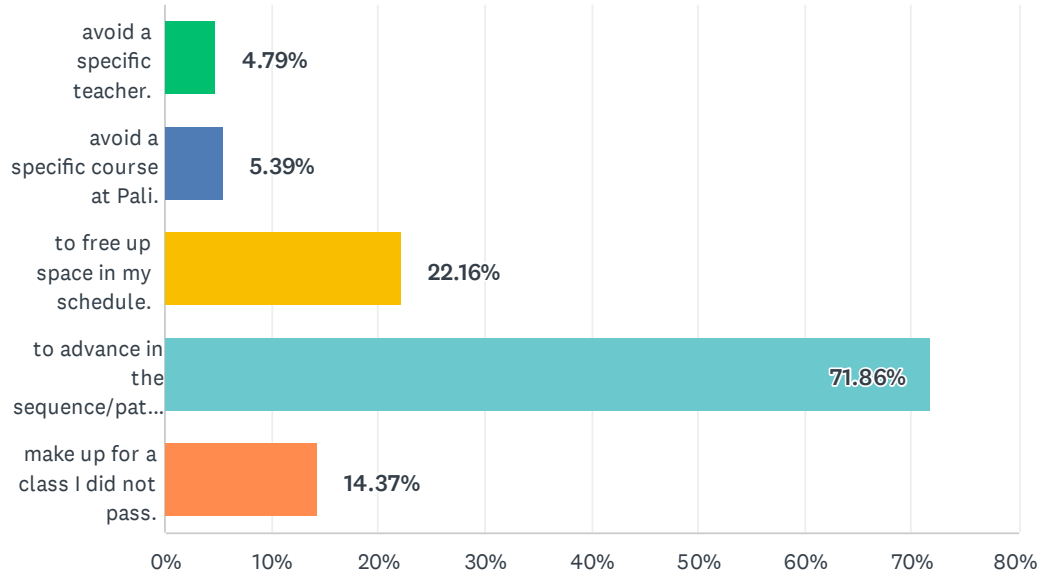


ANSWER CHOICES	RESPONSES	
Yes, I am taking English in-person at Pali.	93.84%	579
Yes, I am taking English through Virtual Academy at Pali.	4.86%	30
No, I am taking an English class through another program.	0.32%	2
No, I am not currently taking an English class at all.	0.97%	6
TOTAL		617

STUDENT ACADEMIC EXPERIENCE SURVEY

Q3 I have signed up to take a Pali-offered English class online or at an outside school to ... (select all that applies):

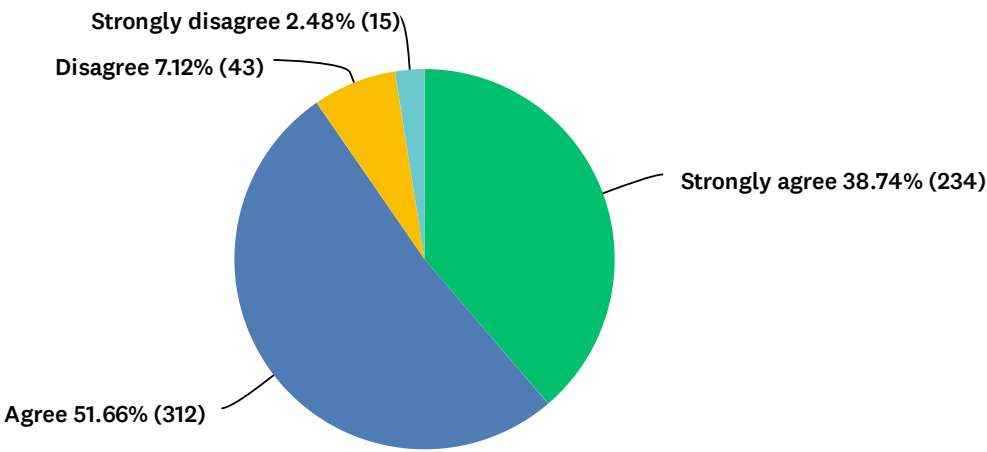
Answered: 167 Skipped: 561



ANSWER CHOICES	RESPONSES	
avoid a specific teacher.	4.79%	8
avoid a specific course at Pali.	5.39%	9
to free up space in my schedule.	22.16%	37
to advance in the sequence/pathway.	71.86%	120
make up for a class I did not pass.	14.37%	24
Total Respondents: 167		

Q4 The teacher's grading policy is clear, consistent and fair.

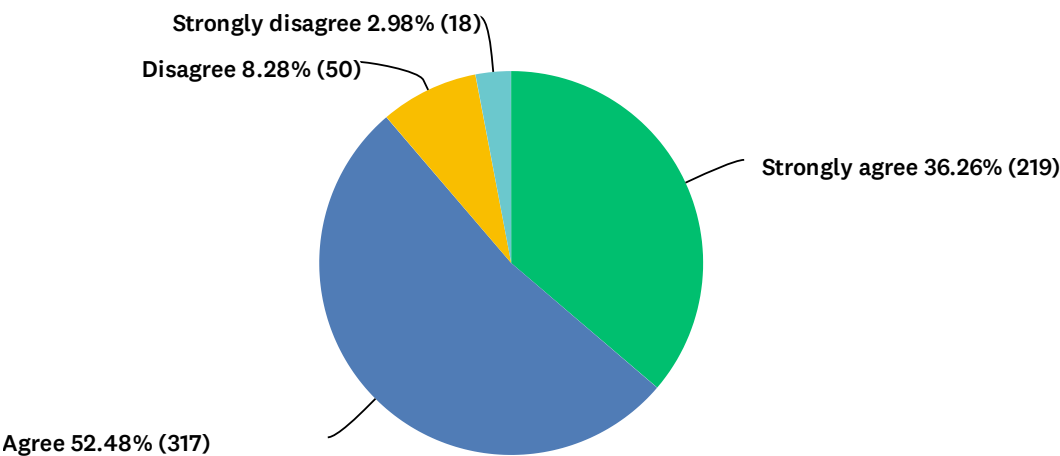
Answered: 604 Skipped: 124



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	38.74% 234	51.66% 312	7.12% 43	2.48% 15	604	1.73

Q5 The teacher assigns work that helps me learn the course content.

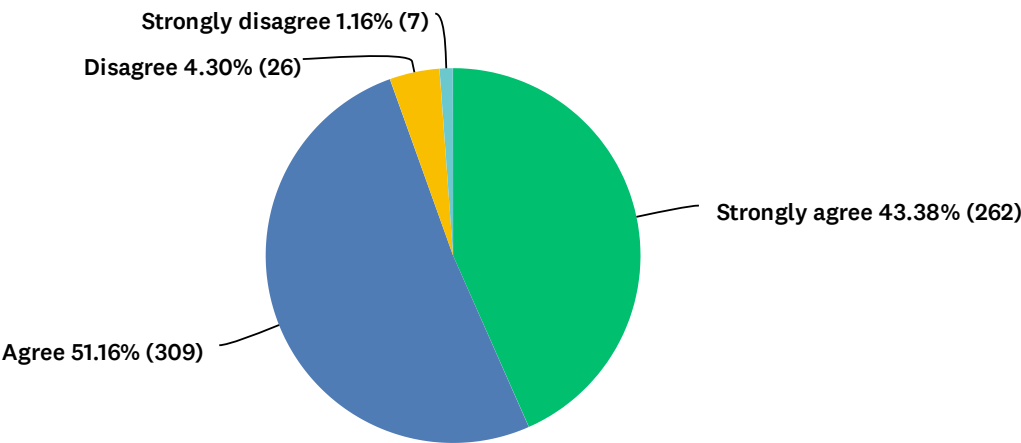
Answered: 604 Skipped: 124



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	36.26% 219	52.48% 317	8.28% 50	2.98% 18	604	1.78

Q6 My teacher posts assignments and due dates on Schoology.

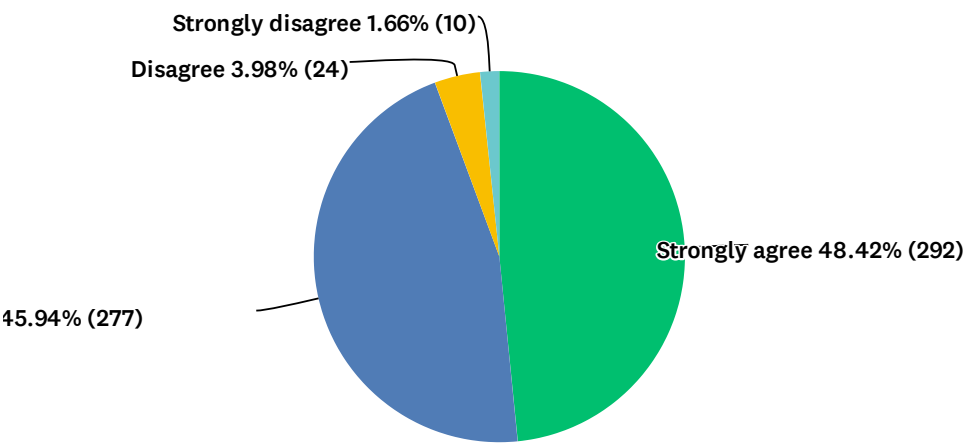
Answered: 604 Skipped: 124



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	43.38% 262	51.16% 309	4.30% 26	1.16% 7	604	1.63

Q7 Schoology is the main place I check for assignments in this class.

Answered: 603 Skipped: 125

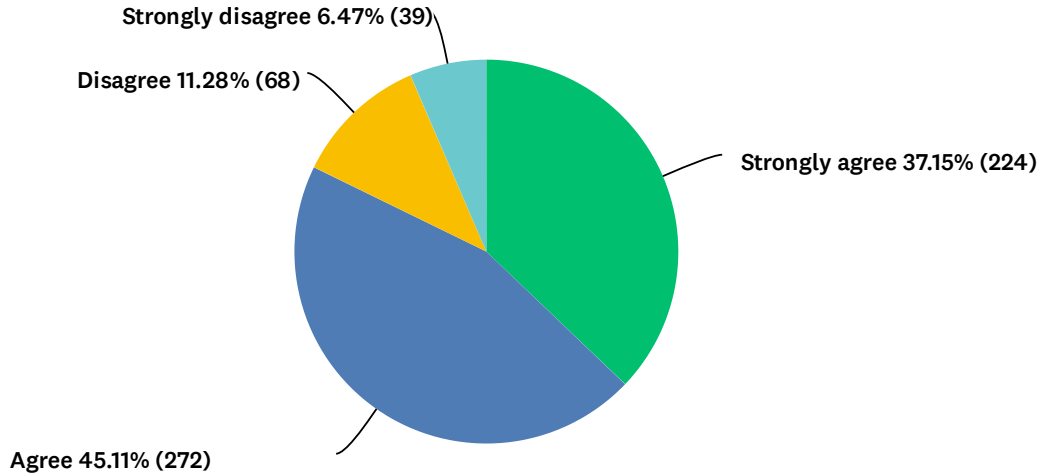


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	48.42% 292	45.94% 277	3.98% 24	1.66% 10	603	1.59

STUDENT ACADEMIC EXPERIENCE SURVEY

Q8 Assignments and assessments are graded and entered in Schoology in a timely manner (within 2 weeks).

Answered: 603 Skipped: 125

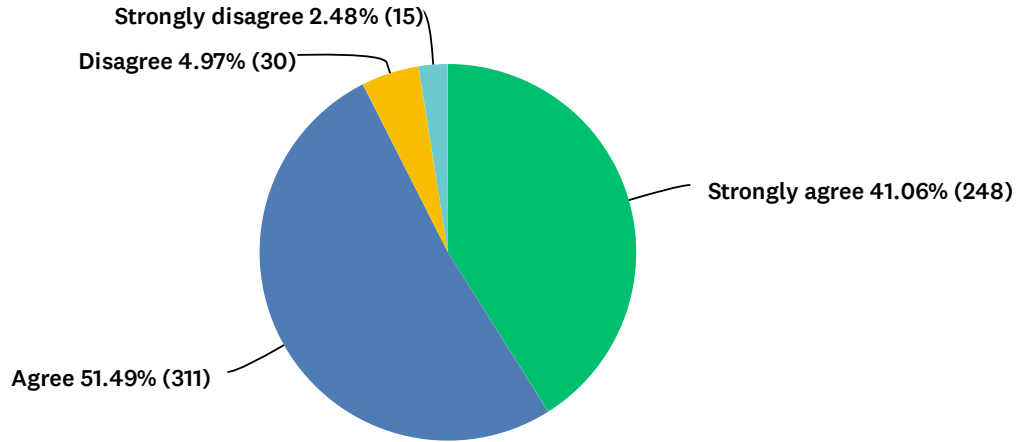


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	37.15% 224	45.11% 272	11.28% 68	6.47% 39	603	1.87

STUDENT ACADEMIC EXPERIENCE SURVEY

Q9 I have opportunities to review graded assignments and assessments during class or office hours that are reasonably accessible for me.

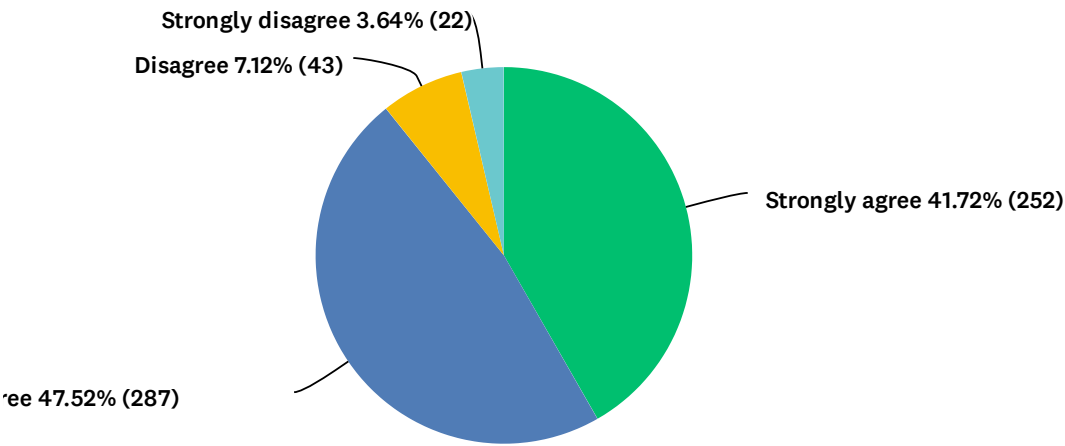
Answered: 604 Skipped: 124



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	41.06%	51.49%	4.97%	2.48%	604	1.69
	248	311	30	15		

Q10 The teacher checks for understanding material and gives me feedback that helps me learn from mistakes and improve my grade.

Answered: 604 Skipped: 124

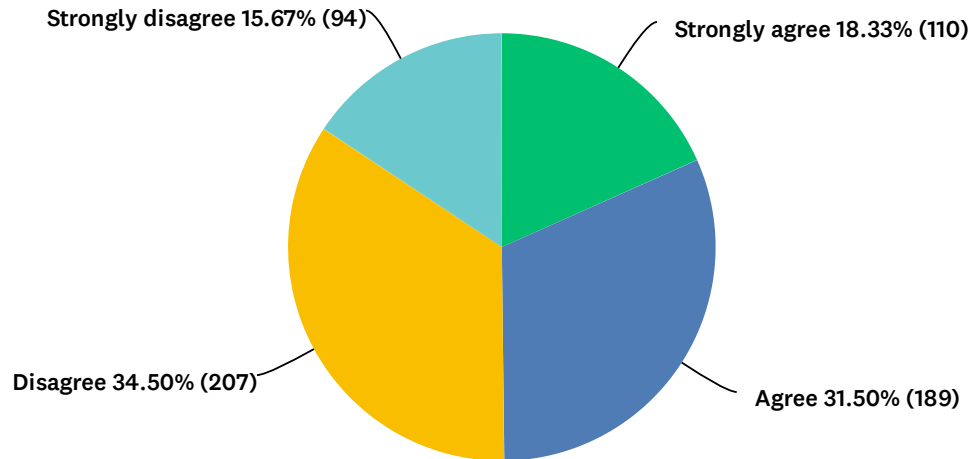


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	41.72% 252	47.52% 287	7.12% 43	3.64% 22	604	1.73

STUDENT ACADEMIC EXPERIENCE SURVEY

Q11 Does the teacher's grading policy benefit students who game the system (e.g. by skipping exam days or turning in projects late)?

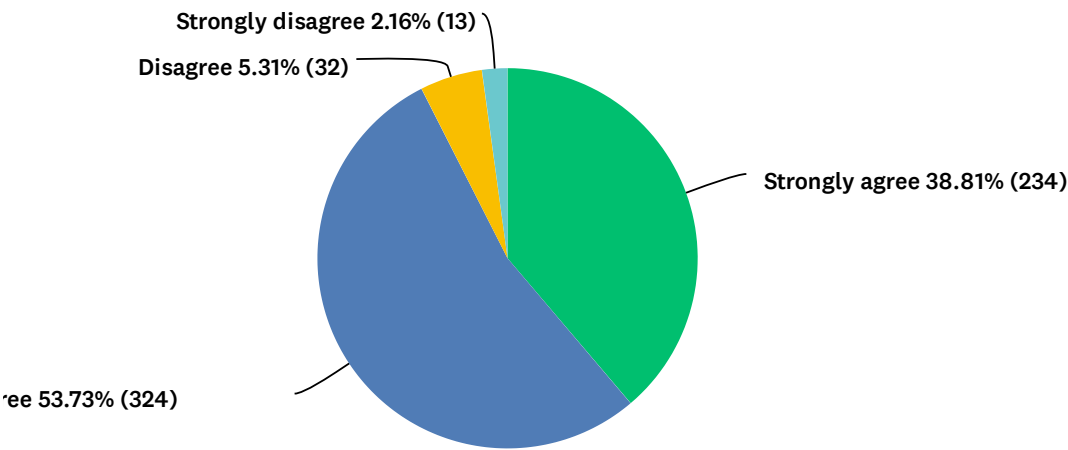
Answered: 600 Skipped: 128



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	18.33%	31.50%	34.50%	15.67%	600	2.48
	110	189	207	94		

Q12 Assessments align with the homework/classroom instruction.

Answered: 603 Skipped: 125

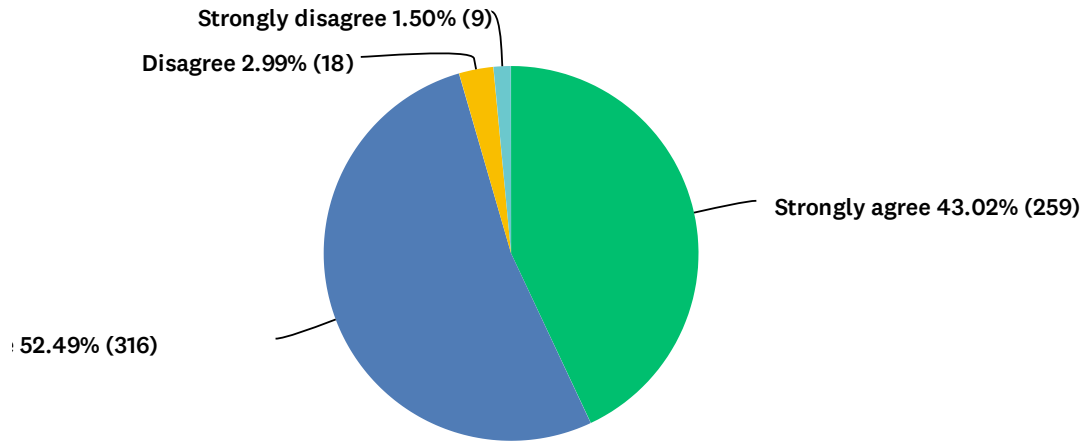


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	38.81% 234	53.73% 324	5.31% 32	2.16% 13	603	1.71

STUDENT ACADEMIC EXPERIENCE SURVEY

Q13 The teacher is reasonably (at least once a week) available outside of class hours for extra support and cares about my success in the class.

Answered: 602 Skipped: 126

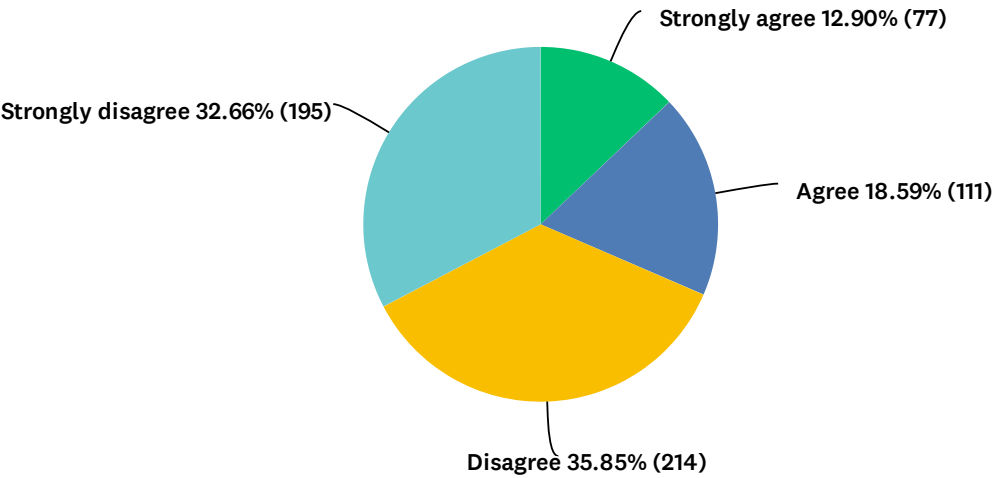


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	43.02% 259	52.49% 316	2.99% 18	1.50% 9	602	1.63

STUDENT ACADEMIC EXPERIENCE SURVEY

Q14 I need to supplement learning with a private tutor or outside academic resources to be successful in this class.

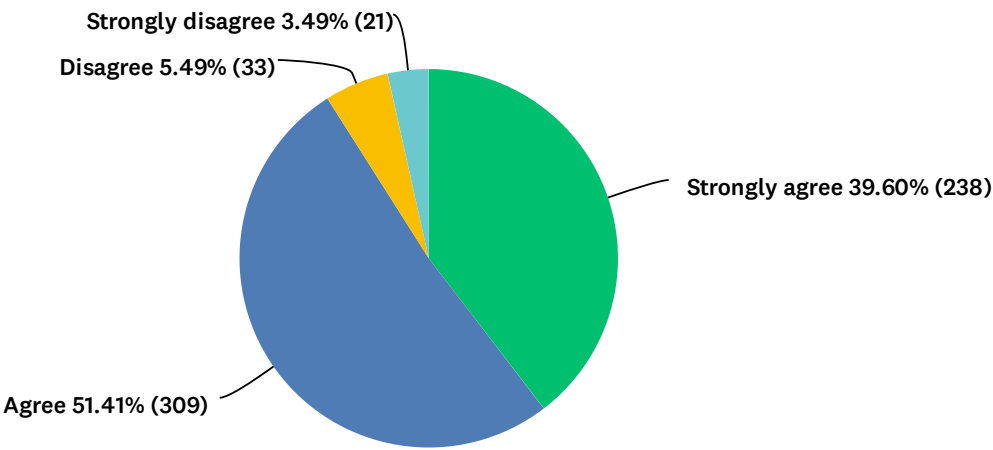
Answered: 597 Skipped: 131



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	12.90%	18.59%	35.85%	32.66%		
	77	111	214	195	597	2.88

Q15 My teacher engages students during class.

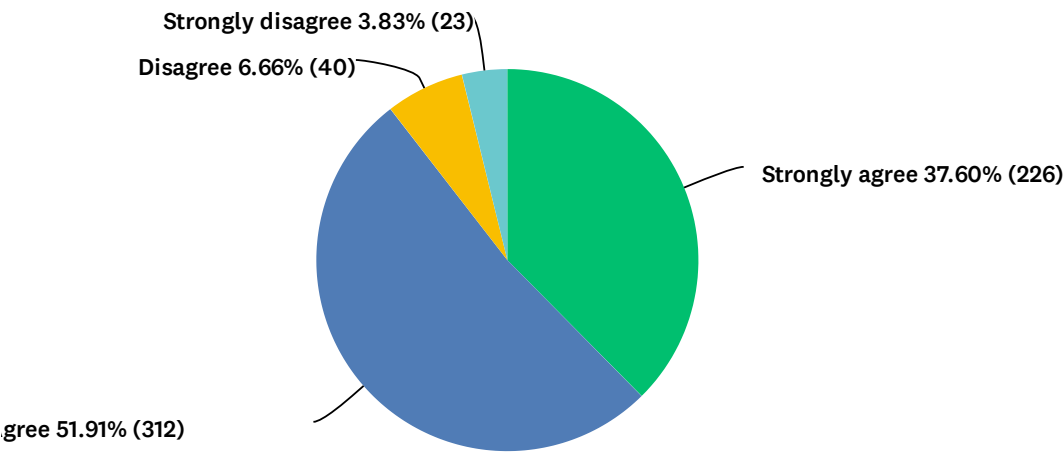
Answered: 601 Skipped: 127



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	39.60% 238	51.41% 309	5.49% 33	3.49% 21	601	1.73

Q16 The homework load for this class is manageable.

Answered: 601 Skipped: 127

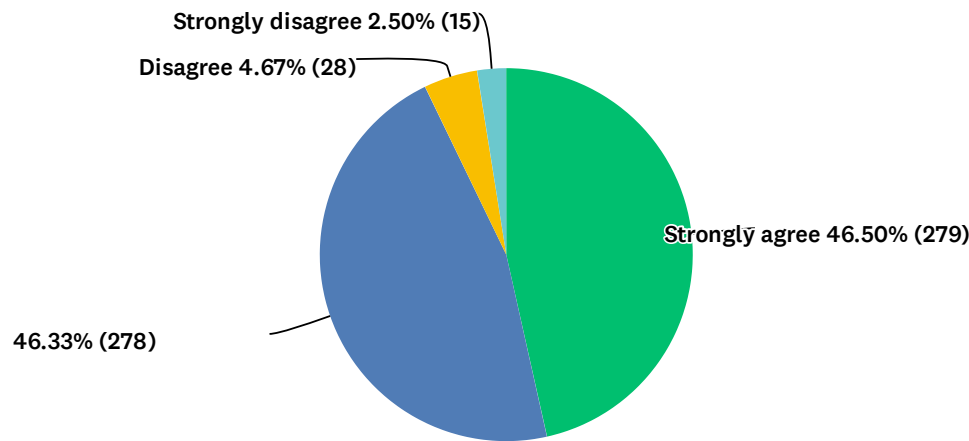


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	37.60% 226	51.91% 312	6.66% 40	3.83% 23	601	1.77

STUDENT ACADEMIC EXPERIENCE SURVEY

Q17 My teacher treats all students fairly and with respect.

Answered: 600 Skipped: 128

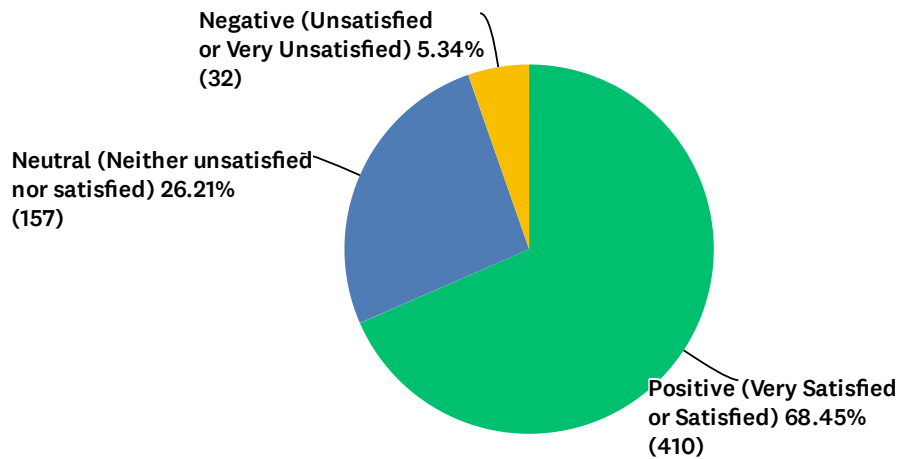


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	46.50% 279	46.33% 278	4.67% 28	2.50% 15	600	1.63

STUDENT ACADEMIC EXPERIENCE SURVEY

Q18 How would you evaluate the overall academic experience you had in this class?

Answered: 599 Skipped: 129



ANSWER CHOICES	RESPONSES	
Positive (Very Satisfied or Satisfied)	68.45%	410
Neutral (Neither unsatisfied nor satisfied)	26.21%	157
Negative (Unsatisfied or Very Unsatisfied)	5.34%	32
TOTAL		599

STUDENT ACADEMIC EXPERIENCE SURVEY

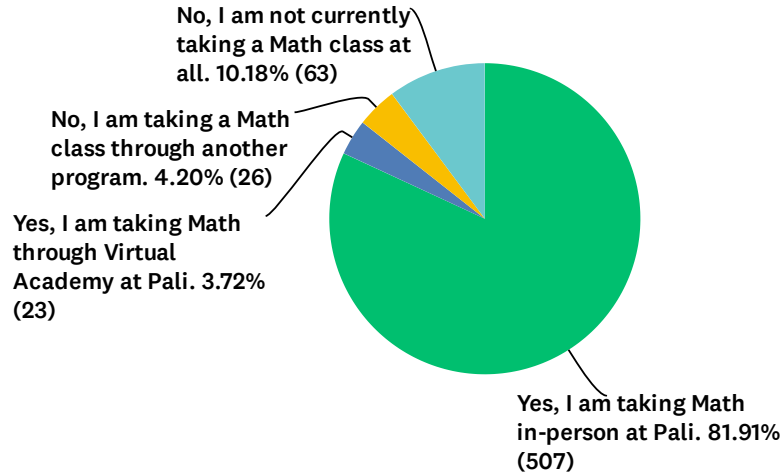
Q19 Is there anything you would like to comment on? Any feedback on things we should start or stop or continue to optimize learning?

Answered: 79 Skipped: 649

STUDENT ACADEMIC EXPERIENCE SURVEY

Q20 Are you currently enrolled in a Math class at Pali?

Answered: 619 Skipped: 109

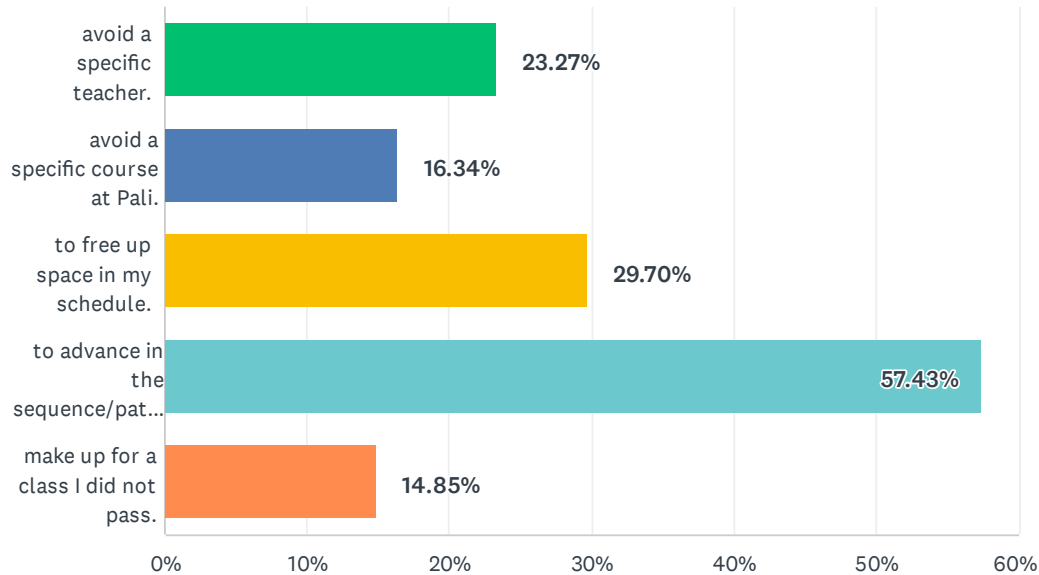


ANSWER CHOICES	RESPONSES	
Yes, I am taking Math in-person at Pali.	81.91%	507
Yes, I am taking Math through Virtual Academy at Pali.	3.72%	23
No, I am taking a Math class through another program.	4.20%	26
No, I am not currently taking a Math class at all.	10.18%	63
TOTAL		619

STUDENT ACADEMIC EXPERIENCE SURVEY

Q21 I have signed up to take a Pali-offered Math class online or at an outside school to ... (select all that applies):

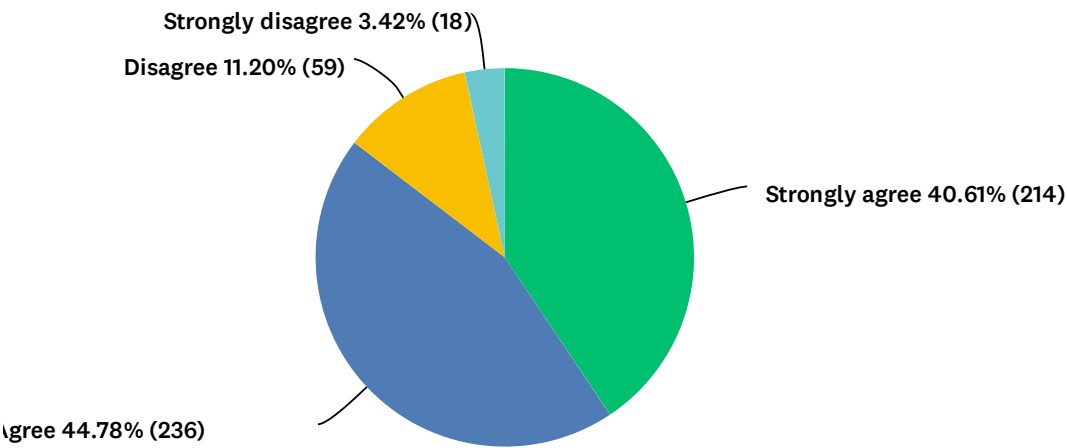
Answered: 202 Skipped: 526



ANSWER CHOICES	RESPONSES	
avoid a specific teacher.	23.27%	47
avoid a specific course at Pali.	16.34%	33
to free up space in my schedule.	29.70%	60
to advance in the sequence/pathway.	57.43%	116
make up for a class I did not pass.	14.85%	30
Total Respondents: 202		

Q22 The teacher's grading policy is clear, consistent and fair.

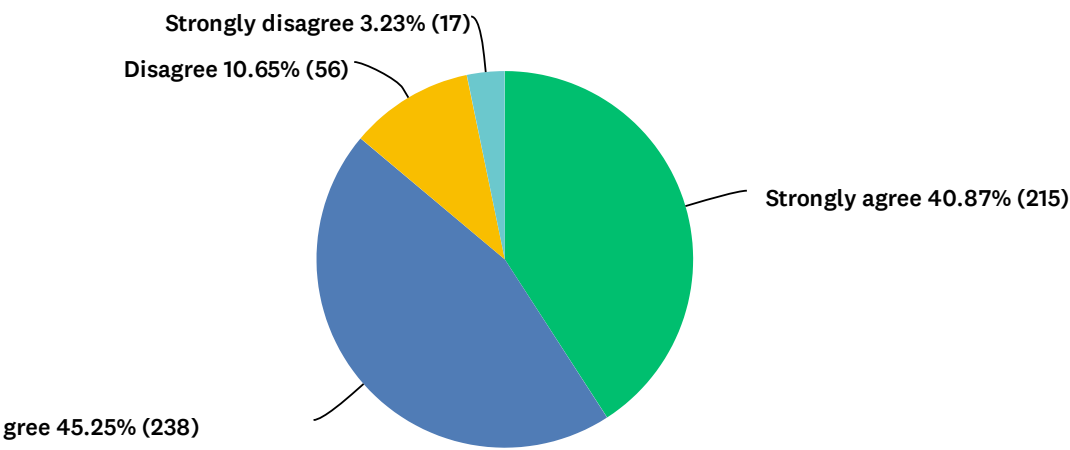
Answered: 527 Skipped: 201



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	40.61% 214	44.78% 236	11.20% 59	3.42% 18	527	1.77

Q23 The teacher assigns work that helps me learn the course content.

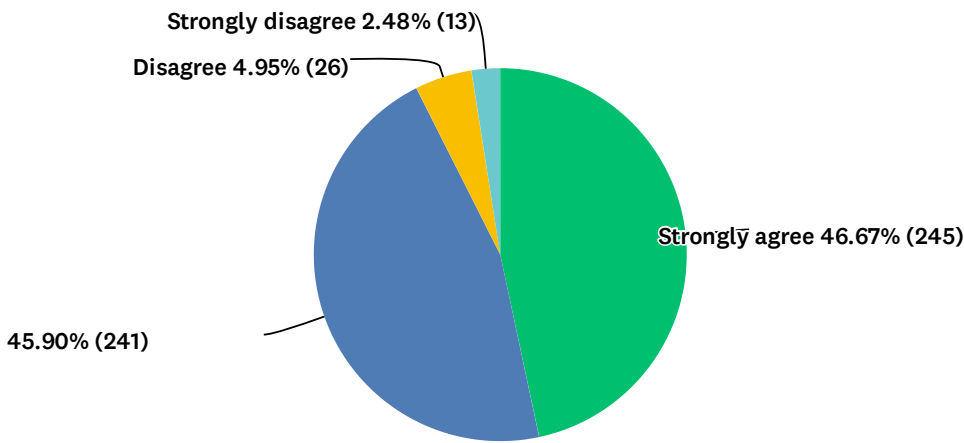
Answered: 526 Skipped: 202



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	40.87% 215	45.25% 238	10.65% 56	3.23% 17	526	1.76

Q24 My teacher posts assignments and due dates on Schoology.

Answered: 525 Skipped: 203

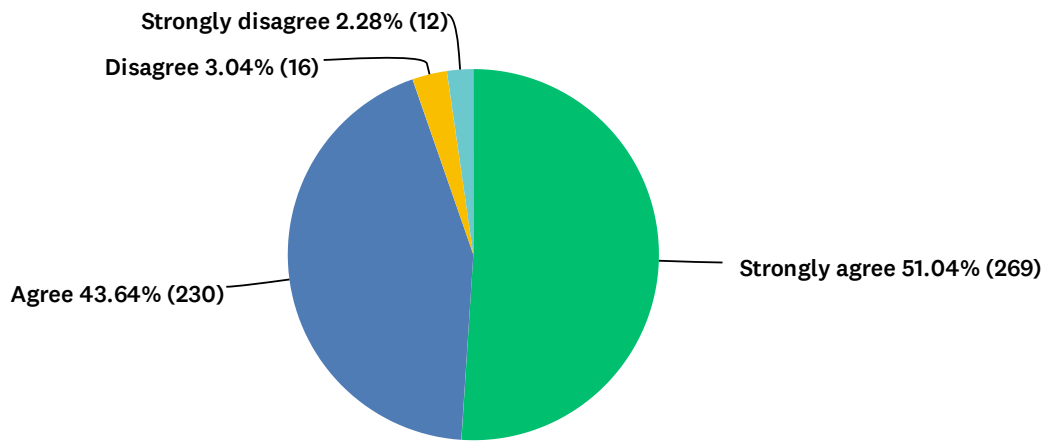


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	46.67% 245	45.90% 241	4.95% 26	2.48% 13	525	1.63

STUDENT ACADEMIC EXPERIENCE SURVEY

Q25 Schoology is the main place I check for assignments in this class.

Answered: 527 Skipped: 201

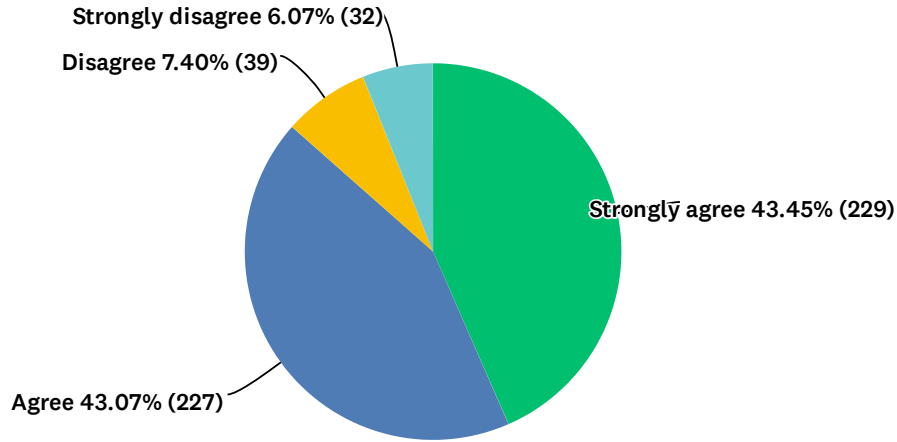


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	51.04%	43.64%	3.04%	2.28%	527	1.57
	269	230	16	12		

STUDENT ACADEMIC EXPERIENCE SURVEY

Q26 Assignments and assessments are graded and entered in Schoology in a timely manner (within 2 weeks).

Answered: 527 Skipped: 201

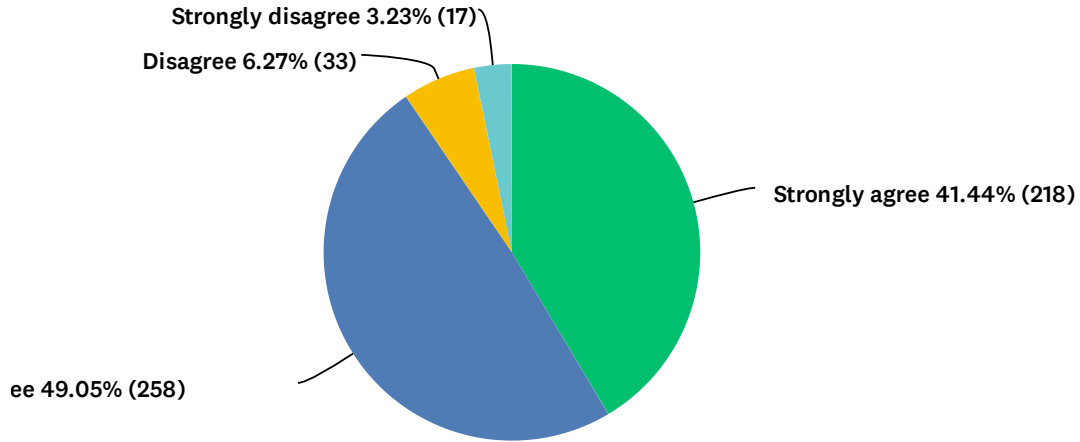


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	43.45% 229	43.07% 227	7.40% 39	6.07% 32	527	1.76

STUDENT ACADEMIC EXPERIENCE SURVEY

Q27 I have opportunities to review graded assignments and assessments during class or office hours that are reasonably accessible for me.

Answered: 526 Skipped: 202

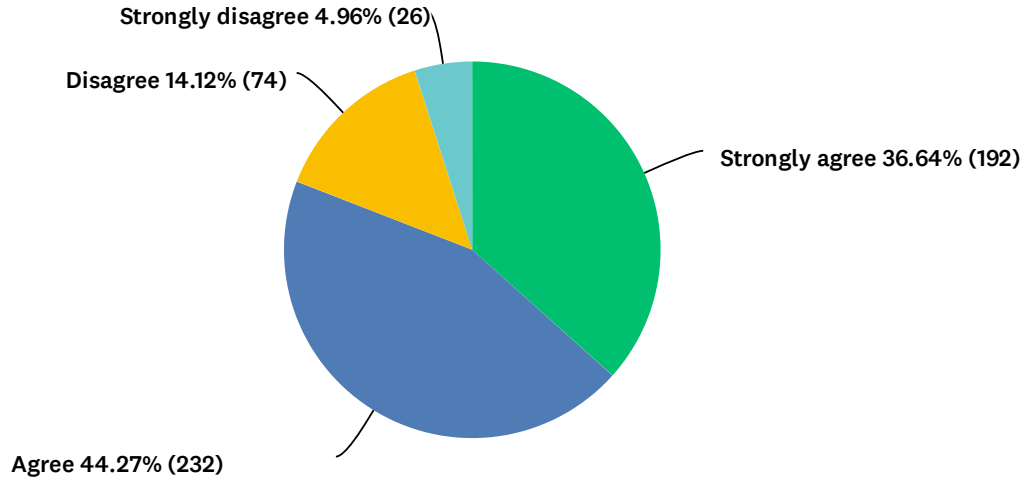


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	41.44% 218	49.05% 258	6.27% 33	3.23% 17	526	1.71

STUDENT ACADEMIC EXPERIENCE SURVEY

Q28 The teacher checks for understanding material and gives me feedback that helps me learn from mistakes and improve my grade.

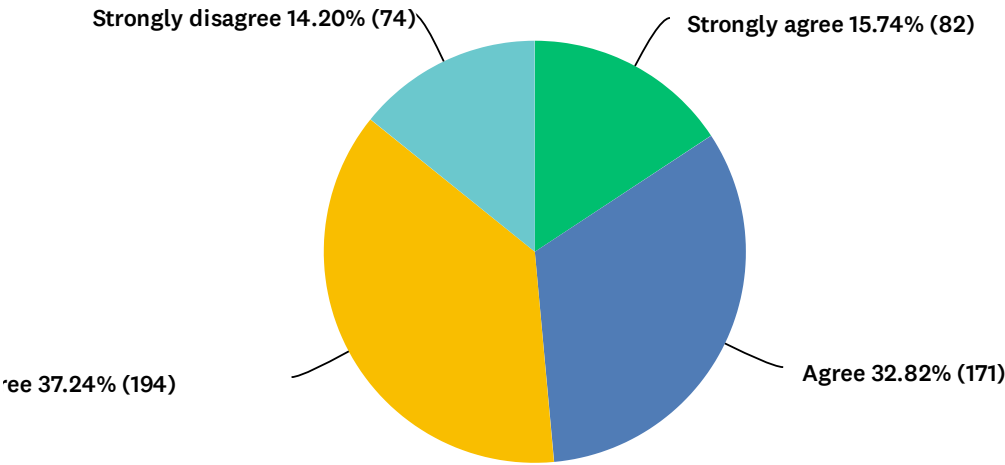
Answered: 524 Skipped: 204



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	36.64% 192	44.27% 232	14.12% 74	4.96% 26	524	1.87

Q29 Does the teacher's grading policy benefit students who game the system (e.g. by skipping exam days or turning in projects late)?

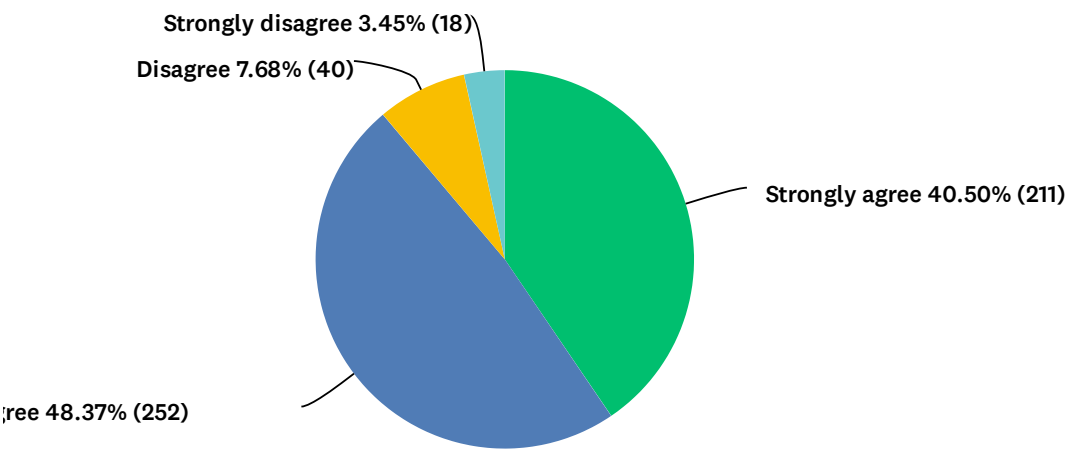
Answered: 521 Skipped: 207



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	15.74% 82	32.82% 171	37.24% 194	14.20% 74	521	2.50

Q30 Assessments align with the homework/classroom instruction.

Answered: 521 Skipped: 207

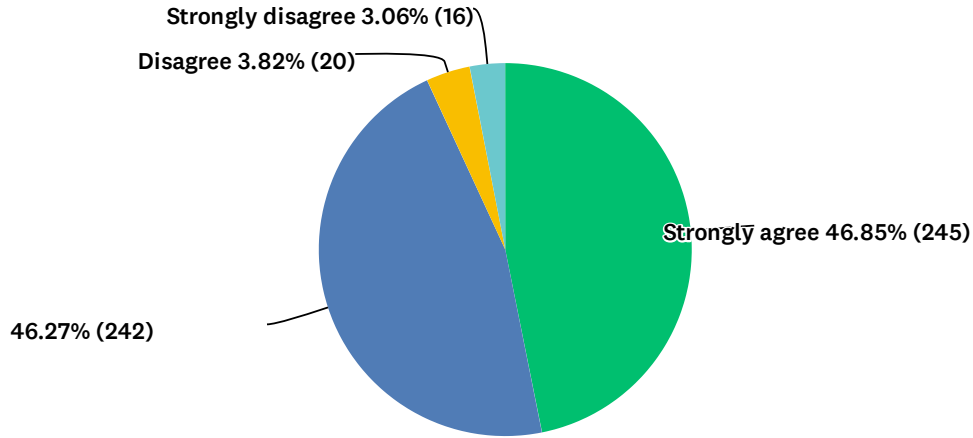


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	40.50% 211	48.37% 252	7.68% 40	3.45% 18	521	1.74

STUDENT ACADEMIC EXPERIENCE SURVEY

Q31 The teacher is reasonably (at least once a week) available outside of class hours for extra support and cares about my success in the class.

Answered: 523 Skipped: 205

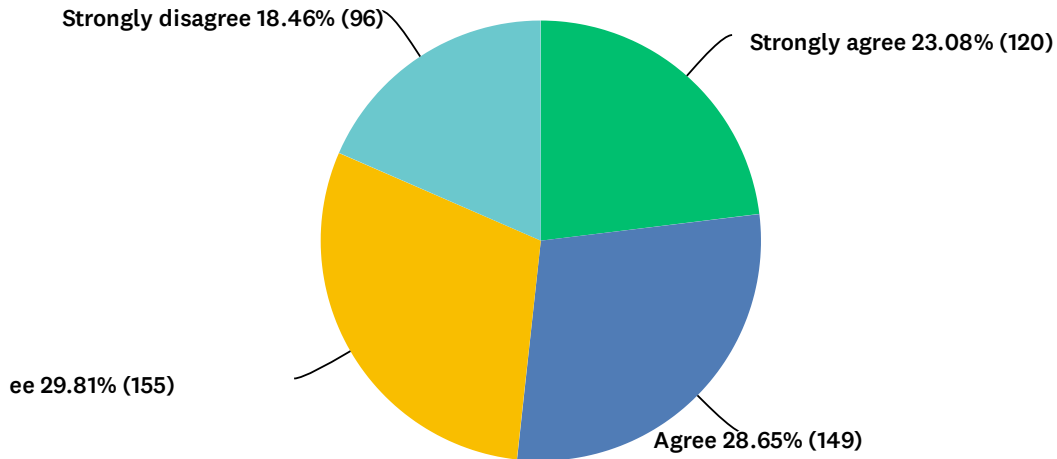


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	46.85% 245	46.27% 242	3.82% 20	3.06% 16	523	1.63

STUDENT ACADEMIC EXPERIENCE SURVEY

Q32 I need to supplement learning with a private tutor or outside academic resources to be successful in this class.

Answered: 520 Skipped: 208

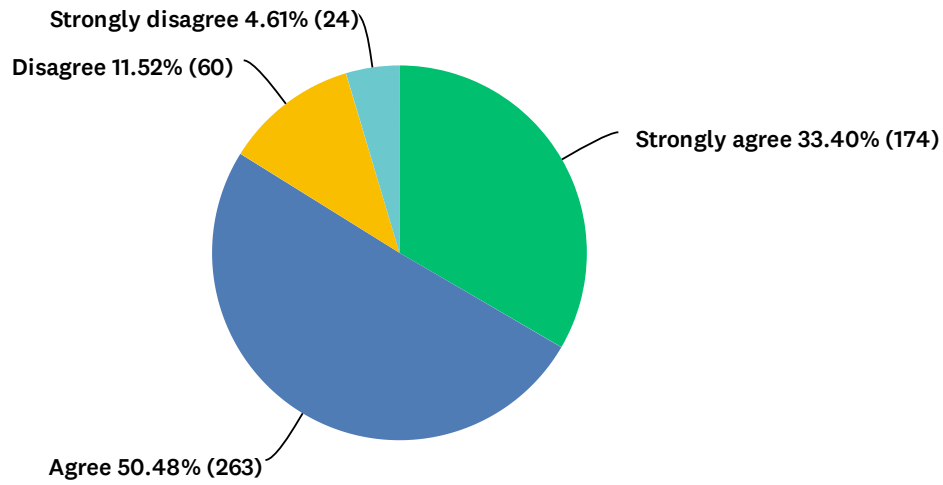


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	23.08% 120	28.65% 149	29.81% 155	18.46% 96	520	2.44

STUDENT ACADEMIC EXPERIENCE SURVEY

Q33 My teacher engages students during class.

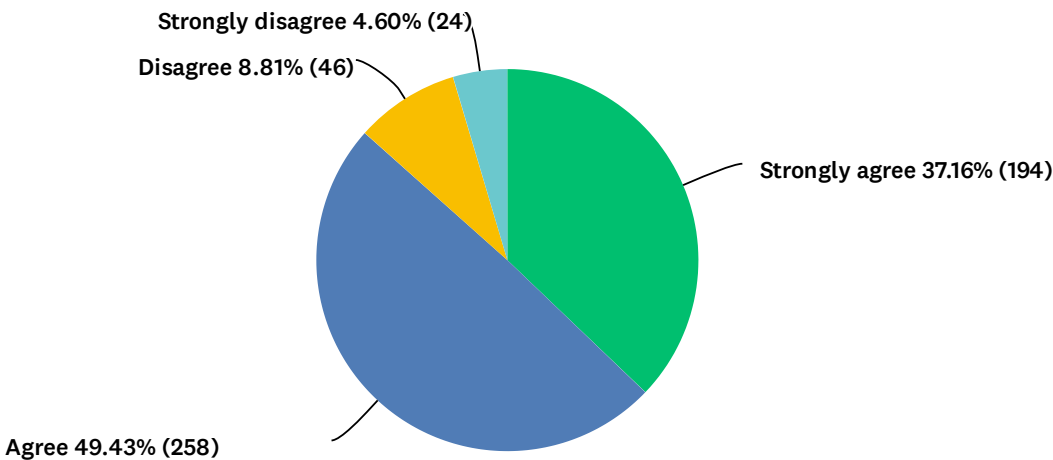
Answered: 521 Skipped: 207



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	33.40%	50.48%	11.52%	4.61%	521	1.87
	174	263	60	24		

Q34 The homework load for this class is manageable.

Answered: 522 Skipped: 206

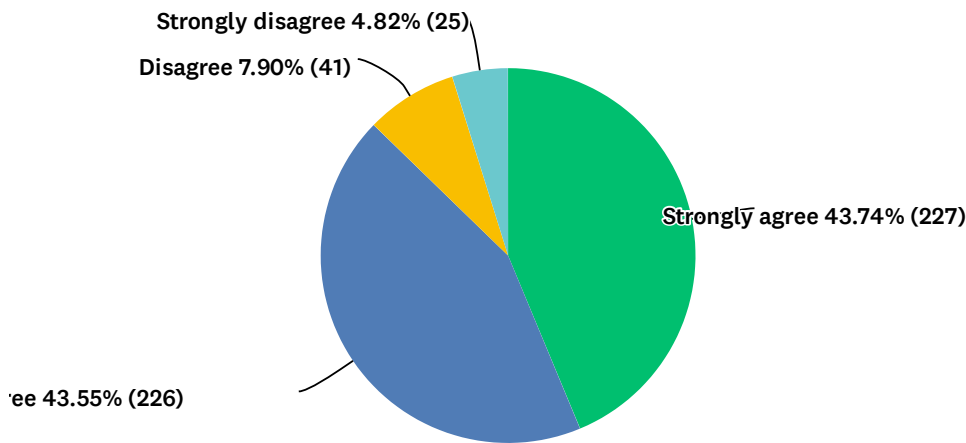


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	37.16% 194	49.43% 258	8.81% 46	4.60% 24	522	1.81

STUDENT ACADEMIC EXPERIENCE SURVEY

Q35 My teacher treats all students fairly and with respect.

Answered: 519 Skipped: 209

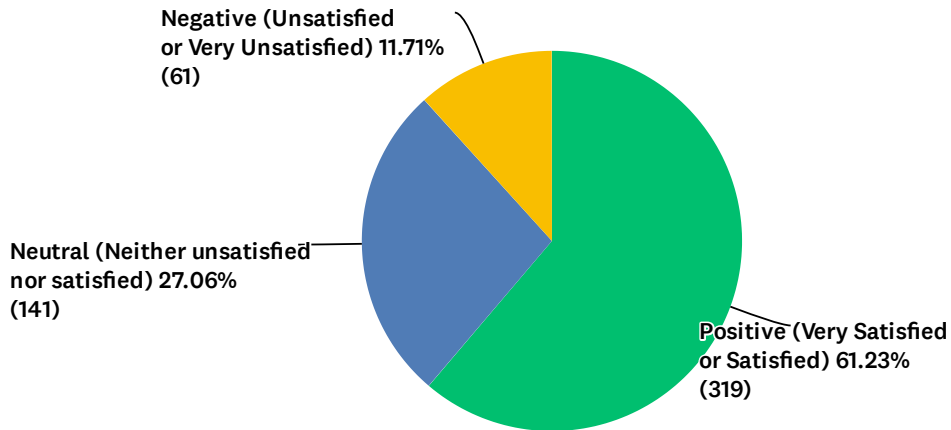


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	43.74% 227	43.55% 226	7.90% 41	4.82% 25	519	1.74

STUDENT ACADEMIC EXPERIENCE SURVEY

Q36 How would you evaluate the overall academic experience you had in this class?

Answered: 521 Skipped: 207



ANSWER CHOICES	RESPONSES	
Positive (Very Satisfied or Satisfied)	61.23%	319
Neutral (Neither unsatisfied nor satisfied)	27.06%	141
Negative (Unsatisfied or Very Unsatisfied)	11.71%	61
TOTAL		521

STUDENT ACADEMIC EXPERIENCE SURVEY

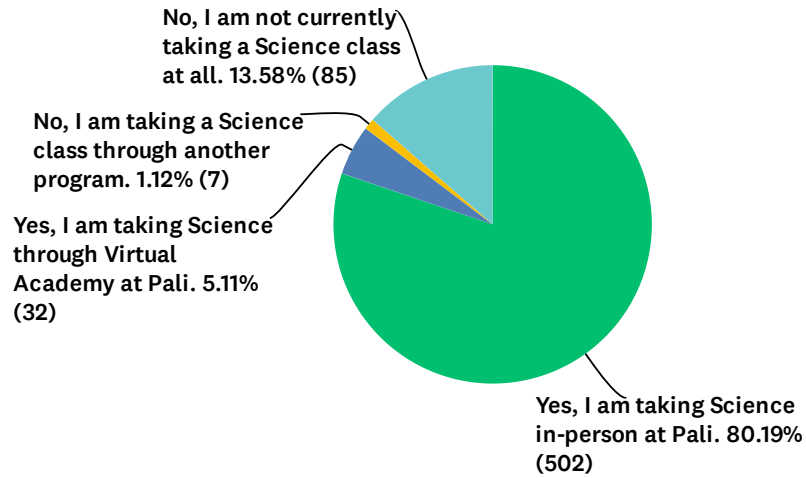
Q37 Is there anything you would like to comment on? Any feedback on things we should start or stop or continue to optimize learning?

Answered: 92 Skipped: 636

STUDENT ACADEMIC EXPERIENCE SURVEY

Q38 Are you currently enrolled in a Science class at Pali?

Answered: 626 Skipped: 102

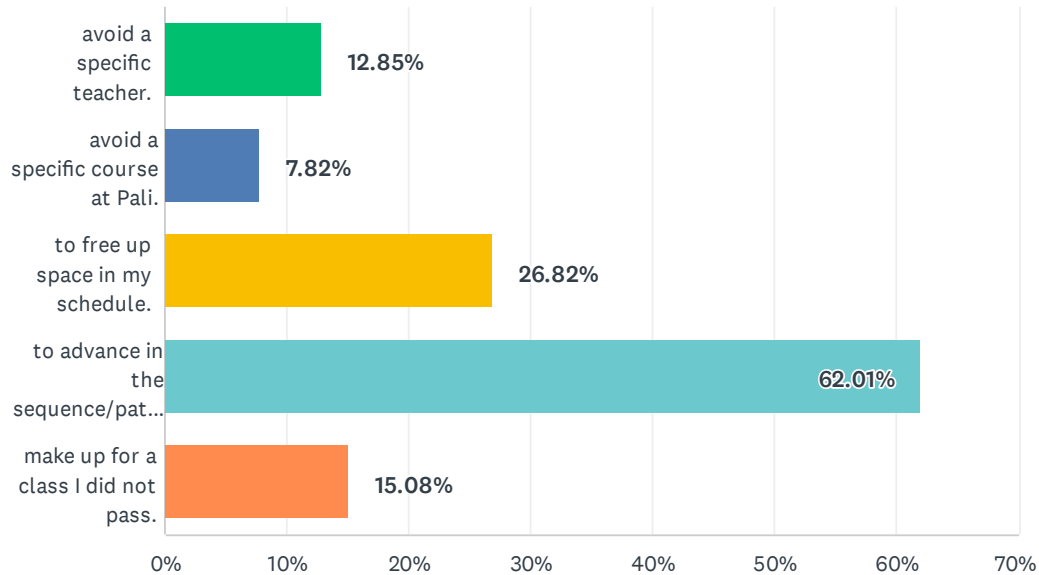


ANSWER CHOICES	RESPONSES	
Yes, I am taking Science in-person at Pali.	80.19%	502
Yes, I am taking Science through Virtual Academy at Pali.	5.11%	32
No, I am taking a Science class through another program.	1.12%	7
No, I am not currently taking a Science class at all.	13.58%	85
TOTAL		626

STUDENT ACADEMIC EXPERIENCE SURVEY

Q39 I have signed up to take a Pali-offered Science class online or at an outside school to ... (select all that applies):

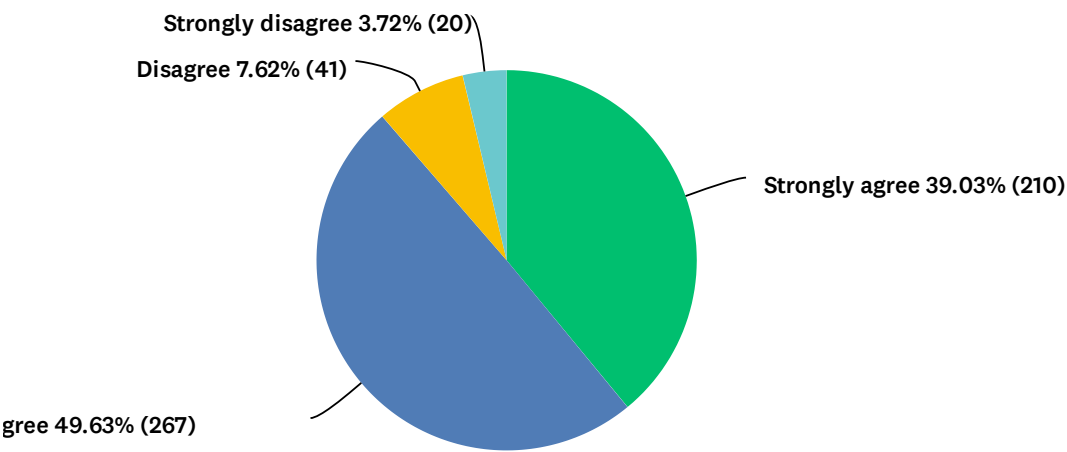
Answered: 179 Skipped: 549



ANSWER CHOICES	RESPONSES	
avoid a specific teacher.	12.85%	23
avoid a specific course at Pali.	7.82%	14
to free up space in my schedule.	26.82%	48
to advance in the sequence/pathway.	62.01%	111
make up for a class I did not pass.	15.08%	27
Total Respondents: 179		

Q40 The teacher's grading policy is clear, consistent and fair.

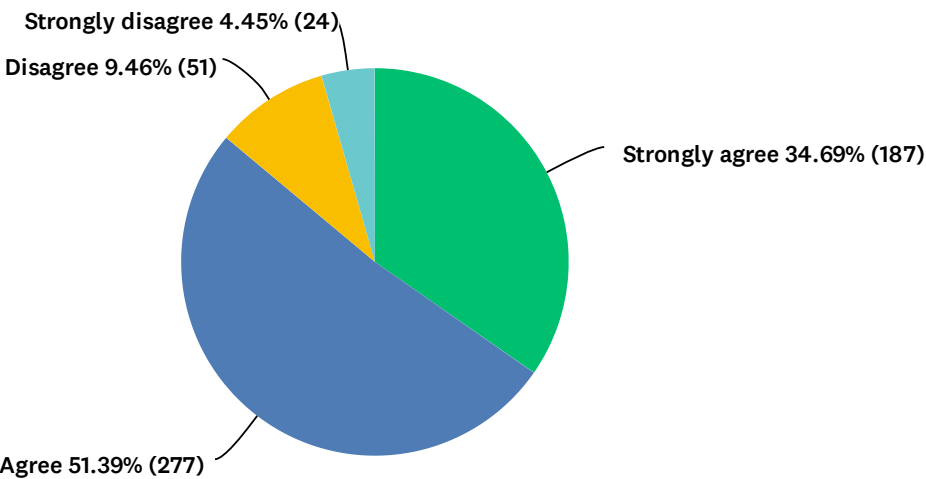
Answered: 538 Skipped: 190



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	39.03% 210	49.63% 267	7.62% 41	3.72% 20	538	1.76

Q41 The teacher assigns work that helps me learn the course content.

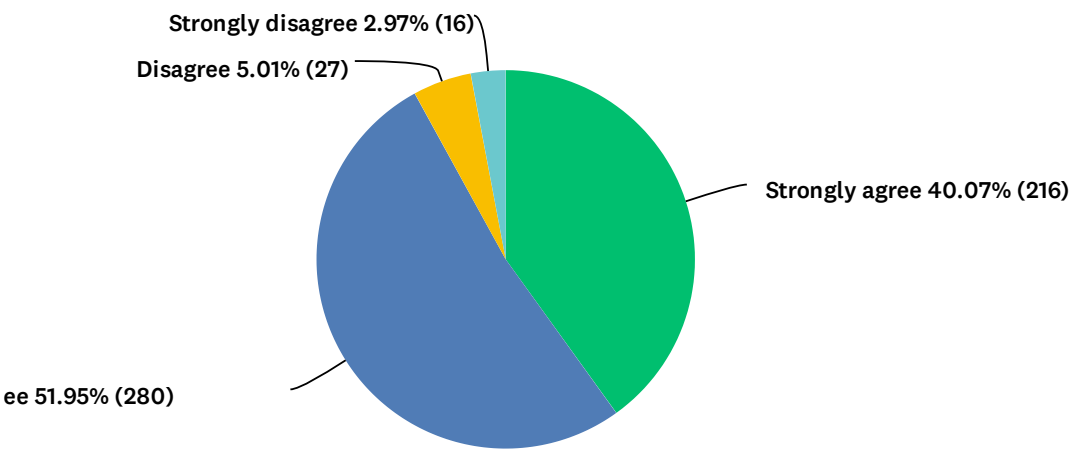
Answered: 539 Skipped: 189



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	34.69% 187	51.39% 277	9.46% 51	4.45% 24	539	1.84

Q42 My teacher posts assignments and due dates on Schoology.

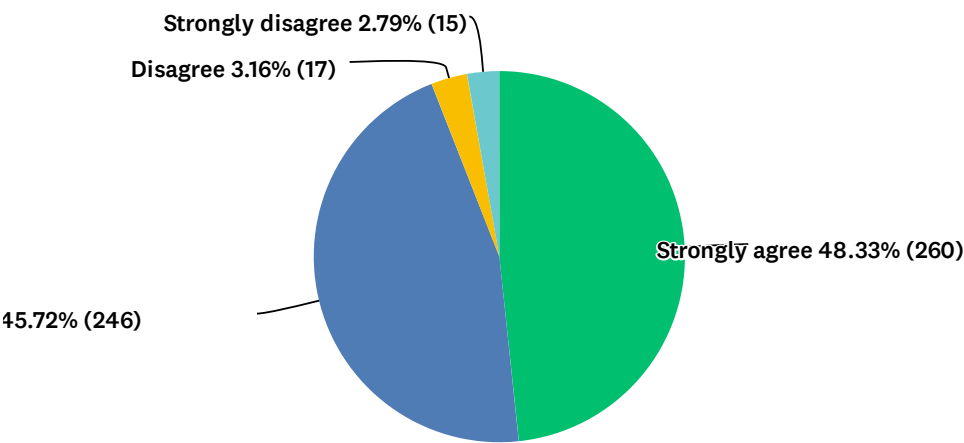
Answered: 539 Skipped: 189



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	40.07% 216	51.95% 280	5.01% 27	2.97% 16	539	1.71

Q43 Schoology is the main place I check for assignments in this class.

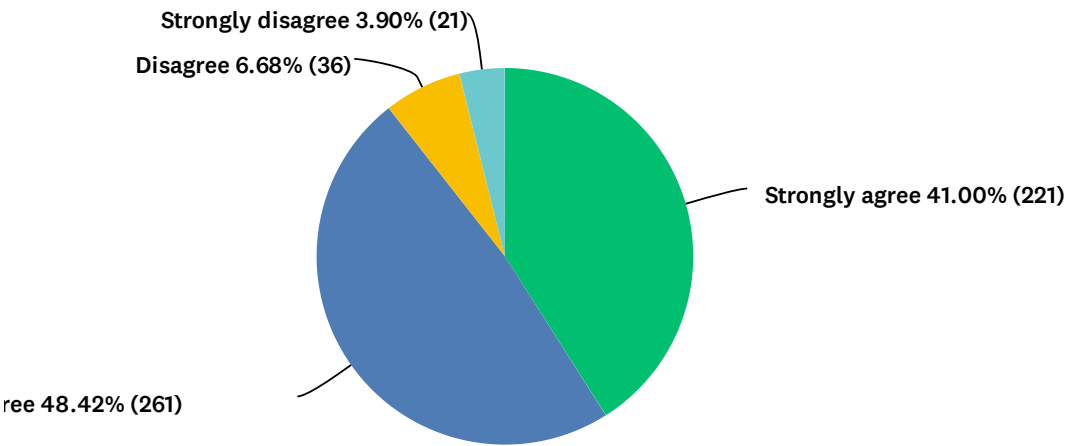
Answered: 538 Skipped: 190



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	48.33% 260	45.72% 246	3.16% 17	2.79% 15	538	1.60

Q44 Assignments and assessments are graded and entered in Schoology in a timely manner (within 2 weeks).

Answered: 539 Skipped: 189

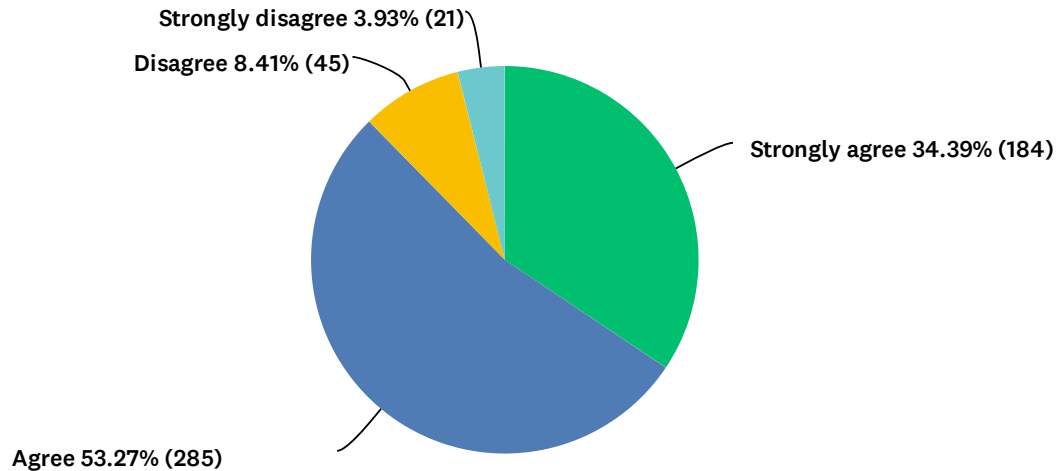


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	41.00% 221	48.42% 261	6.68% 36	3.90% 21	539	1.73

STUDENT ACADEMIC EXPERIENCE SURVEY

Q45 I have opportunities to review graded assignments and assessments during class or office hours that are reasonably accessible for me.

Answered: 535 Skipped: 193

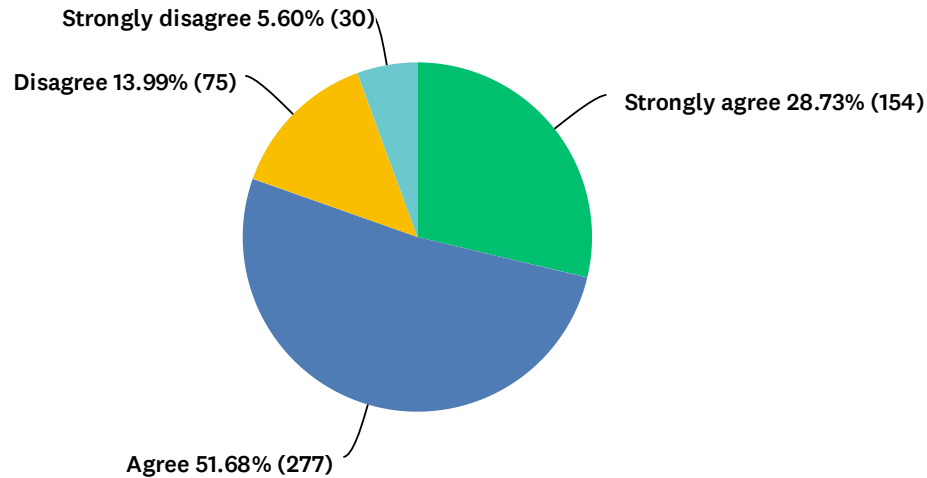


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	34.39% 184	53.27% 285	8.41% 45	3.93% 21	535	1.82

STUDENT ACADEMIC EXPERIENCE SURVEY

Q46 The teacher checks for understanding material and gives me feedback that helps me learn from mistakes and improve my grade.

Answered: 536 Skipped: 192

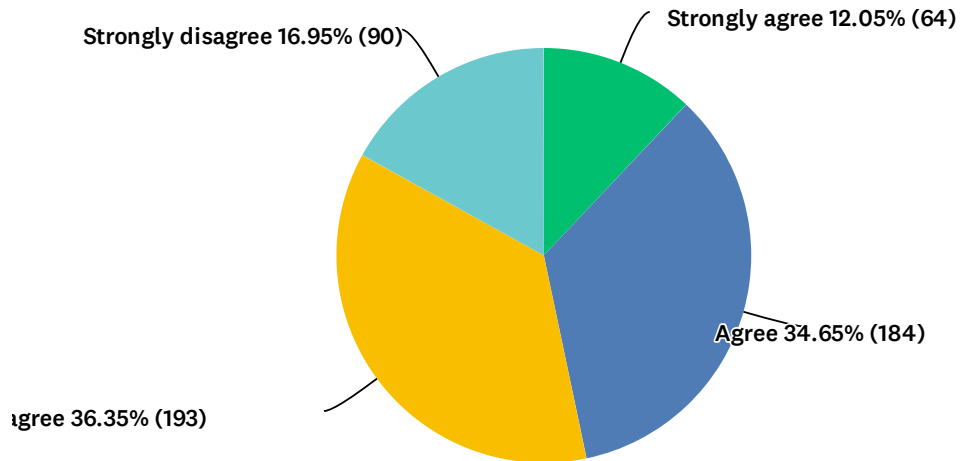


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	28.73% 154	51.68% 277	13.99% 75	5.60% 30	536	1.96

STUDENT ACADEMIC EXPERIENCE SURVEY

Q47 Does the teacher's grading policy benefit students who game the system (e.g. by skipping exam days or turning in projects late)?

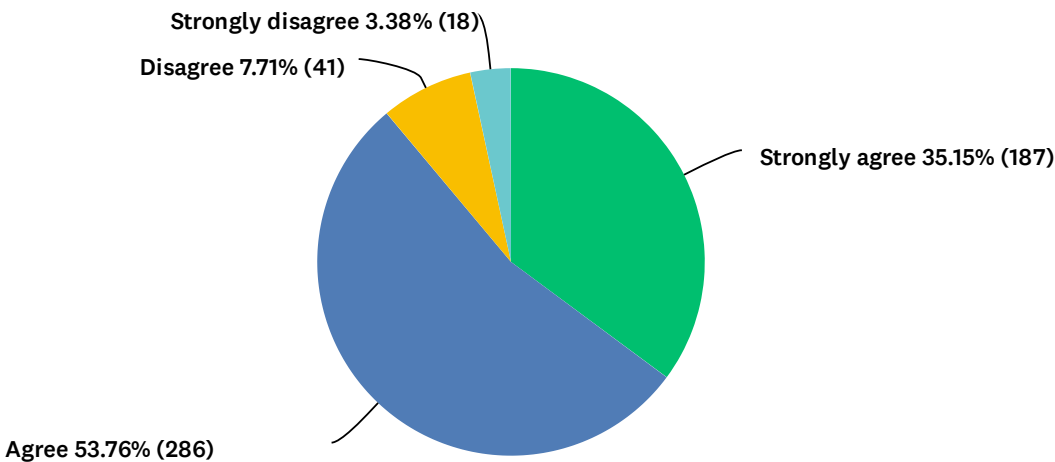
Answered: 531 Skipped: 197



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	12.05%	34.65%	36.35%	16.95%		
	64	184	193	90	531	2.58

Q48 Assessments align with the homework/classroom instruction.

Answered: 532 Skipped: 196

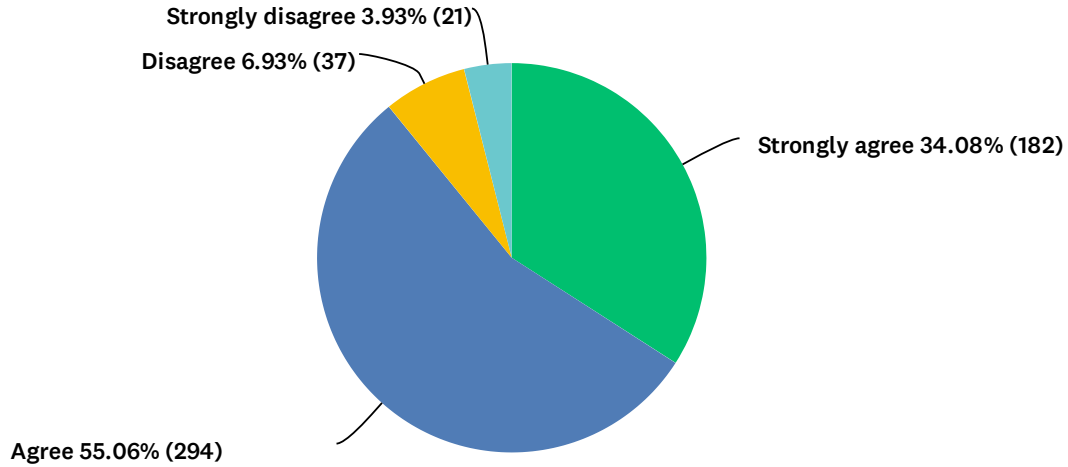


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	35.15% 187	53.76% 286	7.71% 41	3.38% 18	532	1.79

STUDENT ACADEMIC EXPERIENCE SURVEY

Q49 The teacher is reasonably (at least once a week) available outside of class hours for extra support and cares about my success in the class.

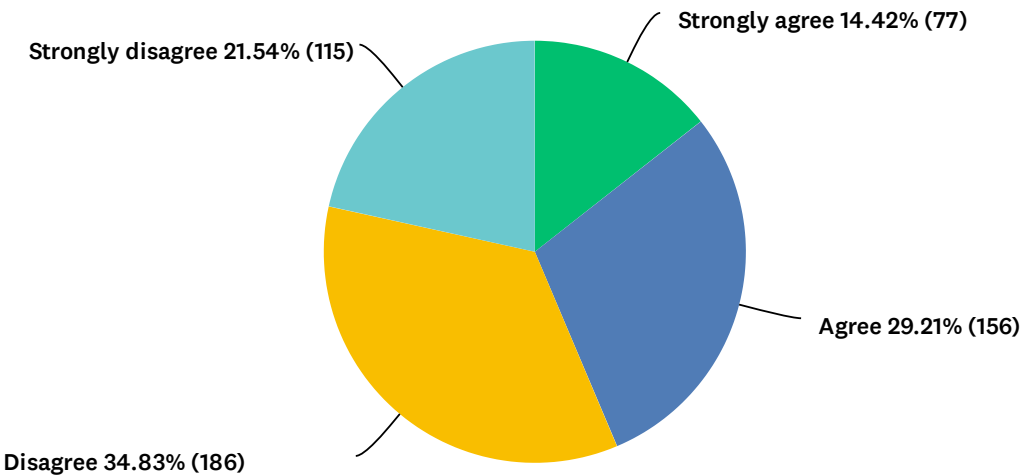
Answered: 534 Skipped: 194



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	34.08% 182	55.06% 294	6.93% 37	3.93% 21	534	1.81

Q50 I need to supplement learning with a private tutor or outside academic resources to be successful in this class.

Answered: 534 Skipped: 194

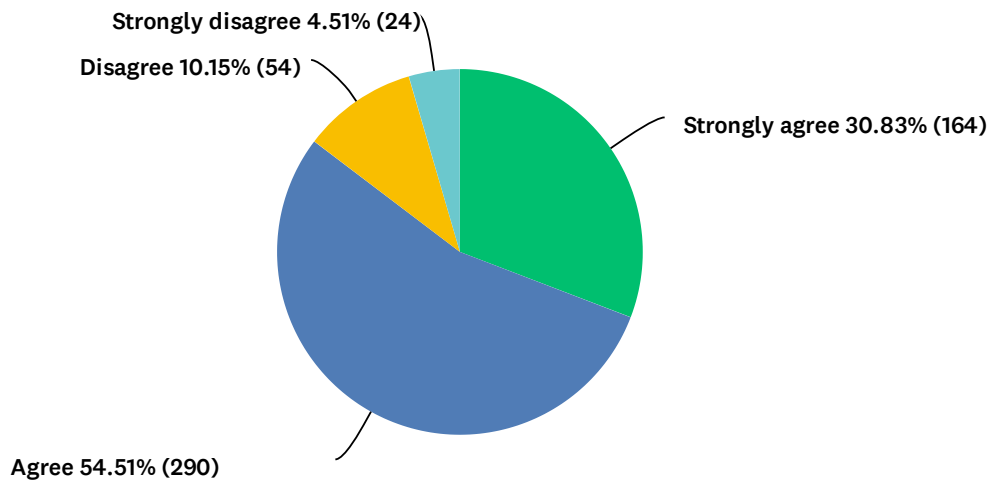


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	14.42% 77	29.21% 156	34.83% 186	21.54% 115	534	2.63

STUDENT ACADEMIC EXPERIENCE SURVEY

Q51 My teacher engages students during class.

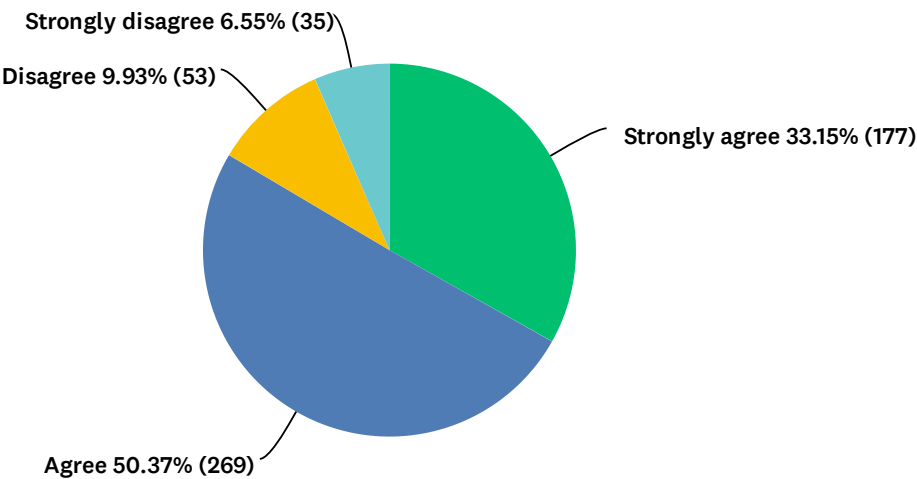
Answered: 532 Skipped: 196



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	30.83% 164	54.51% 290	10.15% 54	4.51% 24	532	1.88

Q52 The homework load for this class is manageable.

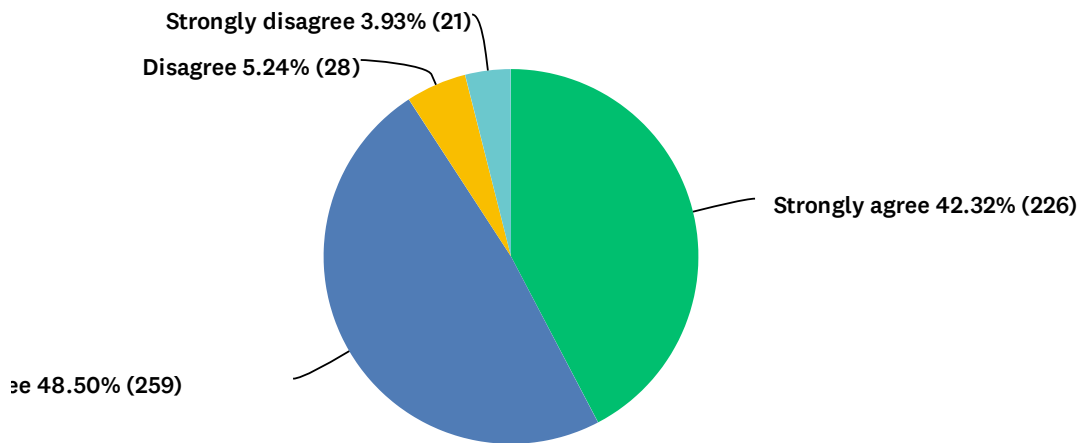
Answered: 534 Skipped: 194



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	33.15% 177	50.37% 269	9.93% 53	6.55% 35	534	1.90

Q53 My teacher treats all students fairly and with respect.

Answered: 534 Skipped: 194

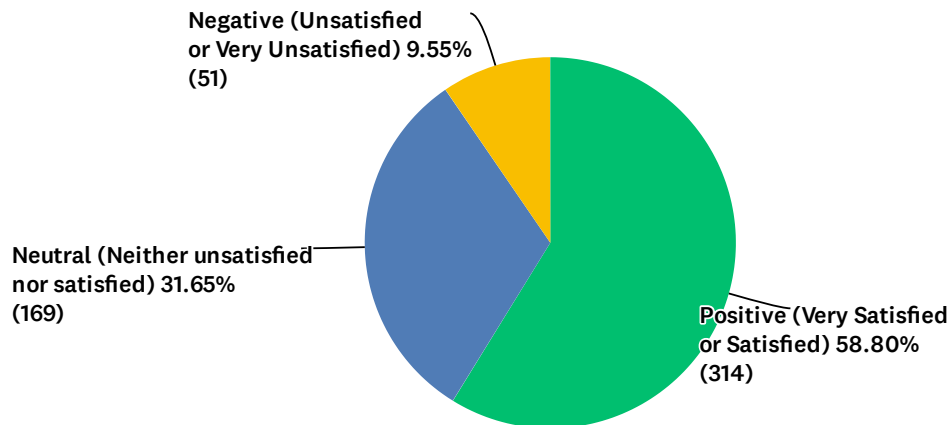


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	42.32% 226	48.50% 259	5.24% 28	3.93% 21	534	1.71

STUDENT ACADEMIC EXPERIENCE SURVEY

Q54 How would you evaluate the overall academic experience you had in this class?

Answered: 534 Skipped: 194



ANSWER CHOICES	RESPONSES	
Positive (Very Satisfied or Satisfied)	58.80%	314
Neutral (Neither unsatisfied nor satisfied)	31.65%	169
Negative (Unsatisfied or Very Unsatisfied)	9.55%	51
TOTAL		534

STUDENT ACADEMIC EXPERIENCE SURVEY

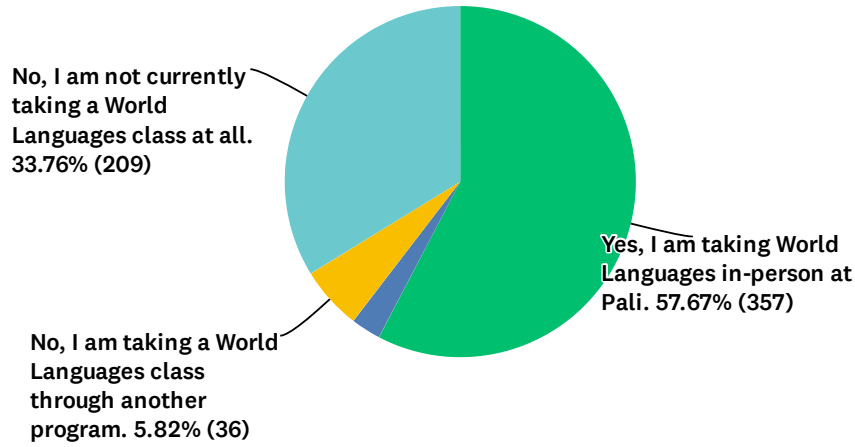
Q55 Is there anything you would like to comment on? Any feedback on things we should start or stop or continue to optimize learning?

Answered: 89 Skipped: 639

STUDENT ACADEMIC EXPERIENCE SURVEY

Q56 Are you currently enrolled in a World Languages class at Pali?

Answered: 619 Skipped: 109

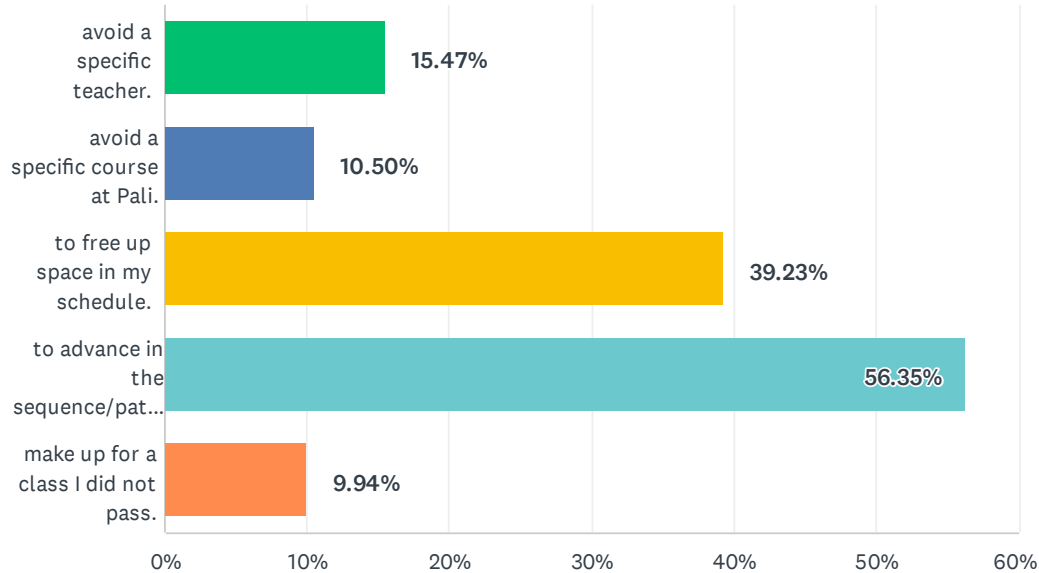


ANSWER CHOICES	RESPONSES	
Yes, I am taking World Languages in-person at Pali.	57.67%	357
Yes, I am taking World Languages through Virtual Academy at Pali.	2.75%	17
No, I am taking a World Languages class through another program.	5.82%	36
No, I am not currently taking a World Languages class at all.	33.76%	209
TOTAL		619

STUDENT ACADEMIC EXPERIENCE SURVEY

Q57 I have signed up to take a Pali-offered World Languages class online or at an outside school to ... (select all that applies):

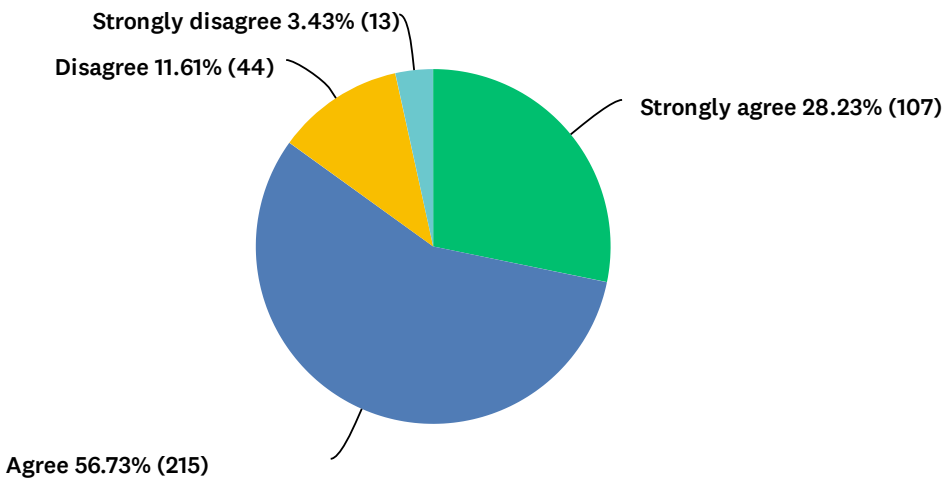
Answered: 181 Skipped: 547



ANSWER CHOICES	RESPONSES	
avoid a specific teacher.	15.47%	28
avoid a specific course at Pali.	10.50%	19
to free up space in my schedule.	39.23%	71
to advance in the sequence/pathway.	56.35%	102
make up for a class I did not pass.	9.94%	18
Total Respondents: 181		

Q58 The teacher's grading policy is clear, consistent and fair.

Answered: 379 Skipped: 349

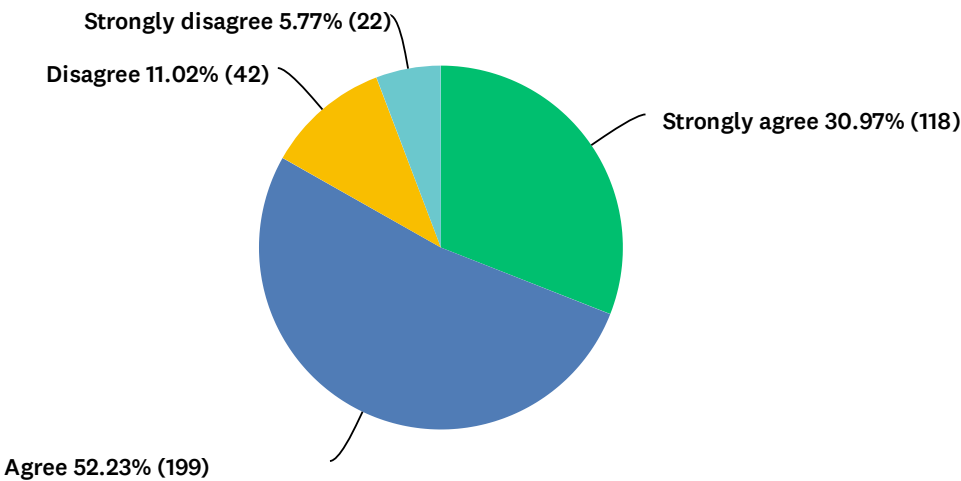


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	28.23% 107	56.73% 215	11.61% 44	3.43% 13	379	1.90

STUDENT ACADEMIC EXPERIENCE SURVEY

Q59 The teacher assigns work that helps me learn the course content.

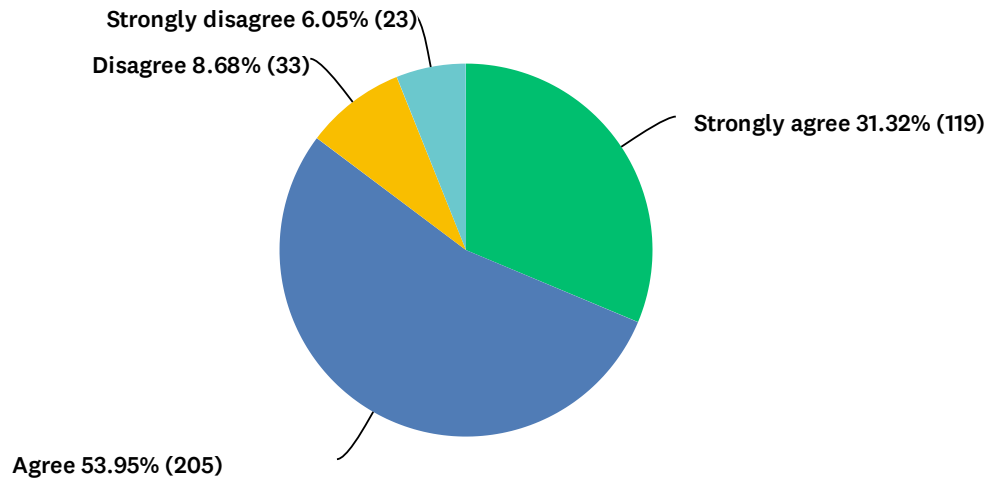
Answered: 381 Skipped: 347



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	30.97% 118	52.23% 199	11.02% 42	5.77% 22	381	1.92

Q60 My teacher posts assignments and due dates on Schoology.

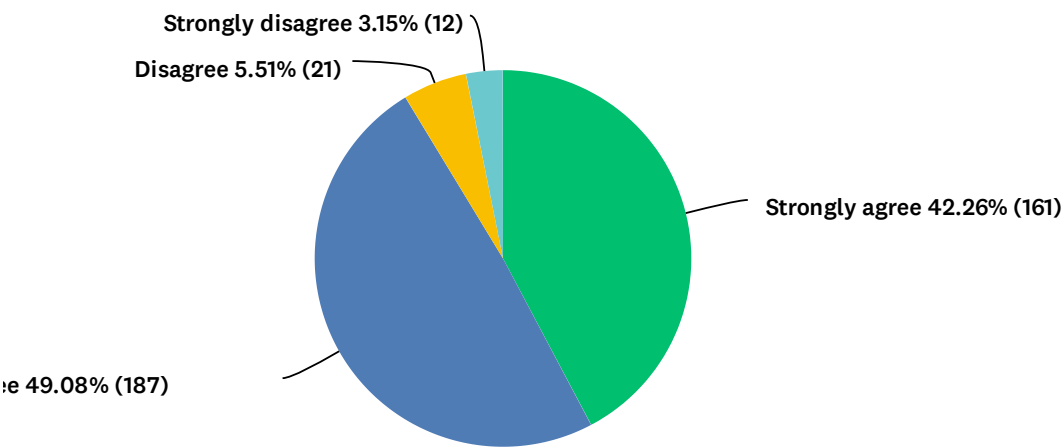
Answered: 380 Skipped: 348



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	31.32% 119	53.95% 205	8.68% 33	6.05% 23	380	1.89

Q61 Schoology is the main place I check for assignments in this class.

Answered: 381 Skipped: 347

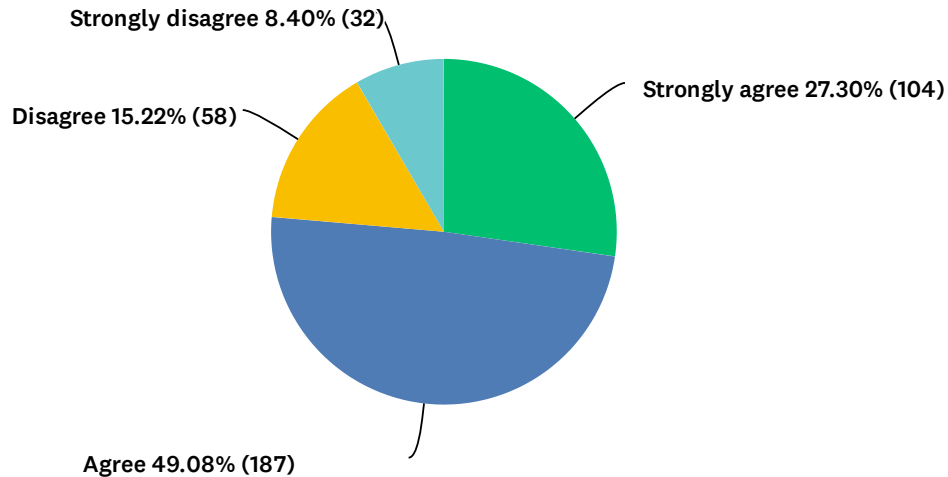


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	42.26% 161	49.08% 187	5.51% 21	3.15% 12	381	1.70

STUDENT ACADEMIC EXPERIENCE SURVEY

Q62 Assignments and assessments are graded and entered in Schoology in a timely manner (within 2 weeks).

Answered: 381 Skipped: 347

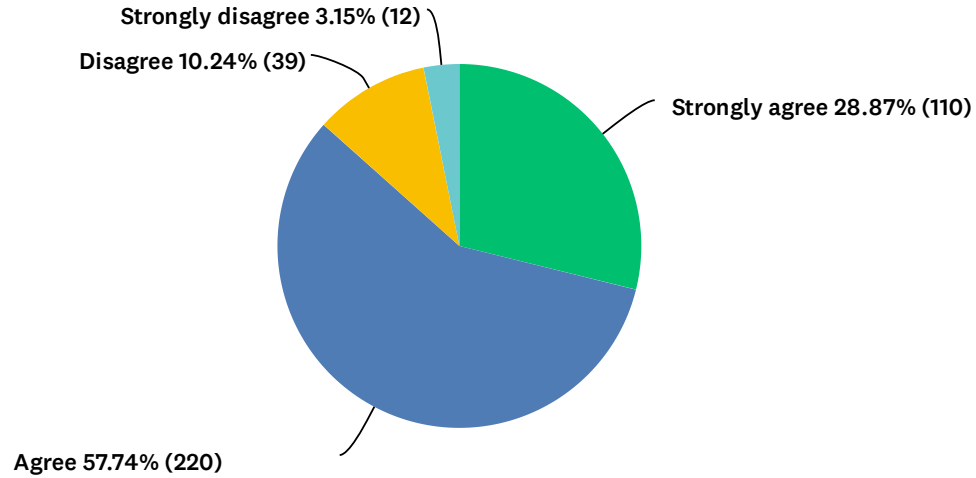


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	27.30%	49.08%	15.22%	8.40%	381	2.05
	104	187	58	32		

STUDENT ACADEMIC EXPERIENCE SURVEY

Q63 I have opportunities to review graded assignments and assessments during class or office hours that are reasonably accessible for me.

Answered: 381 Skipped: 347

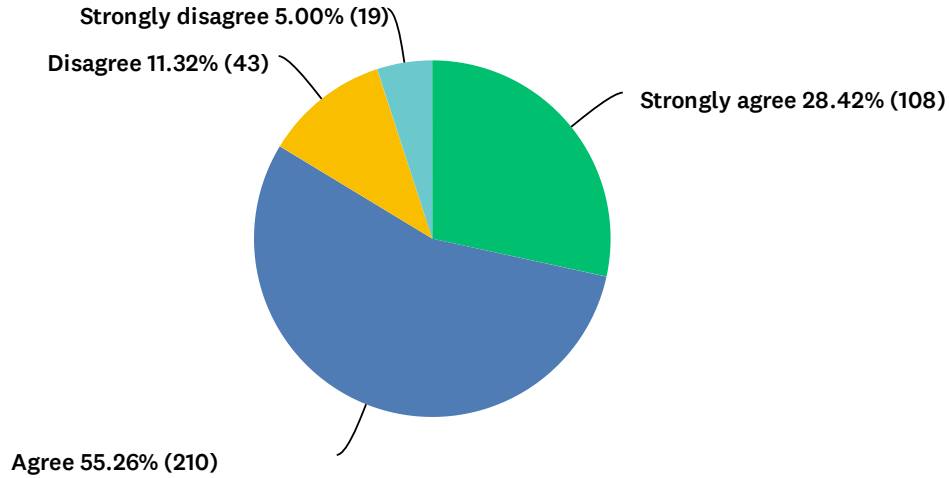


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	28.87% 110	57.74% 220	10.24% 39	3.15% 12	381	1.88

STUDENT ACADEMIC EXPERIENCE SURVEY

Q64 The teacher checks for understanding material and gives me feedback that helps me learn from mistakes and improve my grade.

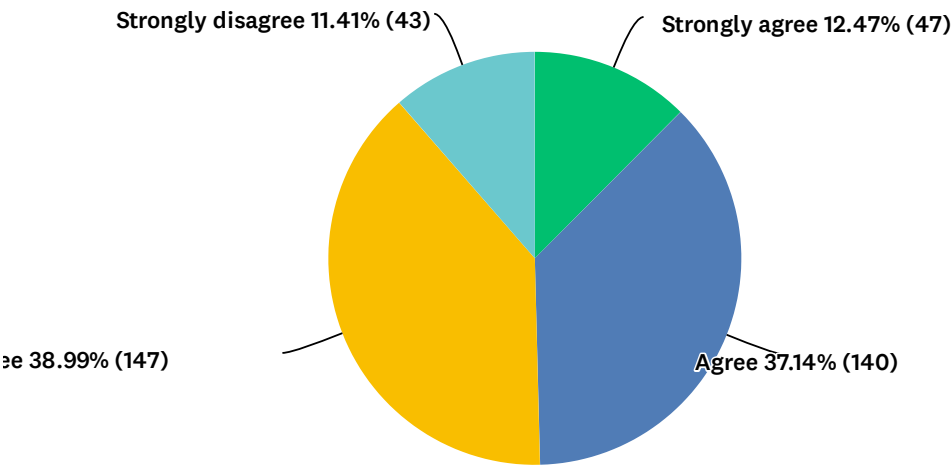
Answered: 380 Skipped: 348



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	28.42% 108	55.26% 210	11.32% 43	5.00% 19	380	1.93

Q65 Does the teacher's grading policy benefit students who game the system (e.g. by skipping exam days or turning in projects late)?

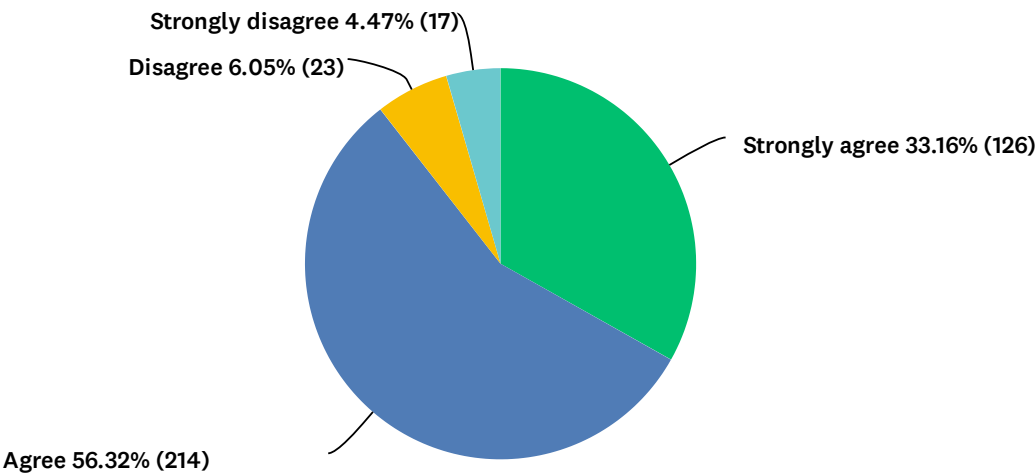
Answered: 377 Skipped: 351



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	12.47% 47	37.14% 140	38.99% 147	11.41% 43	377	2.49

Q66 Assessments align with the homework/classroom instruction.

Answered: 380 Skipped: 348

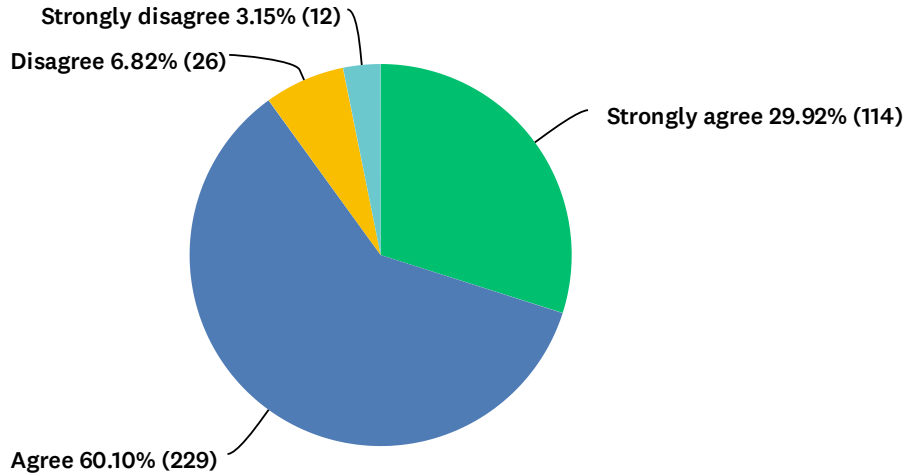


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	33.16% 126	56.32% 214	6.05% 23	4.47% 17	380	1.82

STUDENT ACADEMIC EXPERIENCE SURVEY

Q67 The teacher is reasonably (at least once a week) available outside of class hours for extra support and cares about my success in the class.

Answered: 381 Skipped: 347

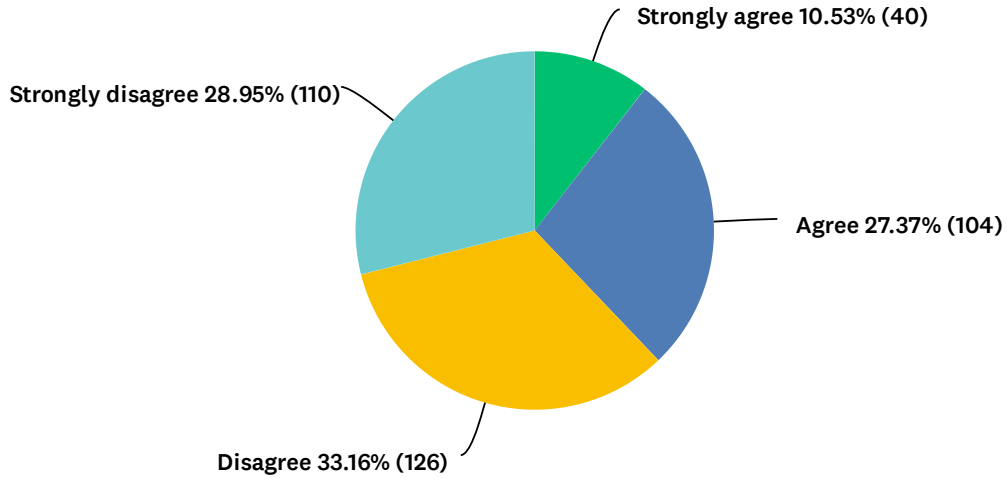


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	29.92% 114	60.10% 229	6.82% 26	3.15% 12	381	1.83

STUDENT ACADEMIC EXPERIENCE SURVEY

Q68 I need to supplement learning with a private tutor or outside academic resources to be successful in this class.

Answered: 380 Skipped: 348

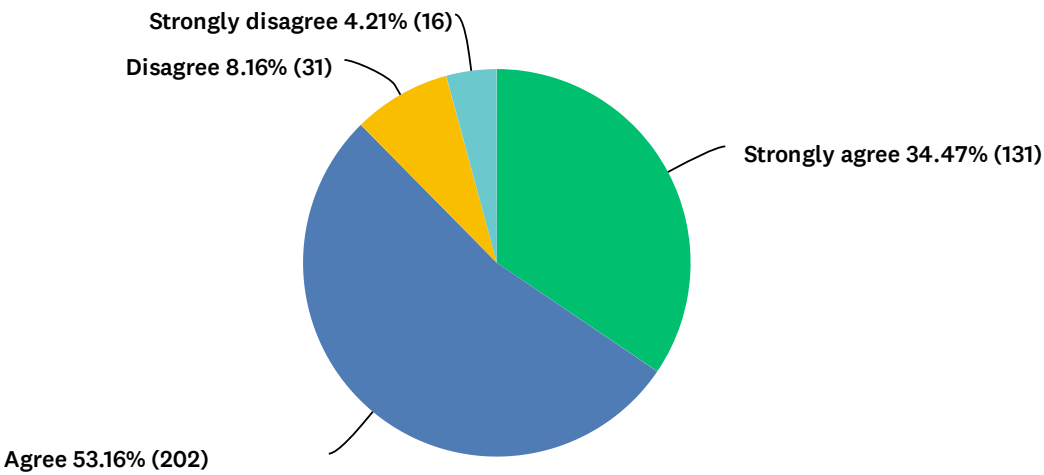


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	10.53%	27.37%	33.16%	28.95%		
	40	104	126	110	380	2.81

STUDENT ACADEMIC EXPERIENCE SURVEY

Q69 My teacher engages students during class.

Answered: 380 Skipped: 348

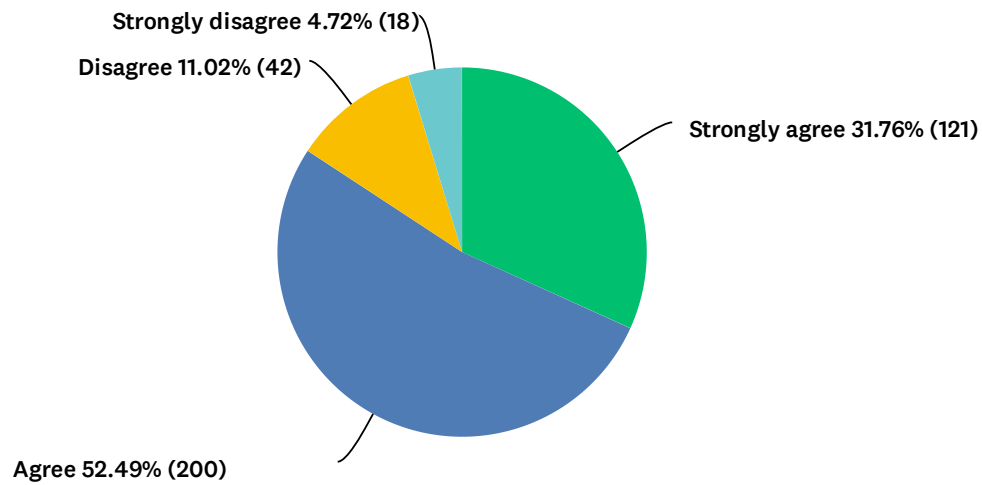


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	34.47% 131	53.16% 202	8.16% 31	4.21% 16	380	1.82

STUDENT ACADEMIC EXPERIENCE SURVEY

Q70 The homework load for this class is manageable.

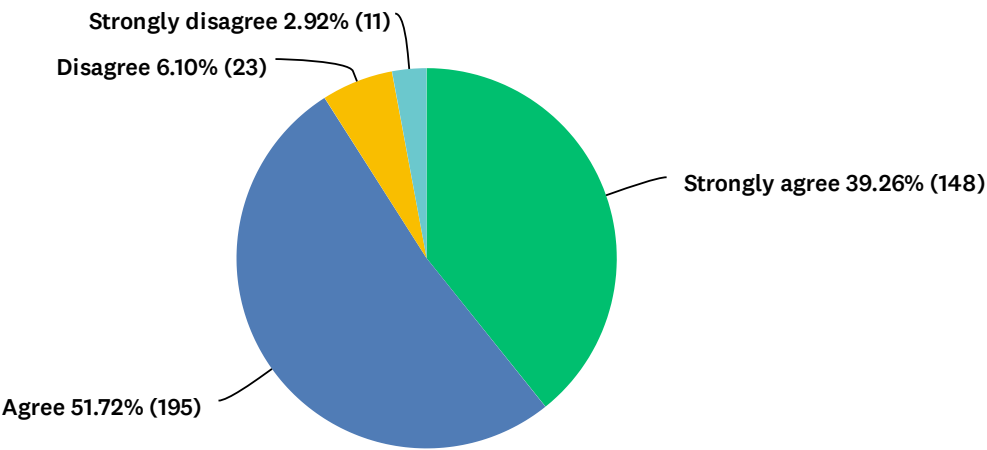
Answered: 381 Skipped: 347



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	31.76%	52.49%	11.02%	4.72%	381	1.89
	121	200	42	18		

Q71 My teacher treats all students fairly and with respect.

Answered: 377 Skipped: 351

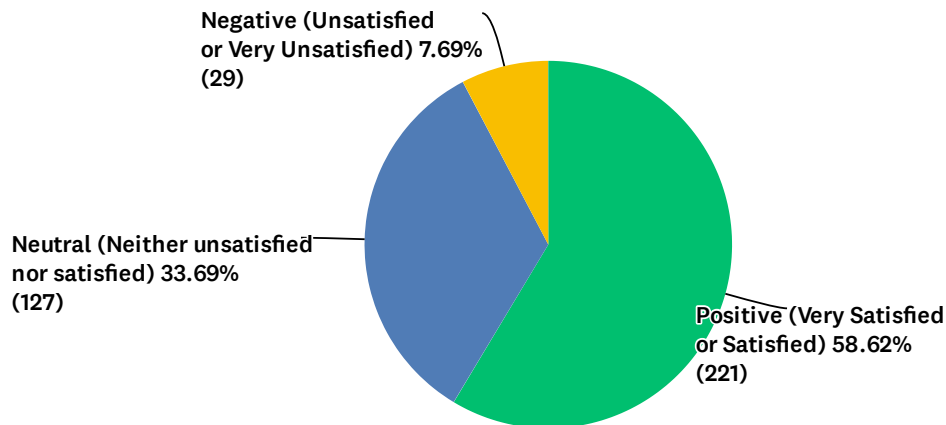


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	39.26%	51.72%	6.10%	2.92%		
	148	195	23	11	377	1.73

STUDENT ACADEMIC EXPERIENCE SURVEY

Q72 How would you evaluate the overall academic experience you had in this class?

Answered: 377 Skipped: 351



ANSWER CHOICES	RESPONSES	
Positive (Very Satisfied or Satisfied)	58.62%	221
Neutral (Neither unsatisfied nor satisfied)	33.69%	127
Negative (Unsatisfied or Very Unsatisfied)	7.69%	29
TOTAL		377

STUDENT ACADEMIC EXPERIENCE SURVEY

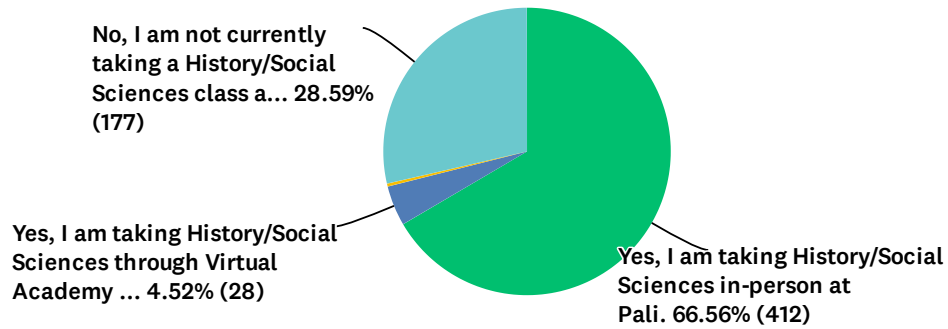
Q73 Is there anything you would like to comment on? Any feedback on things we should start or stop or continue to optimize learning?

Answered: 52 Skipped: 676

STUDENT ACADEMIC EXPERIENCE SURVEY

Q74 Are you currently enrolled in a History/Social Sciences class at Pali?

Answered: 619 Skipped: 109

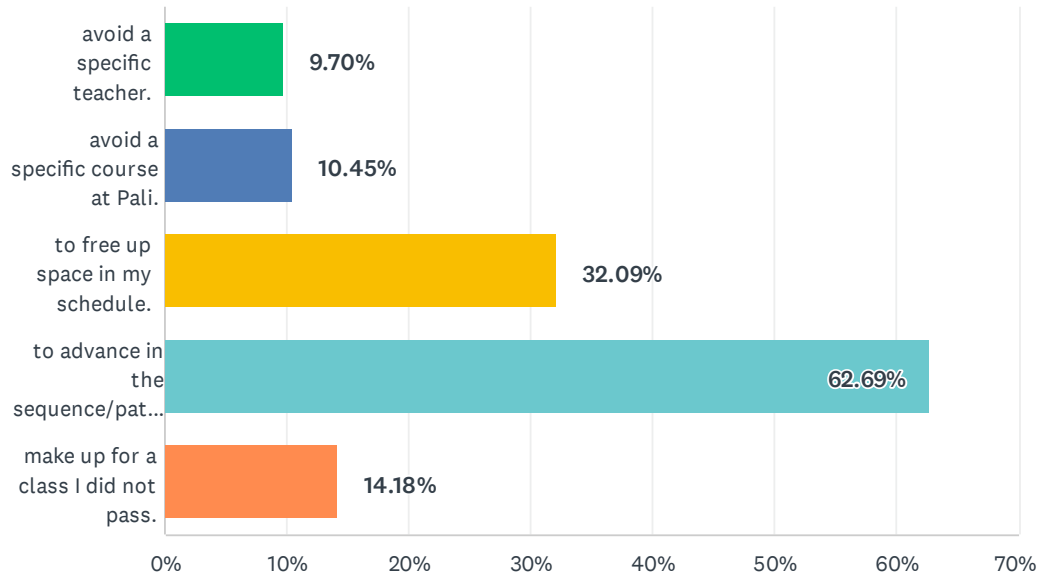


ANSWER CHOICES	RESPONSES	
Yes, I am taking History/Social Sciences in-person at Pali.	66.56%	412
Yes, I am taking History/Social Sciences through Virtual Academy at Pali.	4.52%	28
No, I am taking a History/Social Sciences class through another program.	0.32%	2
No, I am not currently taking a History/Social Sciences class at all.	28.59%	177
TOTAL		619

STUDENT ACADEMIC EXPERIENCE SURVEY

Q75 I have signed up to take a Pali-offered History/Social Sciences class online or at an outside school to ... (select all that applies):

Answered: 134 Skipped: 594

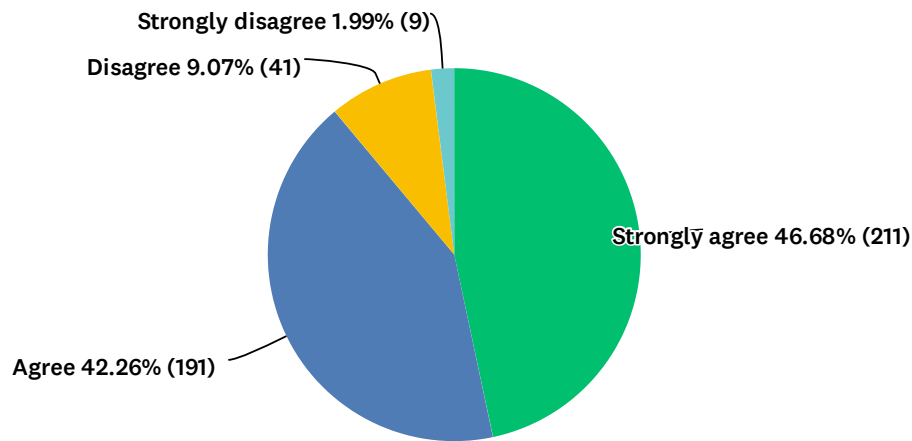


ANSWER CHOICES	RESPONSES	
avoid a specific teacher.	9.70%	13
avoid a specific course at Pali.	10.45%	14
to free up space in my schedule.	32.09%	43
to advance in the sequence/pathway.	62.69%	84
make up for a class I did not pass.	14.18%	19
Total Respondents: 134		

STUDENT ACADEMIC EXPERIENCE SURVEY

Q76 The teacher's grading policy is clear, consistent and fair.

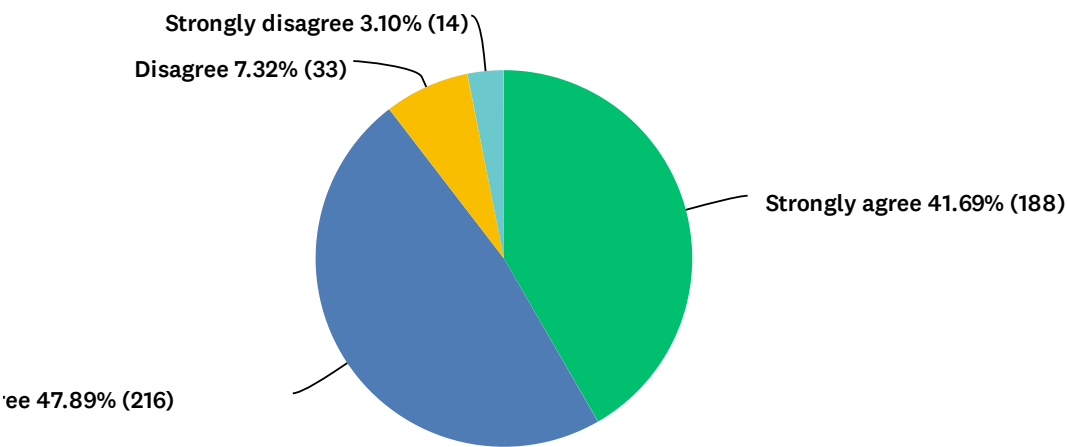
Answered: 452 Skipped: 276



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	46.68%	42.26%	9.07%	1.99%	452	1.66
	211	191	41	9		

Q77 The teacher assigns work that helps me learn the course content.

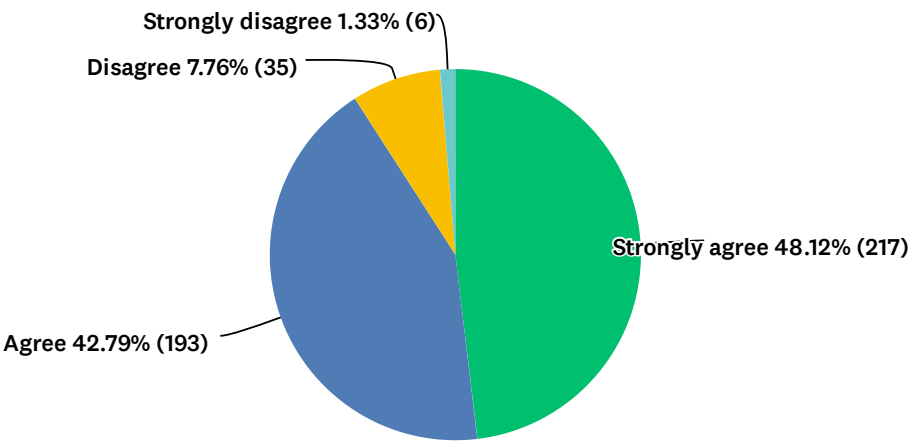
Answered: 451 Skipped: 277



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	41.69% 188	47.89% 216	7.32% 33	3.10% 14	451	1.72

Q78 My teacher posts assignments and due dates on Schoology.

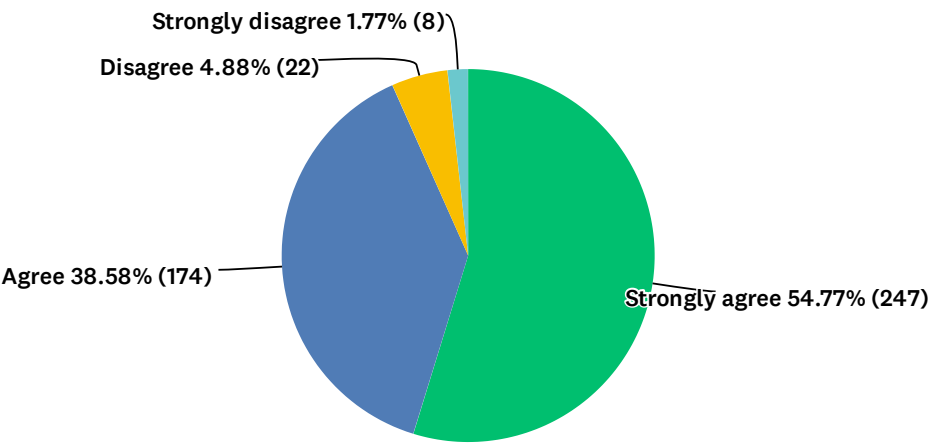
Answered: 451 Skipped: 277



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	48.12% 217	42.79% 193	7.76% 35	1.33% 6	451	1.62

Q79 Schoology is the main place I check for assignments in this class.

Answered: 451 Skipped: 277

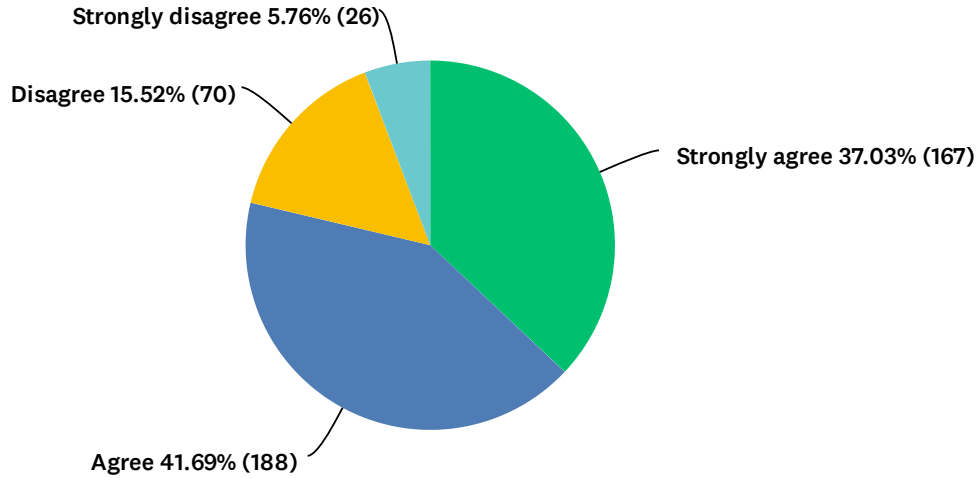


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	54.77% 247	38.58% 174	4.88% 22	1.77% 8	451	1.54

STUDENT ACADEMIC EXPERIENCE SURVEY

Q80 Assignments and assessments are graded and entered in Schoology in a timely manner (within 2 weeks).

Answered: 451 Skipped: 277

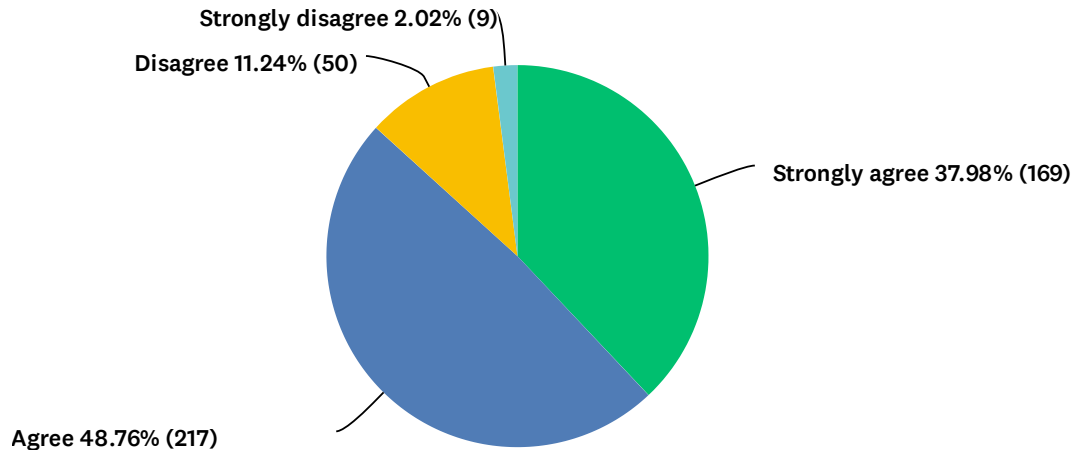


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	37.03% 167	41.69% 188	15.52% 70	5.76% 26	451	1.90

STUDENT ACADEMIC EXPERIENCE SURVEY

Q81 I have opportunities to review graded assignments and assessments during class or office hours that are reasonably accessible for me.

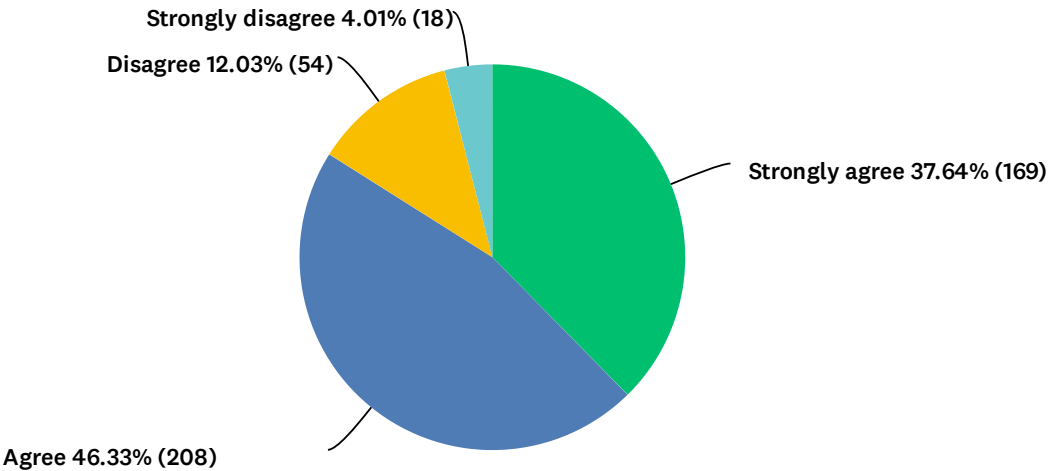
Answered: 445 Skipped: 283



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	37.98% 169	48.76% 217	11.24% 50	2.02% 9	445	1.77

Q82 The teacher checks for understanding material and gives me feedback that helps me learn from mistakes and improve my grade.

Answered: 449 Skipped: 279

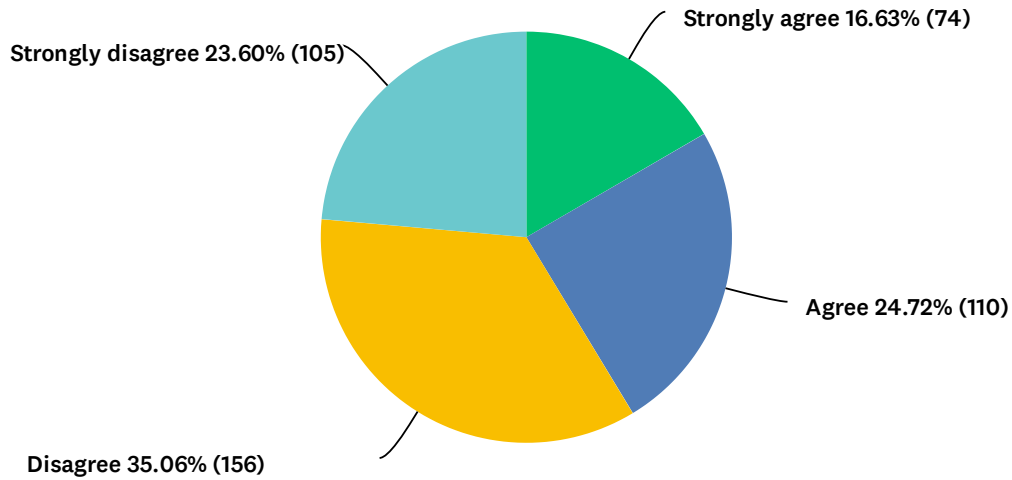


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	37.64% 169	46.33% 208	12.03% 54	4.01% 18	449	1.82

STUDENT ACADEMIC EXPERIENCE SURVEY

Q83 Does the teacher's grading policy benefit students who game the system (e.g. by skipping exam days or turning in projects late)?

Answered: 445 Skipped: 283

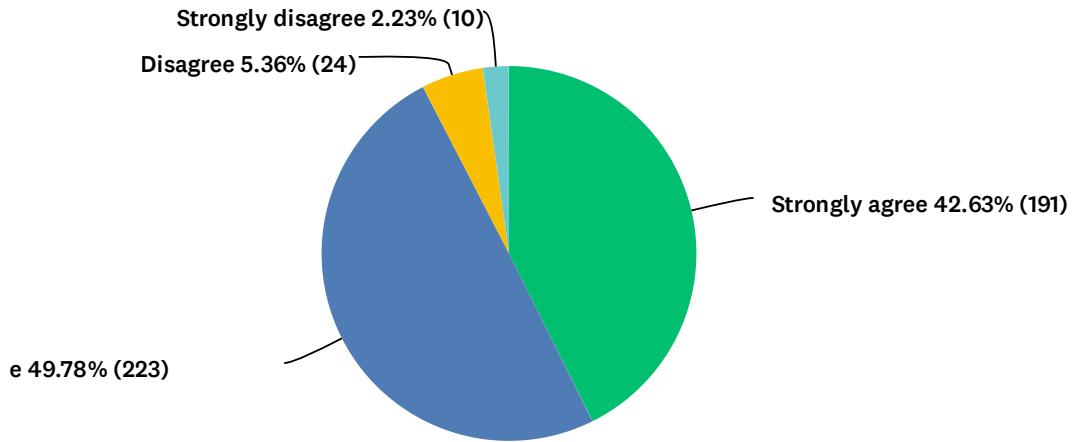


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	16.63%	24.72%	35.06%	23.60%		
	74	110	156	105	445	2.66

STUDENT ACADEMIC EXPERIENCE SURVEY

Q84 Assessments align with the homework/classroom instruction.

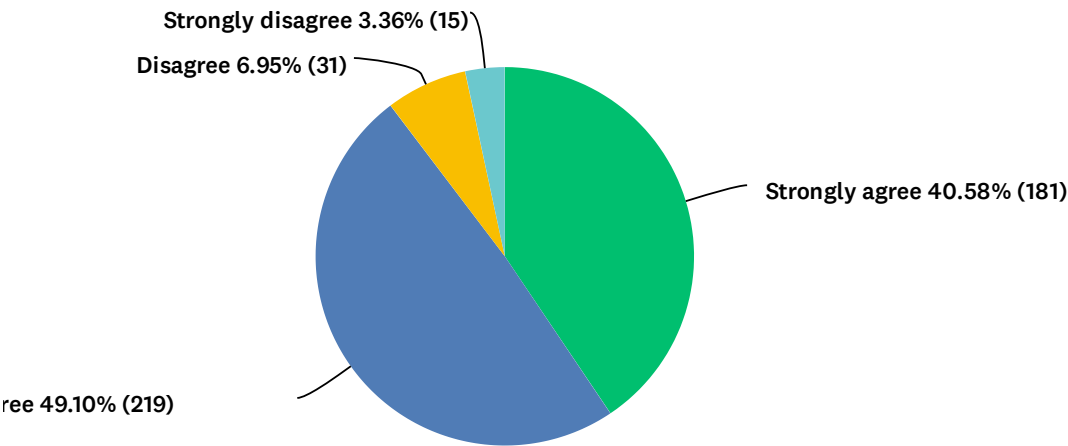
Answered: 448 Skipped: 280



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	42.63%	49.78%	5.36%	2.23%	448	1.67
	191	223	24	10		

Q85 The teacher is reasonably (at least once a week) available outside of class hours for extra support and cares about my success in the class.

Answered: 446 Skipped: 282

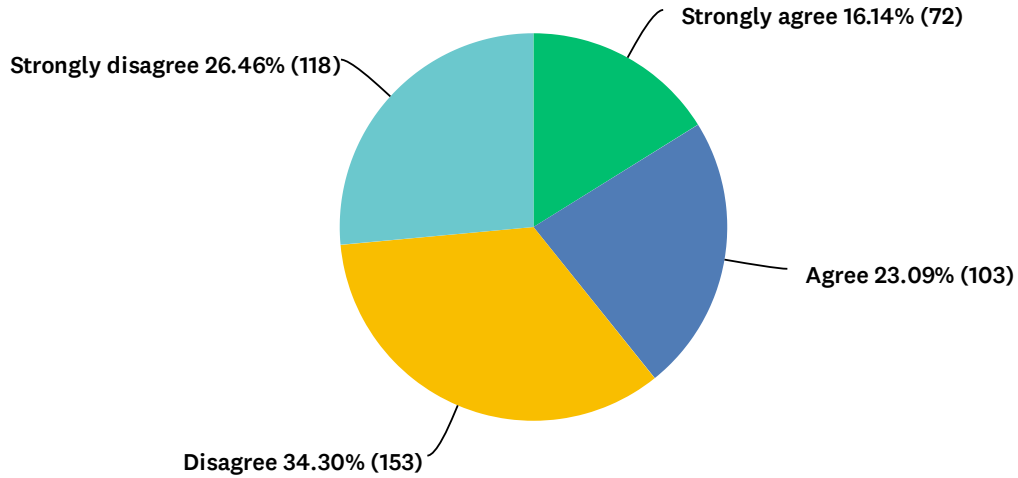


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	40.58% 181	49.10% 219	6.95% 31	3.36% 15	446	1.73

STUDENT ACADEMIC EXPERIENCE SURVEY

Q86 I need to supplement learning with a private tutor or outside academic resources to be successful in this class.

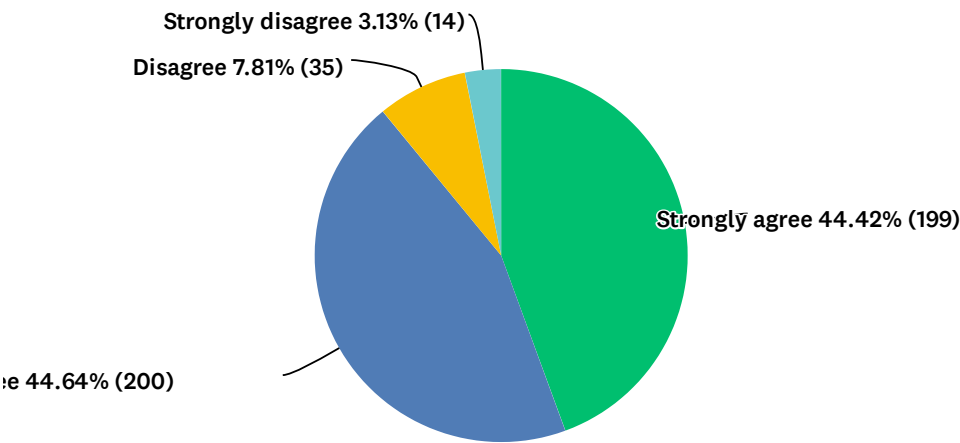
Answered: 446 Skipped: 282



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	16.14%	23.09%	34.30%	26.46%		
	72	103	153	118	446	2.71

Q87 My teacher engages students during class.

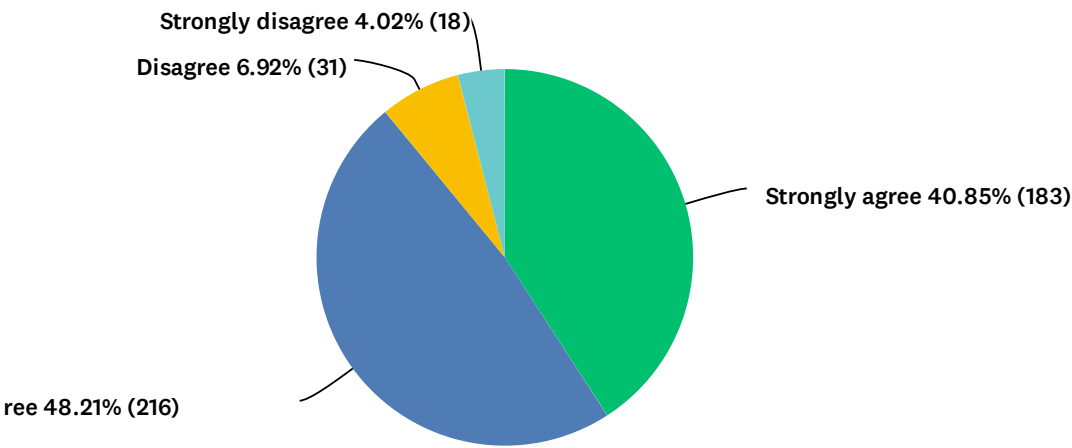
Answered: 448 Skipped: 280



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	44.42% 199	44.64% 200	7.81% 35	3.13% 14	448	1.70

Q88 The homework load for this class is manageable.

Answered: 448 Skipped: 280

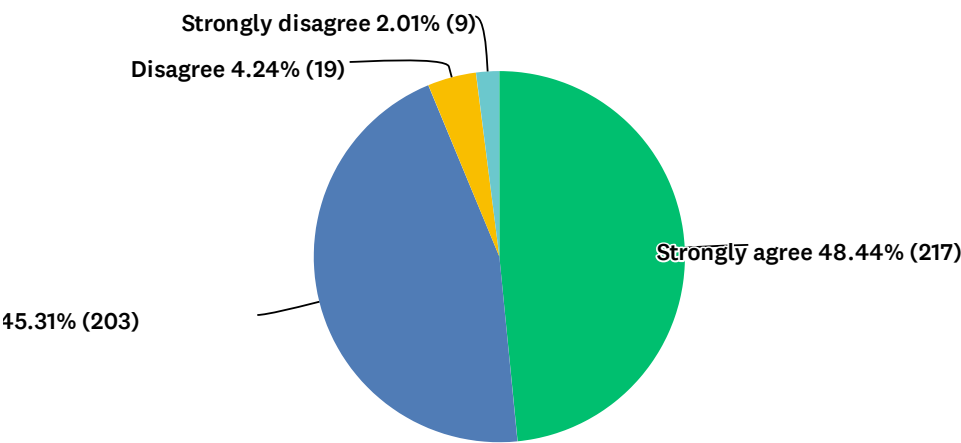


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	40.85% 183	48.21% 216	6.92% 31	4.02% 18	448	1.74

STUDENT ACADEMIC EXPERIENCE SURVEY

Q89 My teacher treats all students fairly and with respect.

Answered: 448 Skipped: 280

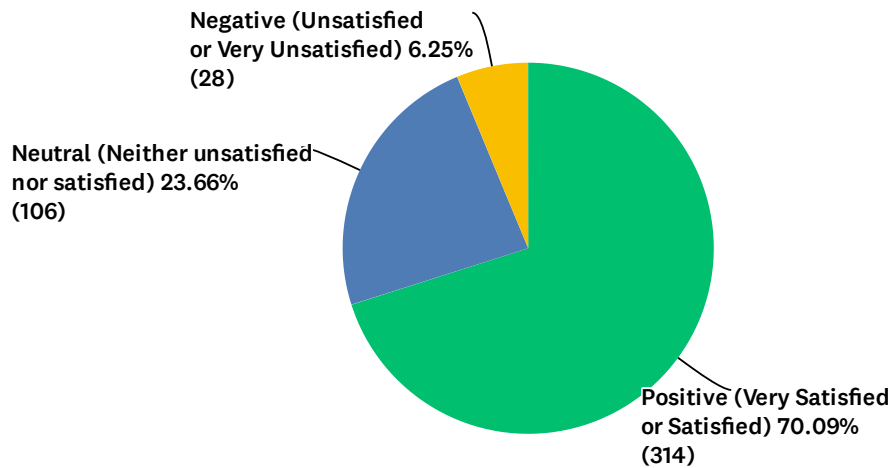


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	48.44% 217	45.31% 203	4.24% 19	2.01% 9	448	1.60

STUDENT ACADEMIC EXPERIENCE SURVEY

Q90 How would you evaluate the overall academic experience you had in this class?

Answered: 448 Skipped: 280



ANSWER CHOICES	RESPONSES	
Positive (Very Satisfied or Satisfied)	70.09%	314
Neutral (Neither unsatisfied nor satisfied)	23.66%	106
Negative (Unsatisfied or Very Unsatisfied)	6.25%	28
TOTAL		448

STUDENT ACADEMIC EXPERIENCE SURVEY

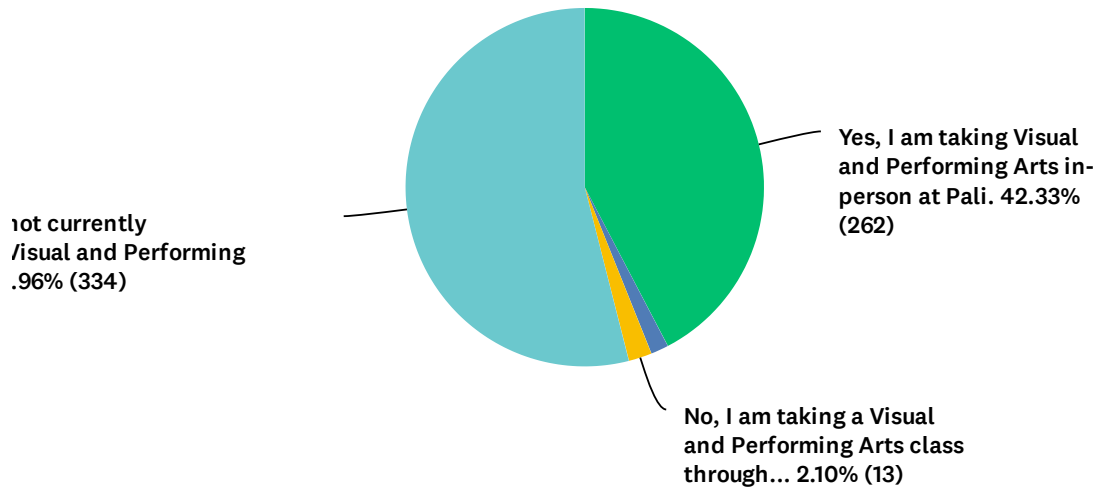
Q91 Is there anything you would like to comment on? Any feedback on things we should start or stop or continue to optimize learning?

Answered: 69 Skipped: 659

STUDENT ACADEMIC EXPERIENCE SURVEY

Q92 Are you currently enrolled in a Visual and Performing Arts class at Pali?

Answered: 619 Skipped: 109

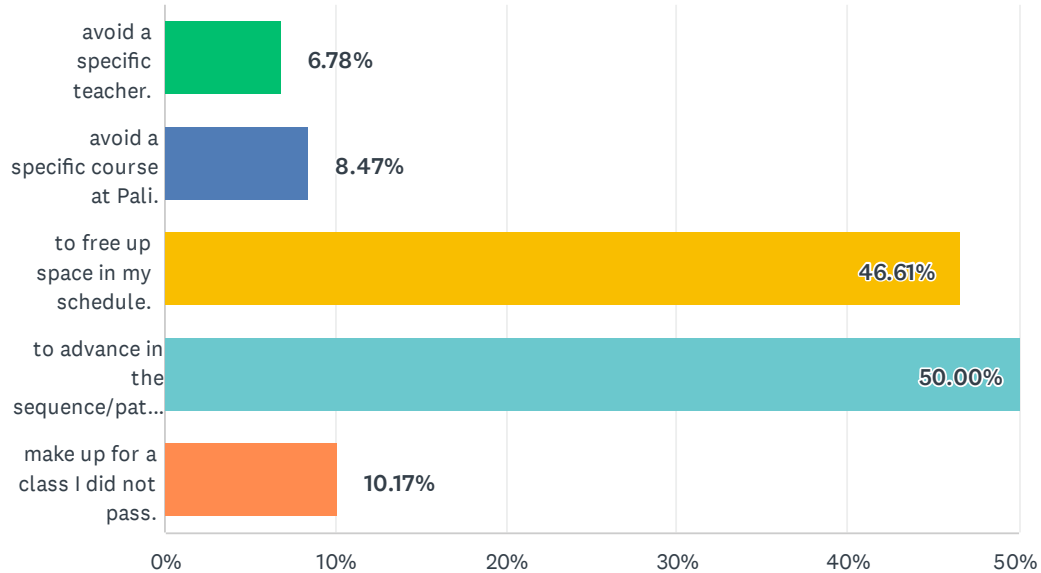


ANSWER CHOICES	RESPONSES	
Yes, I am taking Visual and Performing Arts in-person at Pali.	42.33%	262
Yes, I am taking Visual and Performing Arts through Virtual Academy at Pali.	1.62%	10
No, I am taking a Visual and Performing Arts class through another program.	2.10%	13
No, I am not currently taking a Visual and Performing Arts class at all.	53.96%	334
TOTAL		619

STUDENT ACADEMIC EXPERIENCE SURVEY

Q93 I have signed up to take a Pali-offered Visual and Performing Arts class online or at an outside school to ... (select all that applies):

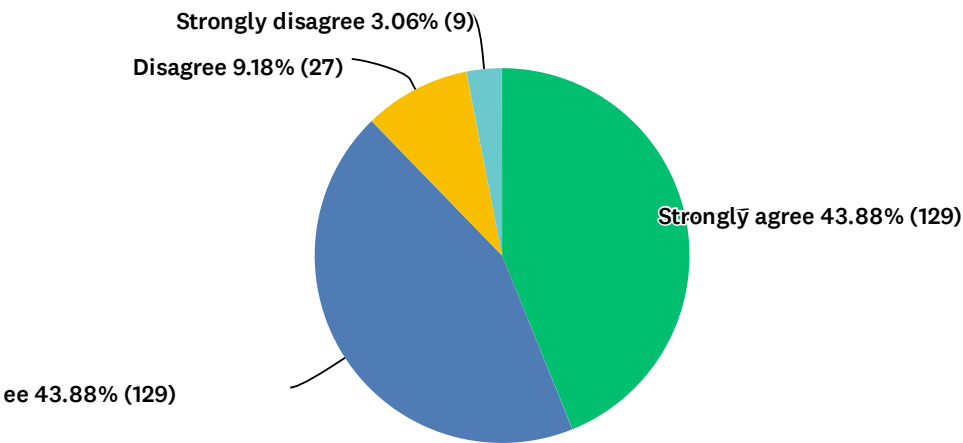
Answered: 118 Skipped: 610



ANSWER CHOICES	RESPONSES	
avoid a specific teacher.	6.78%	8
avoid a specific course at Pali.	8.47%	10
to free up space in my schedule.	46.61%	55
to advance in the sequence/pathway.	50.00%	59
make up for a class I did not pass.	10.17%	12
Total Respondents: 118		

Q94 The teacher's grading policy is clear, consistent and fair.

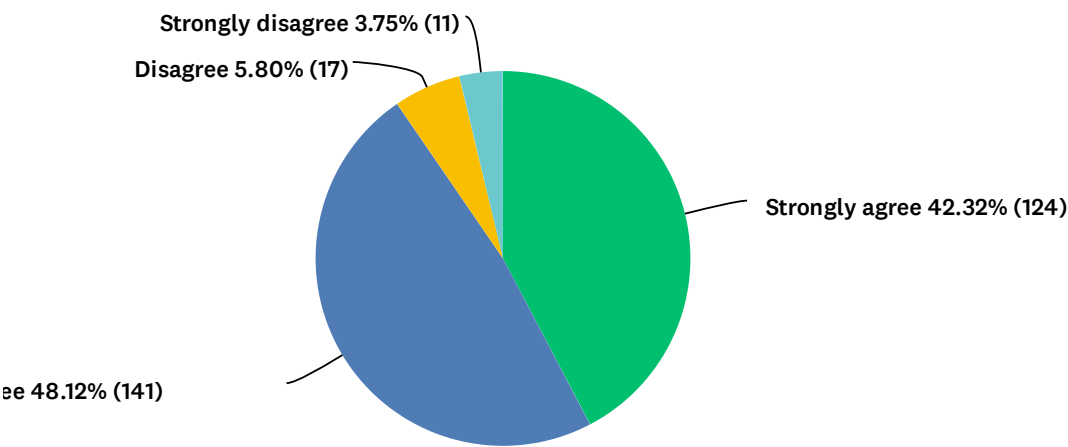
Answered: 294 Skipped: 434



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	43.88% 129	43.88% 129	9.18% 27	3.06% 9	294	1.71

Q95 The teacher assigns work that helps me learn the course content.

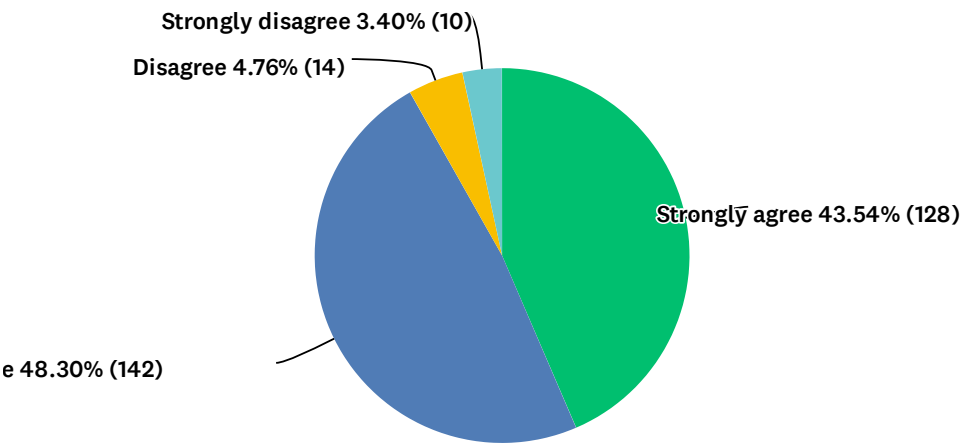
Answered: 293 Skipped: 435



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	42.32% 124	48.12% 141	5.80% 17	3.75% 11	293	1.71

Q96 My teacher posts assignments and due dates on Schoology.

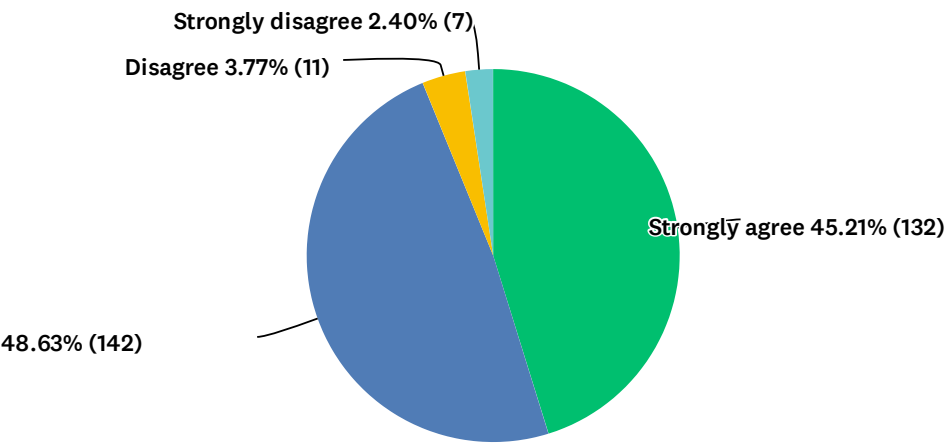
Answered: 294 Skipped: 434



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	43.54%	48.30%	4.76%	3.40%	294	1.68
	128	142	14	10		

Q97 Schoology is the main place I check for assignments in this class.

Answered: 292 Skipped: 436

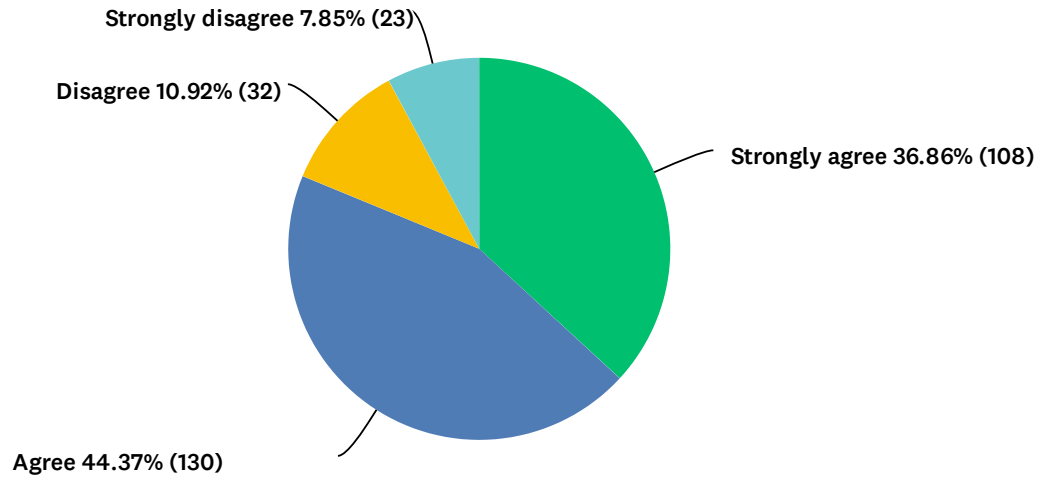


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	45.21% 132	48.63% 142	3.77% 11	2.40% 7	292	1.63

STUDENT ACADEMIC EXPERIENCE SURVEY

Q98 Assignments and assessments are graded and entered in Schoology in a timely manner (within 2 weeks).

Answered: 293 Skipped: 435

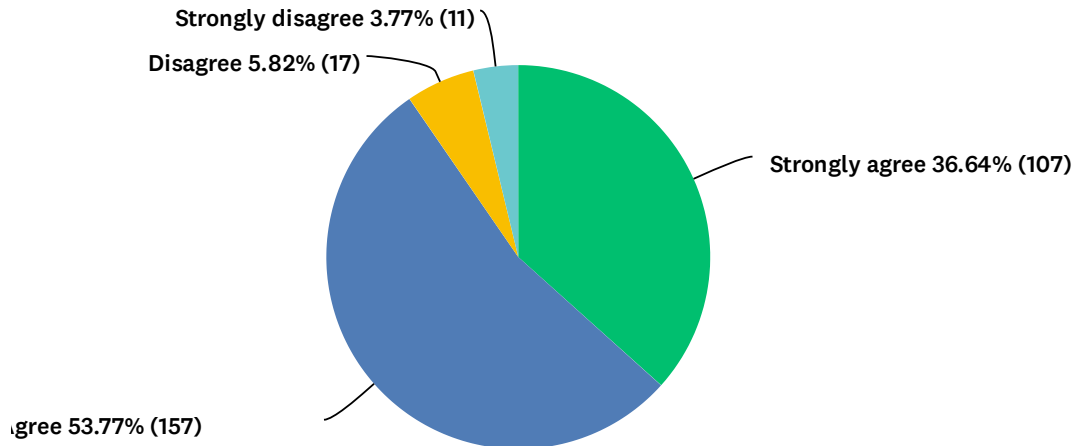


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	36.86% 108	44.37% 130	10.92% 32	7.85% 23	293	1.90

STUDENT ACADEMIC EXPERIENCE SURVEY

Q99 I have opportunities to review graded assignments and assessments during class or office hours that are reasonably accessible for me.

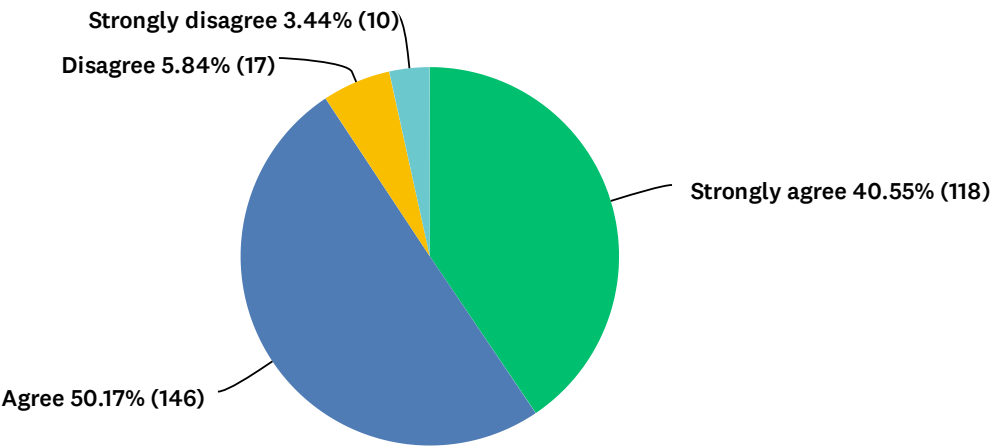
Answered: 292 Skipped: 436



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	36.64% 107	53.77% 157	5.82% 17	3.77% 11	292	1.77

Q100 The teacher checks for understanding material and gives me feedback that helps me learn from mistakes and improve my grade.

Answered: 291 Skipped: 437

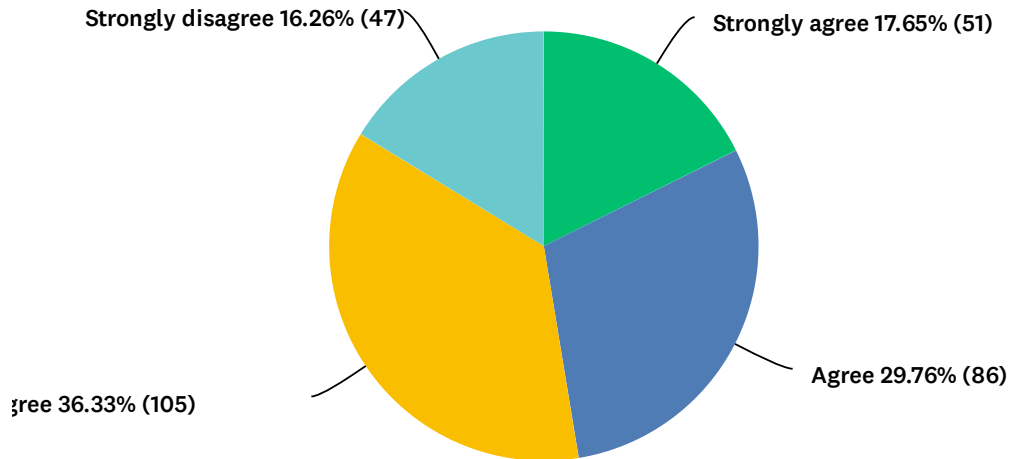


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	40.55% 118	50.17% 146	5.84% 17	3.44% 10	291	1.72

STUDENT ACADEMIC EXPERIENCE SURVEY

Q101 Does the teacher's grading policy benefit students who game the system (e.g. by skipping exam days or turning in projects late)?

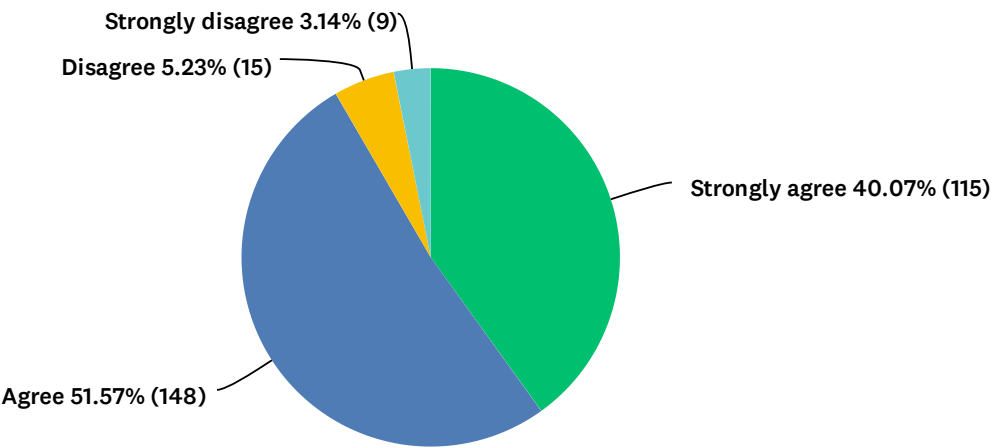
Answered: 289 Skipped: 439



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	17.65%	29.76%	36.33%	16.26%		
	51	86	105	47	289	2.51

Q102 Assessments align with the homework/classroom instruction.

Answered: 287 Skipped: 441

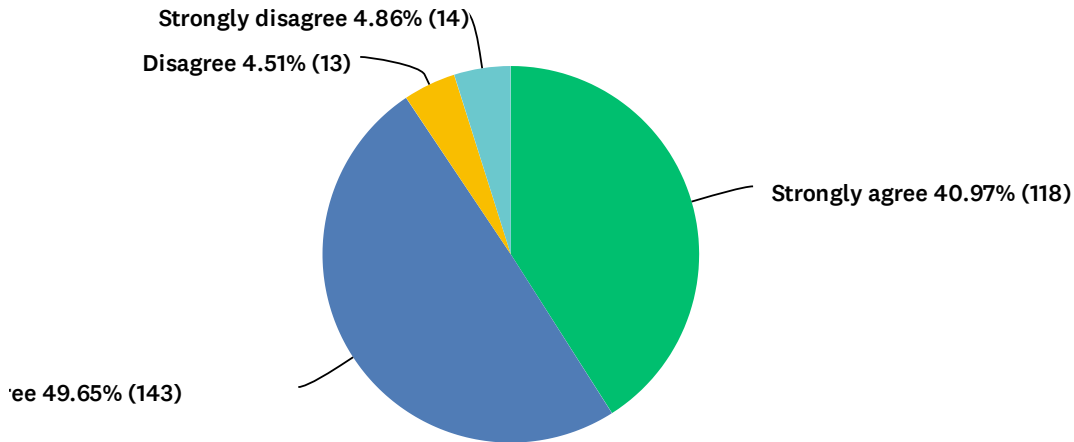


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	40.07% 115	51.57% 148	5.23% 15	3.14% 9	287	1.71

STUDENT ACADEMIC EXPERIENCE SURVEY

Q103 The teacher is reasonably (at least once a week) available outside of class hours for extra support and cares about my success in the class.

Answered: 288 Skipped: 440

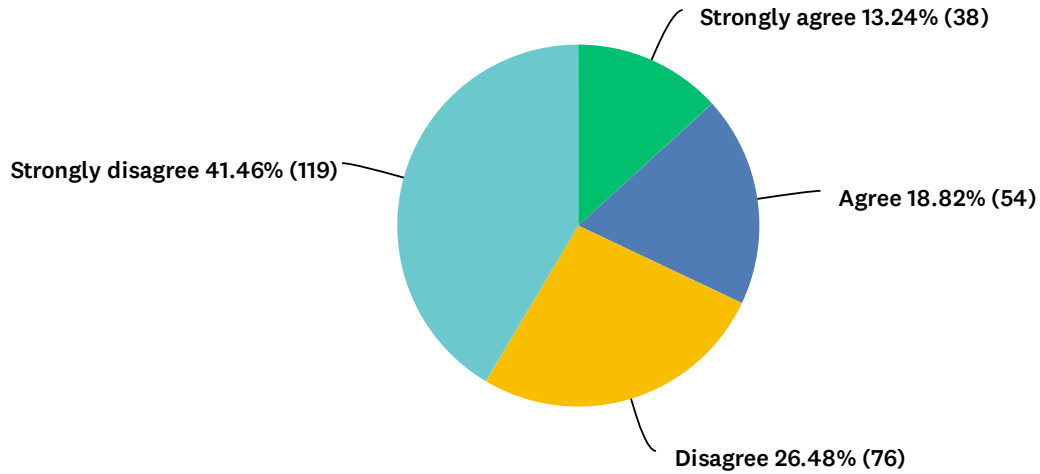


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	40.97% 118	49.65% 143	4.51% 13	4.86% 14	288	1.73

STUDENT ACADEMIC EXPERIENCE SURVEY

Q104 I need to supplement learning with a private tutor or outside academic resources to be successful in this class.

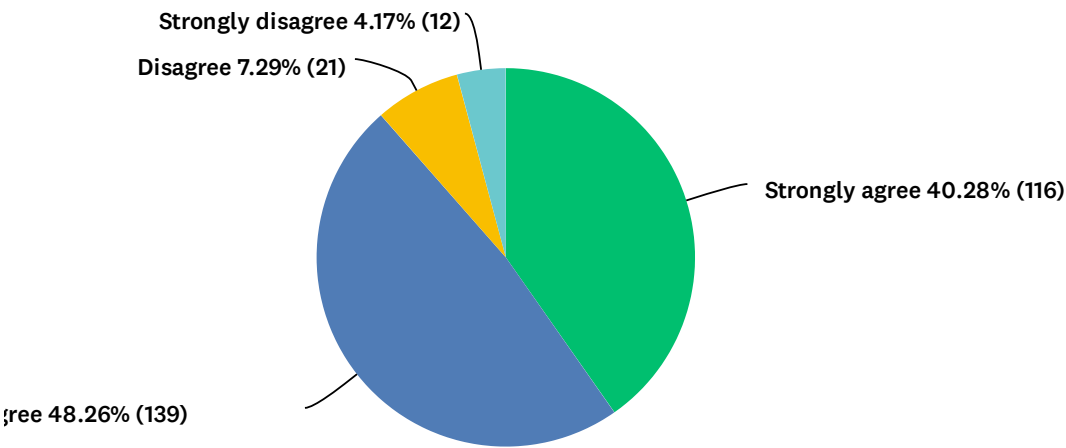
Answered: 287 Skipped: 441



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	13.24% 38	18.82% 54	26.48% 76	41.46% 119	287	2.96

Q105 My teacher engages students during class.

Answered: 288 Skipped: 440

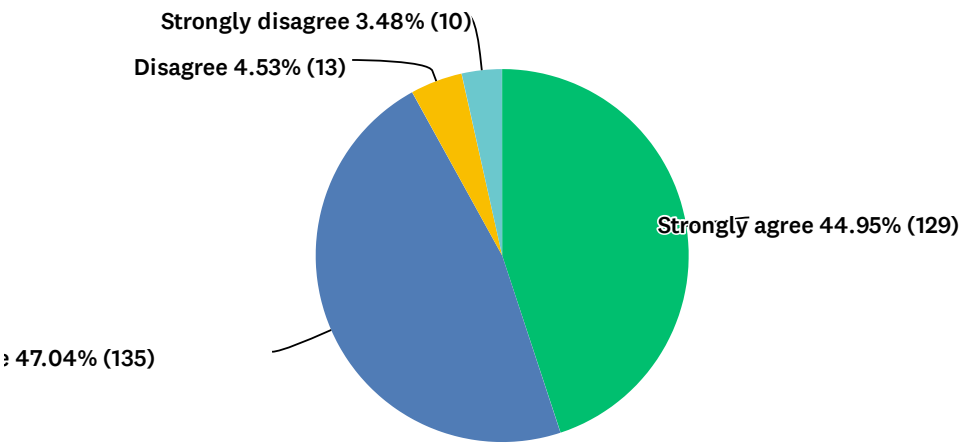


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	40.28% 116	48.26% 139	7.29% 21	4.17% 12	288	1.75

STUDENT ACADEMIC EXPERIENCE SURVEY

Q106 The homework load for this class is manageable.

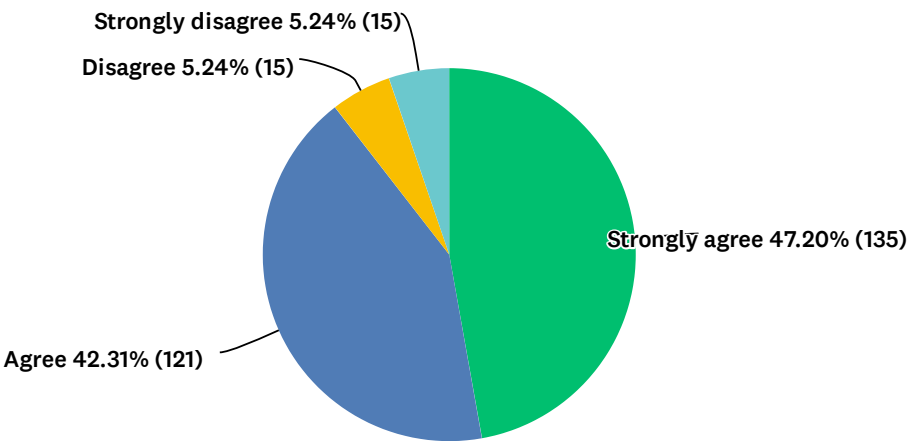
Answered: 287 Skipped: 441



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	44.95% 129	47.04% 135	4.53% 13	3.48% 10	287	1.67

Q107 My teacher treats all students fairly and with respect.

Answered: 286 Skipped: 442

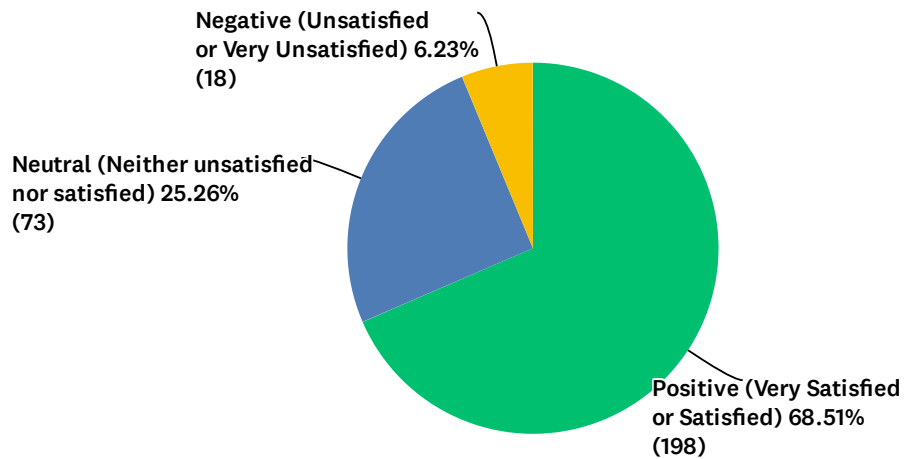


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	47.20% 135	42.31% 121	5.24% 15	5.24% 15	286	1.69

STUDENT ACADEMIC EXPERIENCE SURVEY

Q108 How would you evaluate the overall academic experience you had in this class?

Answered: 289 Skipped: 439



ANSWER CHOICES	RESPONSES	
Positive (Very Satisfied or Satisfied)	68.51%	198
Neutral (Neither unsatisfied nor satisfied)	25.26%	73
Negative (Unsatisfied or Very Unsatisfied)	6.23%	18
TOTAL		289

STUDENT ACADEMIC EXPERIENCE SURVEY

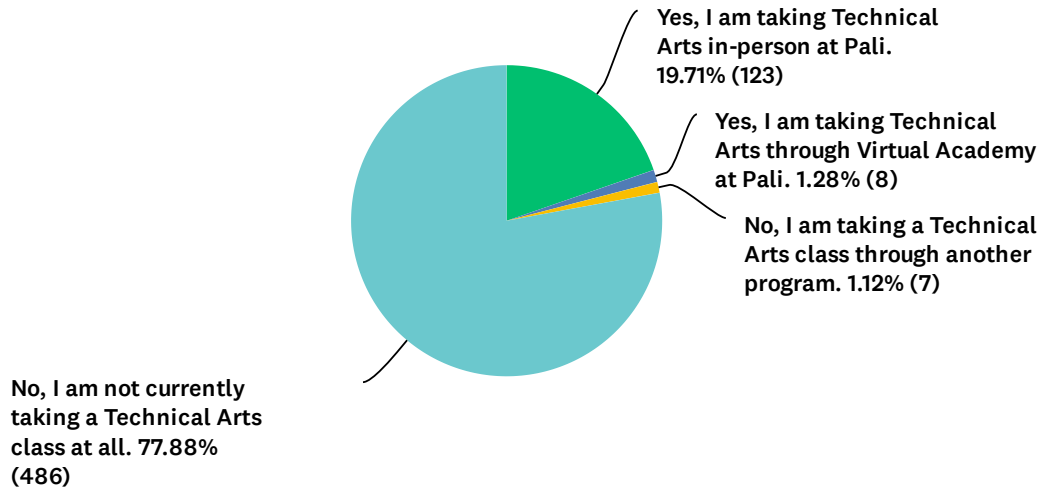
Q109 Is there anything you would like to comment on? Any feedback on things we should start or stop or continue to optimize learning?

Answered: 52 Skipped: 676

STUDENT ACADEMIC EXPERIENCE SURVEY

Q110 Are you currently enrolled in a Technical Arts class at Pali?

Answered: 624 Skipped: 104

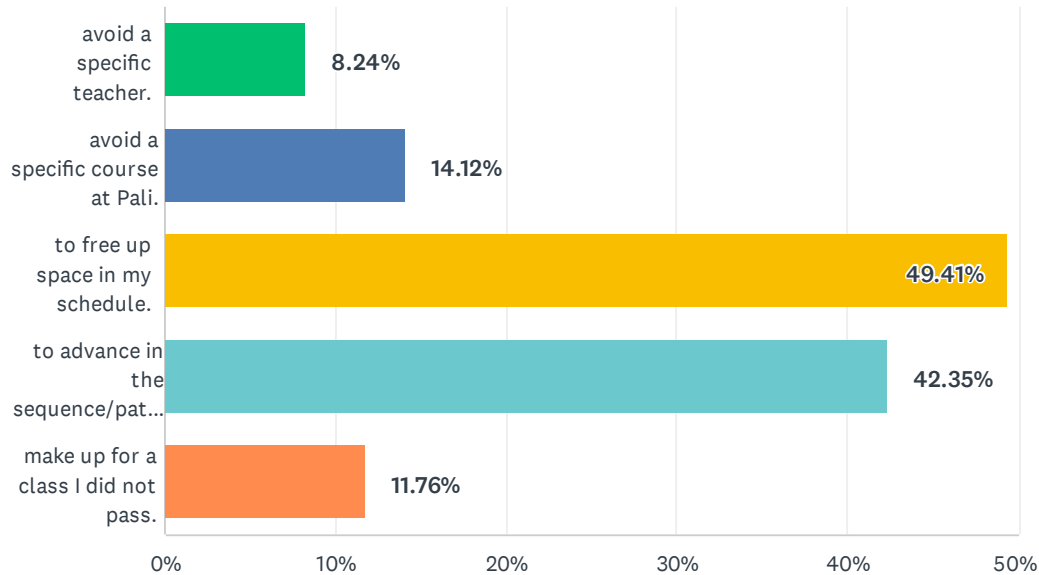


ANSWER CHOICES	RESPONSES	
Yes, I am taking Technical Arts in-person at Pali.	19.71%	123
Yes, I am taking Technical Arts through Virtual Academy at Pali.	1.28%	8
No, I am taking a Technical Arts class through another program.	1.12%	7
No, I am not currently taking a Technical Arts class at all.	77.88%	486
TOTAL		624

STUDENT ACADEMIC EXPERIENCE SURVEY

Q111 I have signed up to take a Pali-offered Technical Arts class online or at an outside school to ... (select all that applies):

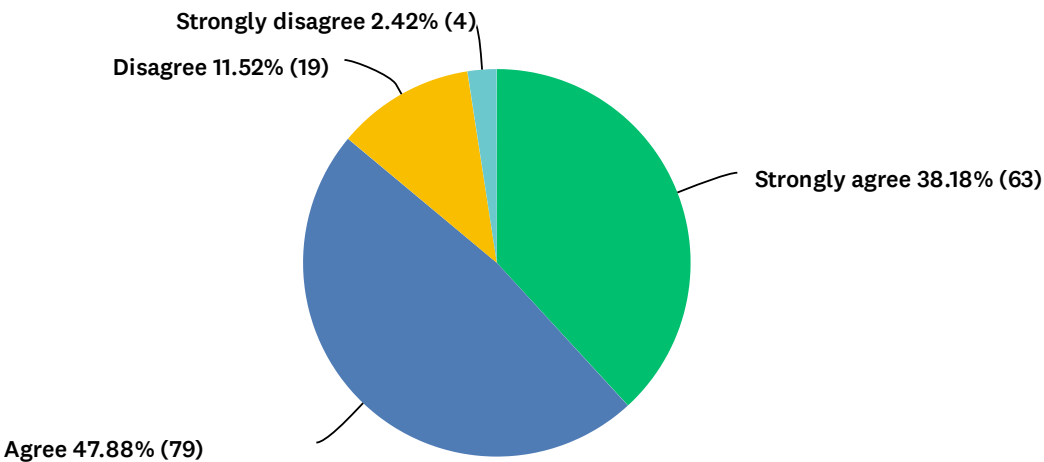
Answered: 85 Skipped: 643



ANSWER CHOICES	RESPONSES	
avoid a specific teacher.	8.24%	7
avoid a specific course at Pali.	14.12%	12
to free up space in my schedule.	49.41%	42
to advance in the sequence/pathway.	42.35%	36
make up for a class I did not pass.	11.76%	10
Total Respondents: 85		

Q112 The teacher's grading policy is clear, consistent and fair.

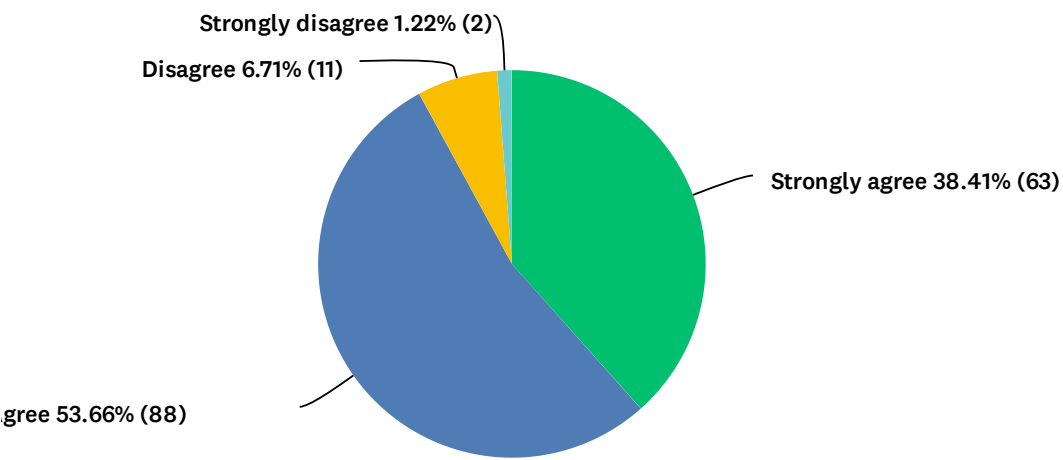
Answered: 165 Skipped: 563



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	38.18%	47.88%	11.52%	2.42%	165	1.78
	63	79	19	4		

Q113 The teacher assigns work that helps me learn the course content.

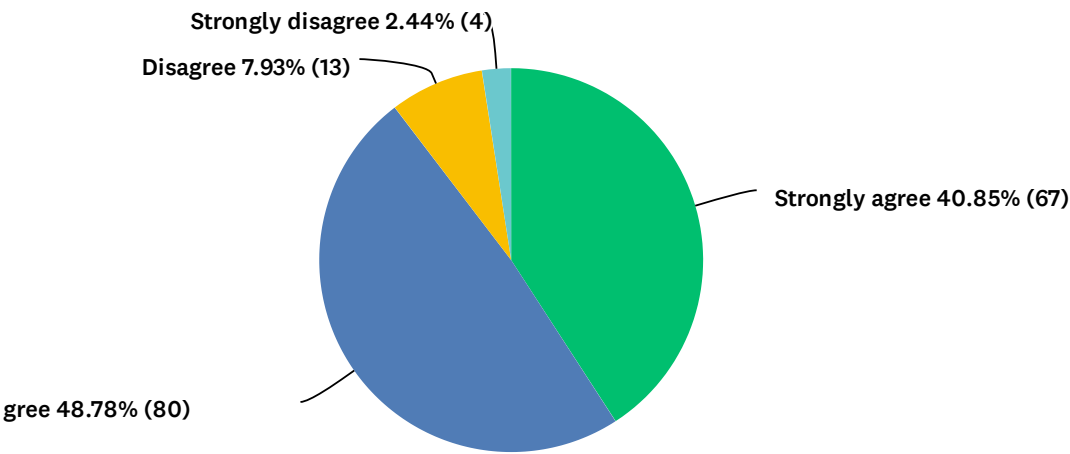
Answered: 164 Skipped: 564



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	38.41%	53.66%	6.71%	1.22%	164	1.71
	63	88	11	2		

Q114 My teacher posts assignments and due dates on Schoology.

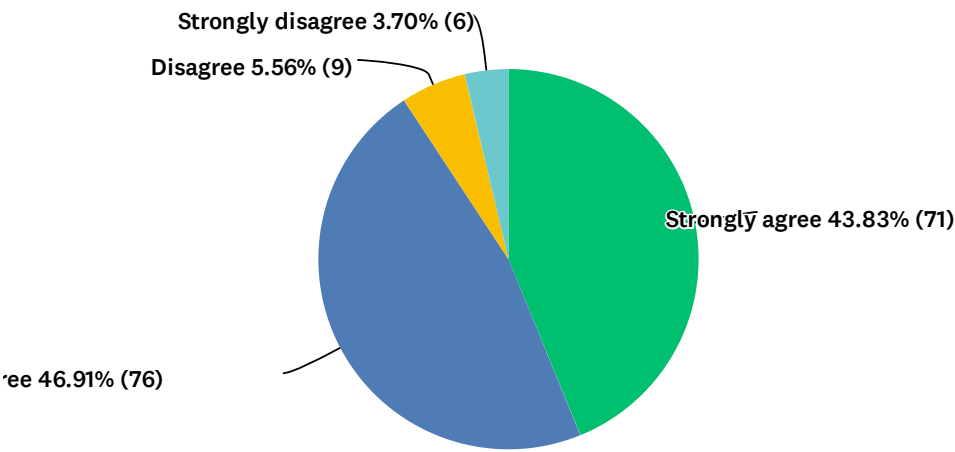
Answered: 164 Skipped: 564



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	40.85% 67	48.78% 80	7.93% 13	2.44% 4	164	1.72

Q115 Schoology is the main place I check for assignments in this class.

Answered: 162 Skipped: 566

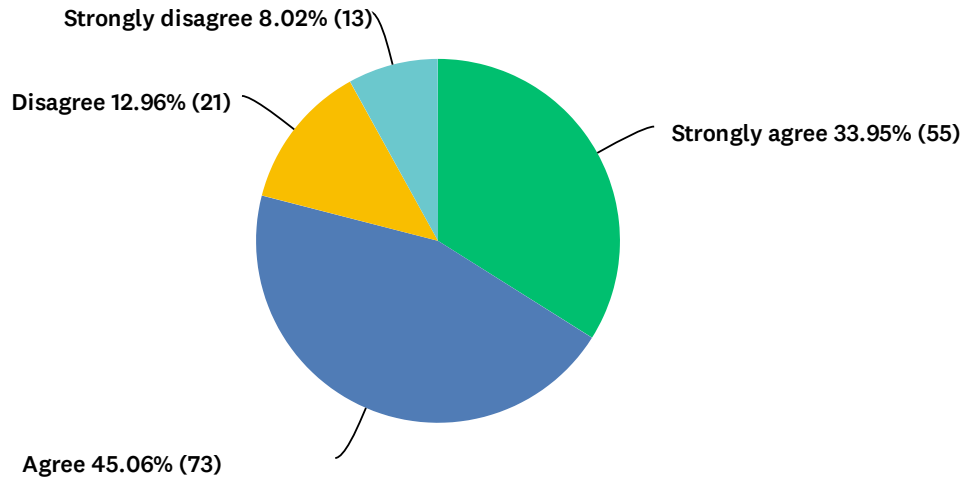


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	43.83% 71	46.91% 76	5.56% 9	3.70% 6	162	1.69

STUDENT ACADEMIC EXPERIENCE SURVEY

Q116 Assignments and assessments are graded and entered in Schoology in a timely manner (within 2 weeks).

Answered: 162 Skipped: 566

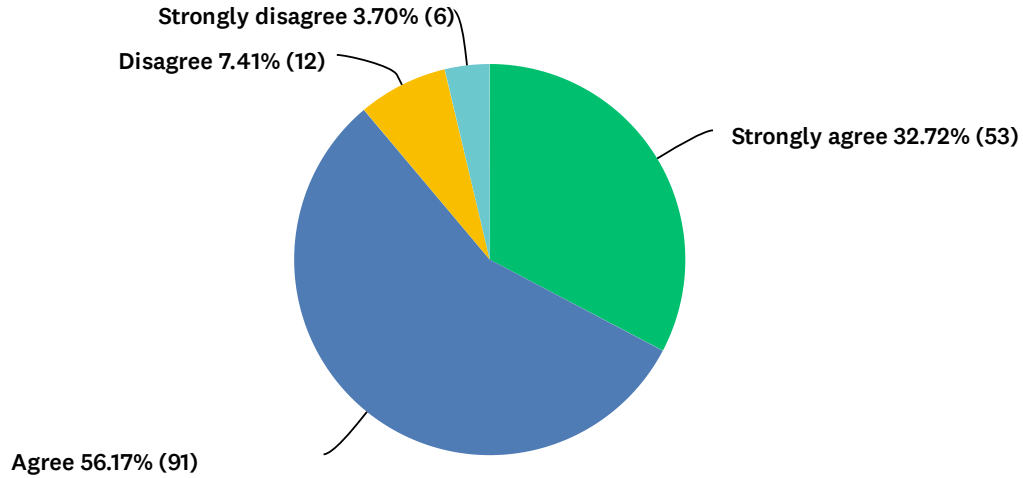


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	33.95%	45.06%	12.96%	8.02%		
	55	73	21	13	162	1.95

STUDENT ACADEMIC EXPERIENCE SURVEY

Q117 I have opportunities to review graded assignments and assessments during class or office hours that are reasonably accessible for me.

Answered: 162 Skipped: 566

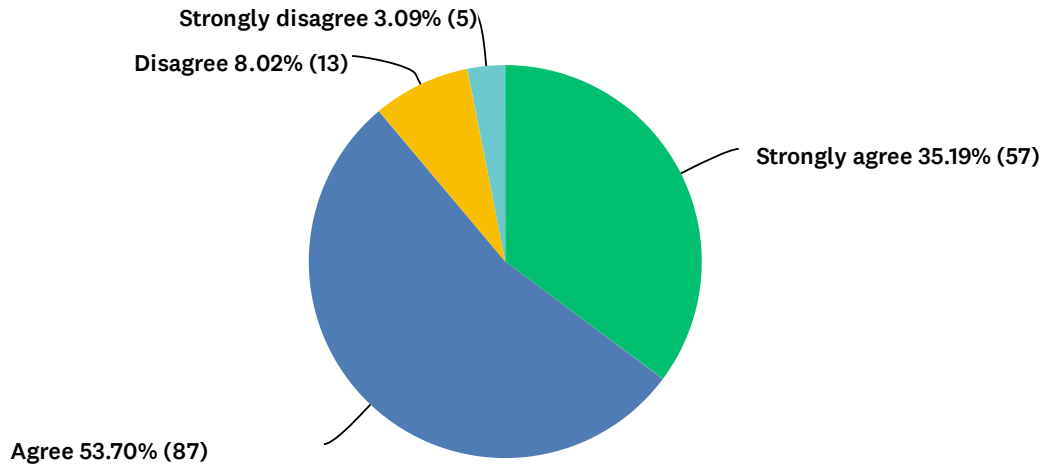


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	32.72% 53	56.17% 91	7.41% 12	3.70% 6	162	1.82

STUDENT ACADEMIC EXPERIENCE SURVEY

Q118 The teacher checks for understanding material and gives me feedback that helps me learn from mistakes and improve my grade.

Answered: 162 Skipped: 566

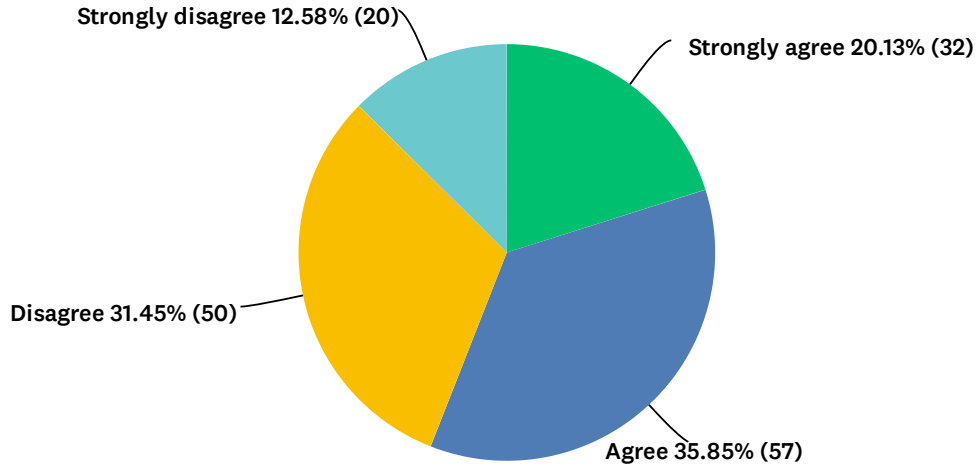


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	35.19%	53.70%	8.02%	3.09%	162	1.79
	57	87	13	5		

STUDENT ACADEMIC EXPERIENCE SURVEY

Q119 Does the teacher's grading policy benefit students who game the system (e.g. by skipping exam days or turning in projects late)?

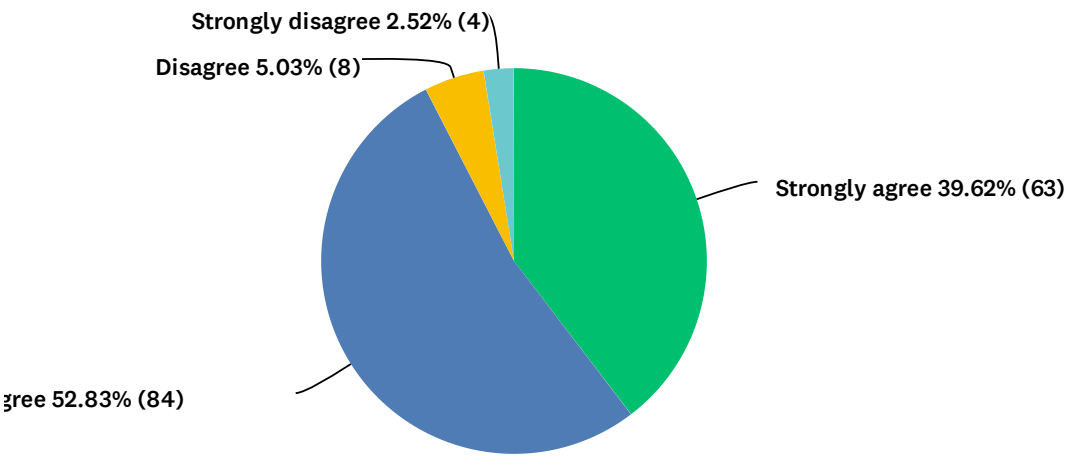
Answered: 159 Skipped: 569



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	20.13%	35.85%	31.45%	12.58%	159	2.36
	32	57	50	20		

Q120 Assessments align with the homework/classroom instruction.

Answered: 159
 Skipped: 569

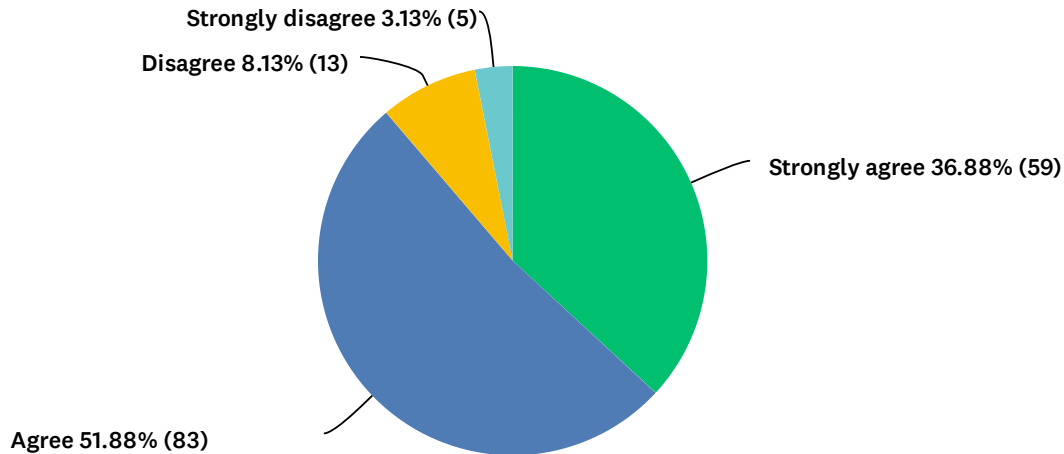


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	39.62%	52.83%	5.03%	2.52%	159	1.70
	63	84	8	4		

STUDENT ACADEMIC EXPERIENCE SURVEY

Q121 The teacher is reasonably (at least once a week) available outside of class hours for extra support and cares about my success in the class.

Answered: 160 Skipped: 568

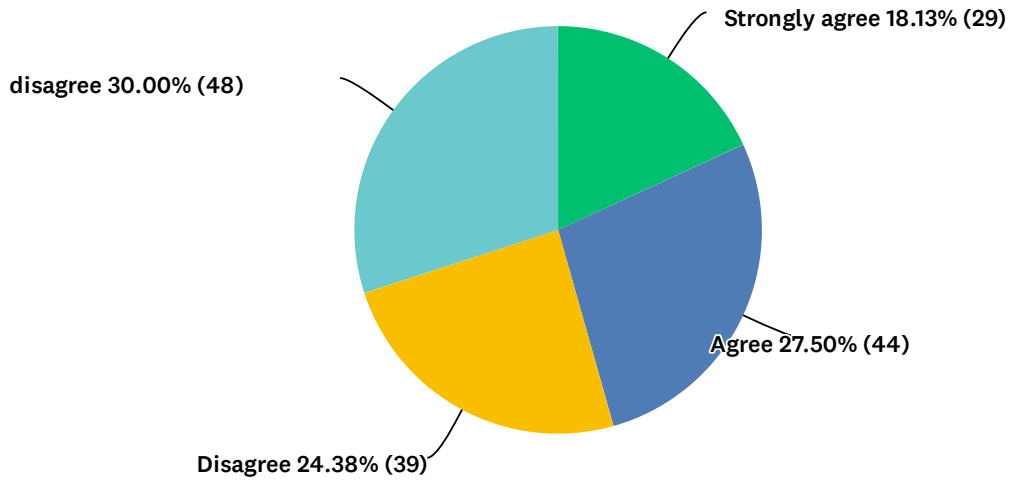


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	36.88%	51.88%	8.13%	3.13%	160	1.77
	59	83	13	5		

STUDENT ACADEMIC EXPERIENCE SURVEY

Q122 I need to supplement learning with a private tutor or outside academic resources to be successful in this class.

Answered: 160 Skipped: 568

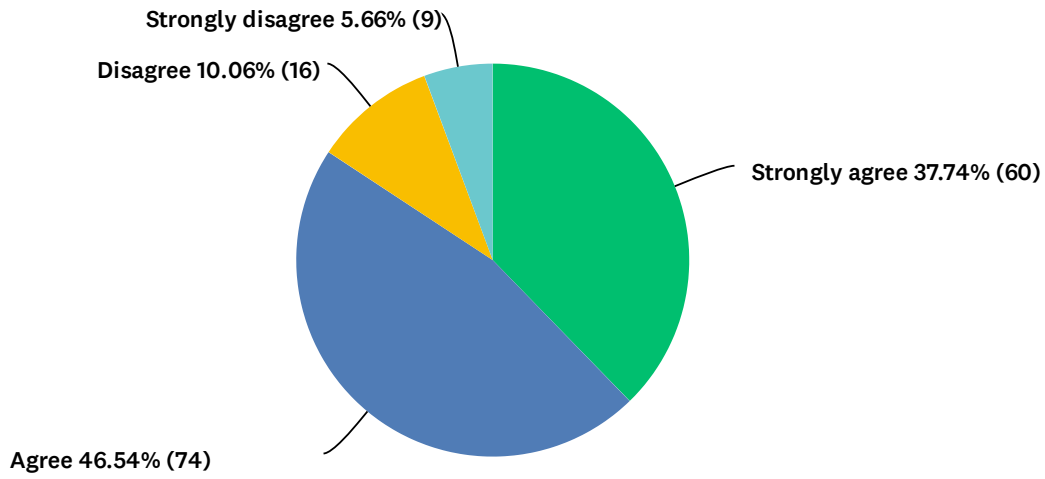


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	18.13% 29	27.50% 44	24.38% 39	30.00% 48	160	2.66

STUDENT ACADEMIC EXPERIENCE SURVEY

Q123 My teacher engages students during class.

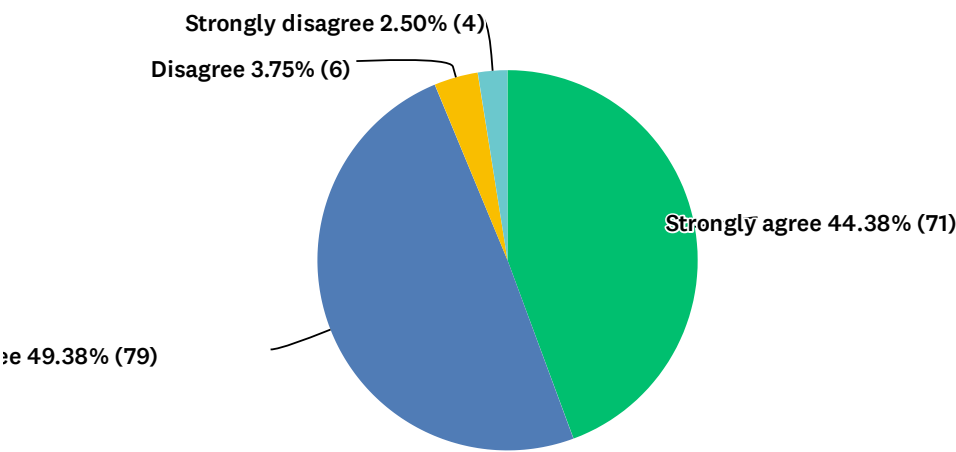
Answered: 159 Skipped: 569



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	37.74%	46.54%	10.06%	5.66%	159	1.84
	60	74	16	9		

Q124 The homework load for this class is manageable.

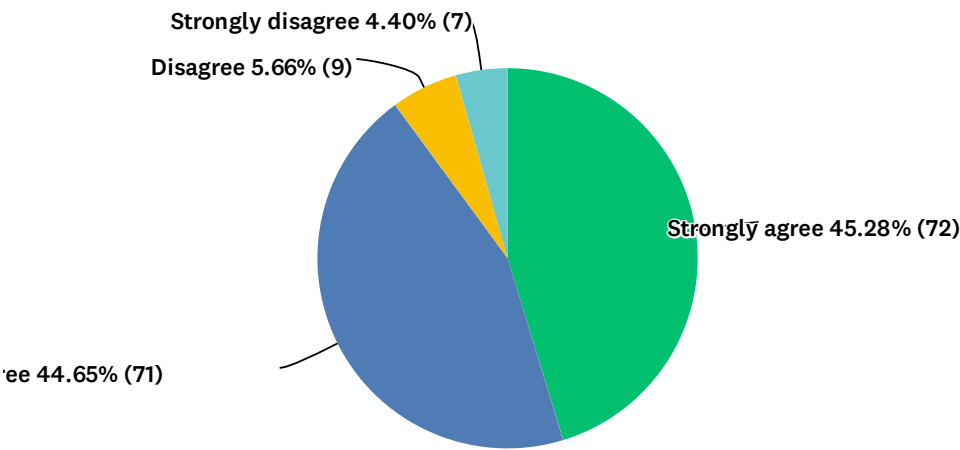
Answered: 160 Skipped: 568



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	44.38% 71	49.38% 79	3.75% 6	2.50% 4	160	1.64

Q125 My teacher treats all students fairly and with respect.

Answered: 159 Skipped: 569

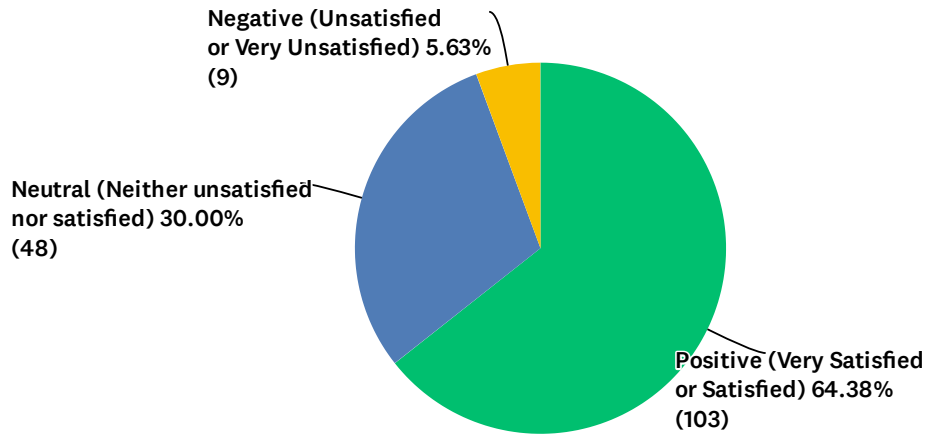


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	45.28% 72	44.65% 71	5.66% 9	4.40% 7	159	1.69

STUDENT ACADEMIC EXPERIENCE SURVEY

Q126 How would you evaluate the overall academic experience you had in this class?

Answered: 160 Skipped: 568



ANSWER CHOICES	RESPONSES	
Positive (Very Satisfied or Satisfied)	64.38%	103
Neutral (Neither unsatisfied nor satisfied)	30.00%	48
Negative (Unsatisfied or Very Unsatisfied)	5.63%	9
TOTAL		160

STUDENT ACADEMIC EXPERIENCE SURVEY

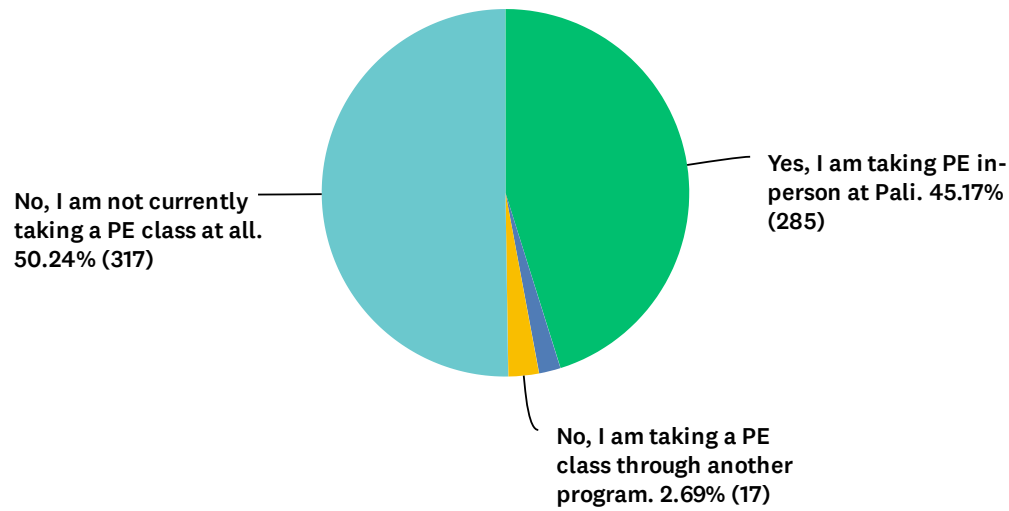
Q127 Is there anything you would like to comment on? Any feedback on things we should start or stop or continue to optimize learning?

Answered: 29 Skipped: 699

STUDENT ACADEMIC EXPERIENCE SURVEY

Q128 Are you currently enrolled in a PE class at Pali?

Answered: 631 Skipped: 97

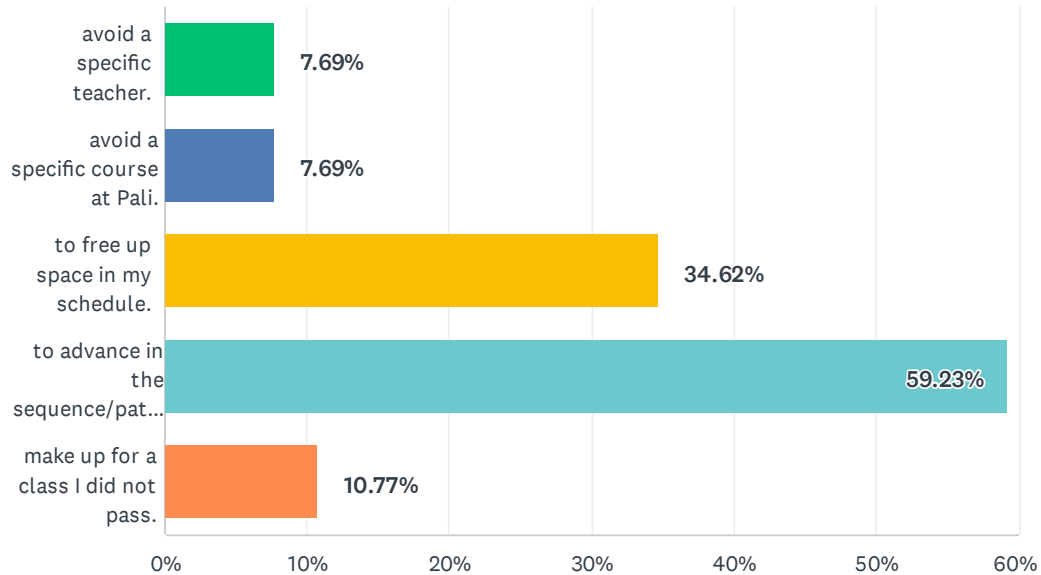


ANSWER CHOICES	RESPONSES	
Yes, I am taking PE in-person at Pali.	45.17%	285
Yes, I am taking PE through Virtual Academy at Pali.	1.90%	12
No, I am taking a PE class through another program.	2.69%	17
No, I am not currently taking a PE class at all.	50.24%	317
TOTAL		631

STUDENT ACADEMIC EXPERIENCE SURVEY

Q129 I have signed up to take a Pali-offered PE class online or at an outside school to ... (select all that applies):

Answered: 130 Skipped: 598

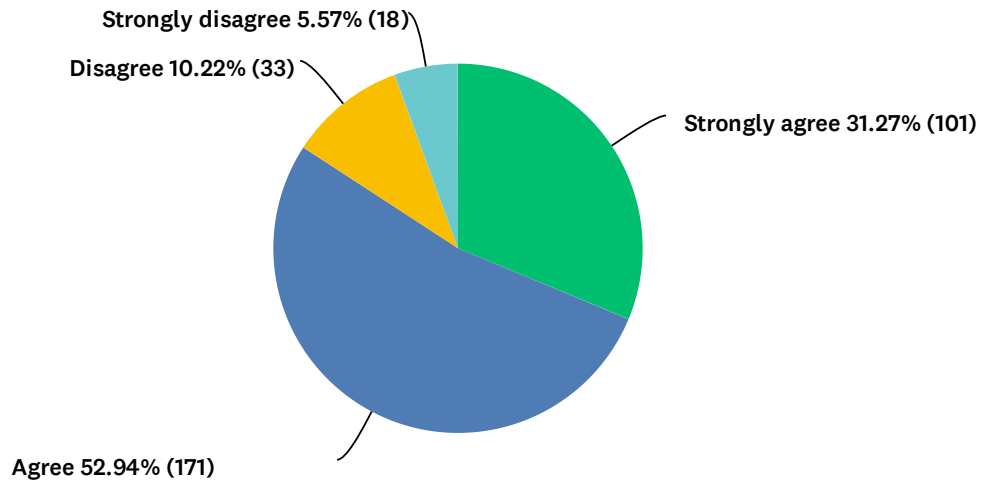


ANSWER CHOICES	RESPONSES	
avoid a specific teacher.	7.69%	10
avoid a specific course at Pali.	7.69%	10
to free up space in my schedule.	34.62%	45
to advance in the sequence/pathway.	59.23%	77
make up for a class I did not pass.	10.77%	14
Total Respondents: 130		

STUDENT ACADEMIC EXPERIENCE SURVEY

Q130 The teacher's grading policy is clear, consistent and fair.

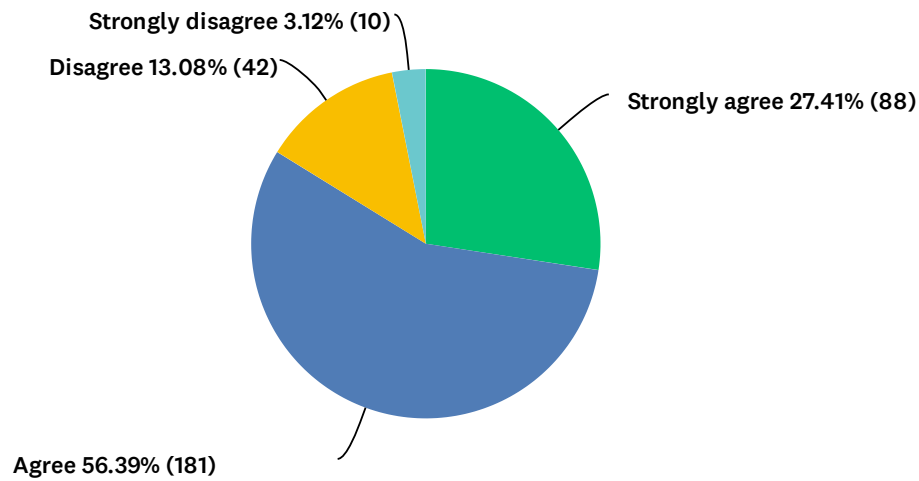
Answered: 323 Skipped: 405



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	31.27% 101	52.94% 171	10.22% 33	5.57% 18	323	1.90

Q131 The teacher assigns work that helps me learn the course content.

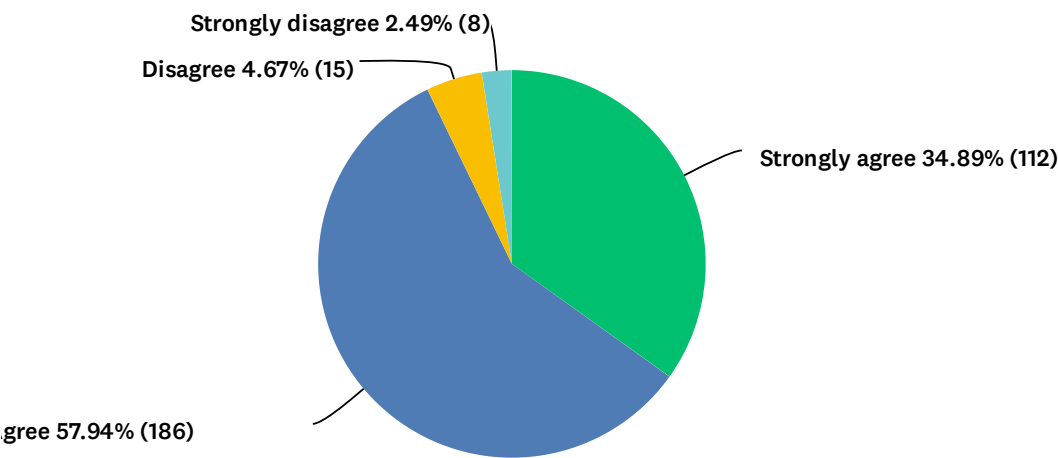
Answered: 321 Skipped: 407



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	27.41%	56.39%	13.08%	3.12%	321	1.92
	88	181	42	10		

Q132 My teacher posts assignments and due dates on Schoology.

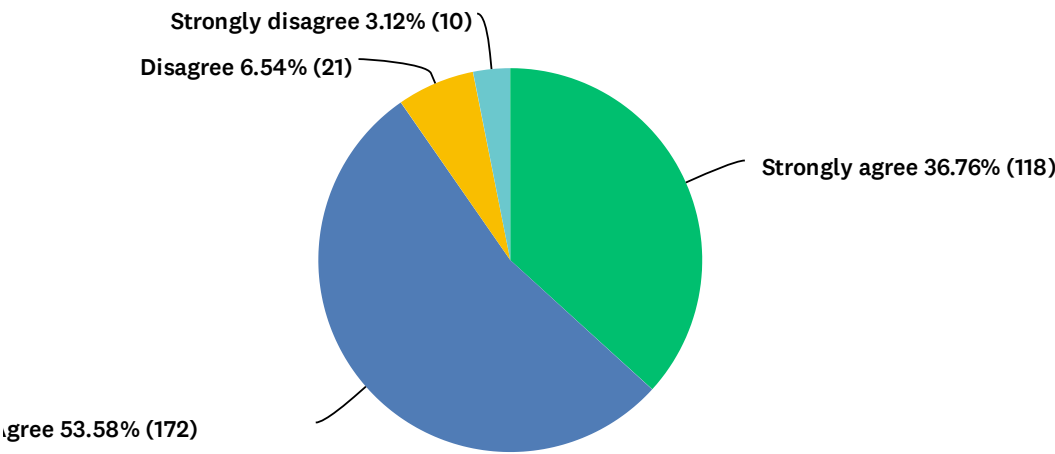
Answered: 321 Skipped: 407



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	34.89% 112	57.94% 186	4.67% 15	2.49% 8	321	1.75

Q133 Schoology is the main place I check for assignments in this class.

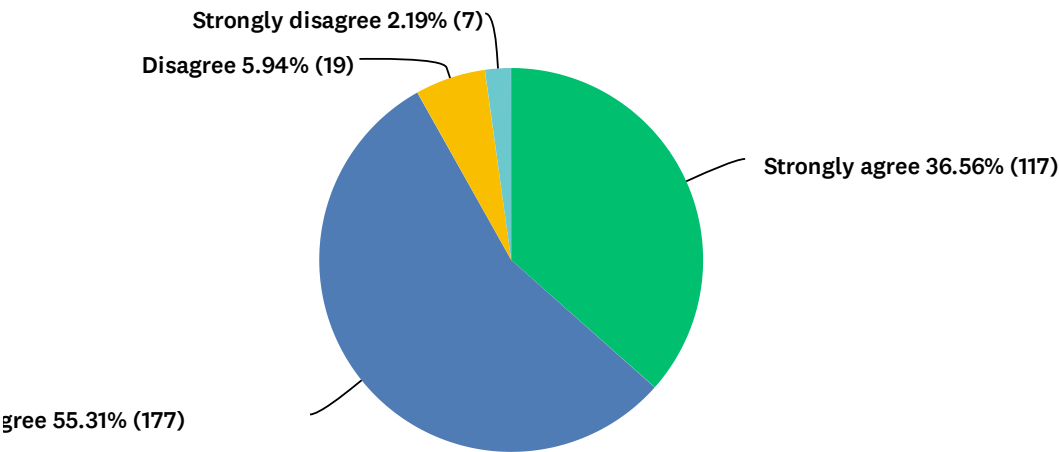
Answered: 321 Skipped: 407



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	36.76% 118	53.58% 172	6.54% 21	3.12% 10	321	1.76

Q134 Assignments and assessments are graded and entered in Schoology in a timely manner (within 2 weeks).

Answered: 320 Skipped: 408

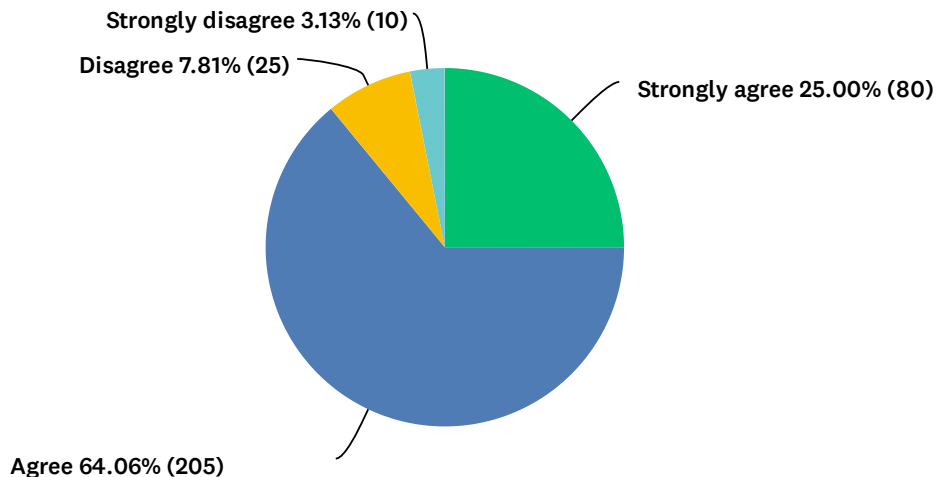


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	36.56% 117	55.31% 177	5.94% 19	2.19% 7	320	1.74

STUDENT ACADEMIC EXPERIENCE SURVEY

Q135 I have opportunities to review graded assignments and assessments during class or office hours that are reasonably accessible for me.

Answered: 320 Skipped: 408

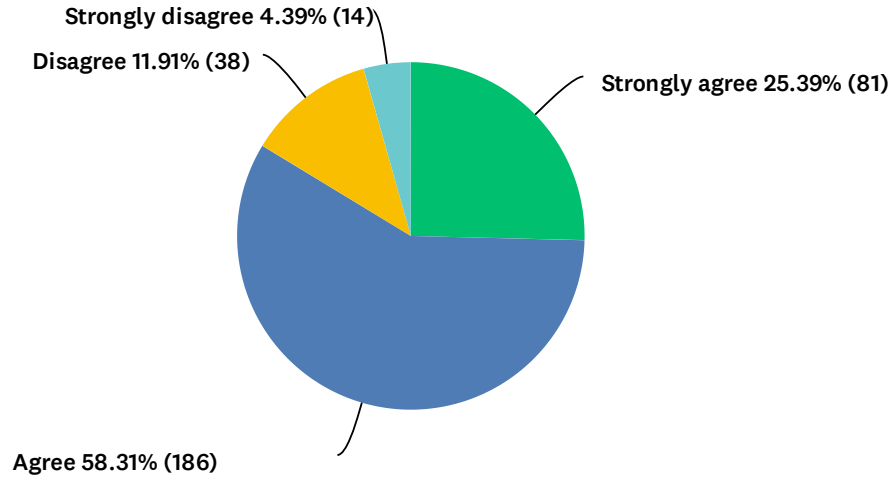


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	25.00% 80	64.06% 205	7.81% 25	3.13% 10	320	1.89

STUDENT ACADEMIC EXPERIENCE SURVEY

Q136 The teacher checks for understanding material and gives me feedback that helps me learn from mistakes and improve my grade.

Answered: 319 Skipped: 409

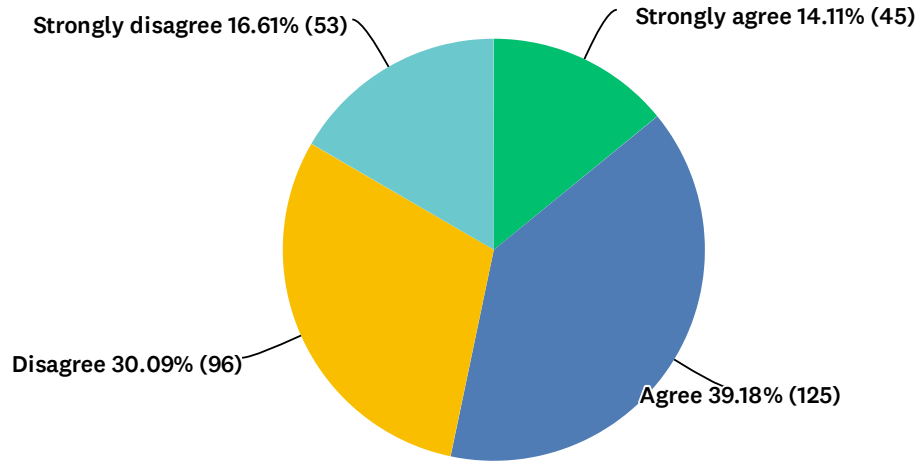


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	25.39% 81	58.31% 186	11.91% 38	4.39% 14	319	1.95

STUDENT ACADEMIC EXPERIENCE SURVEY

Q137 Does the teacher's grading policy benefit students who game the system (e.g. by skipping exam days or turning in projects late)?

Answered: 319 Skipped: 409

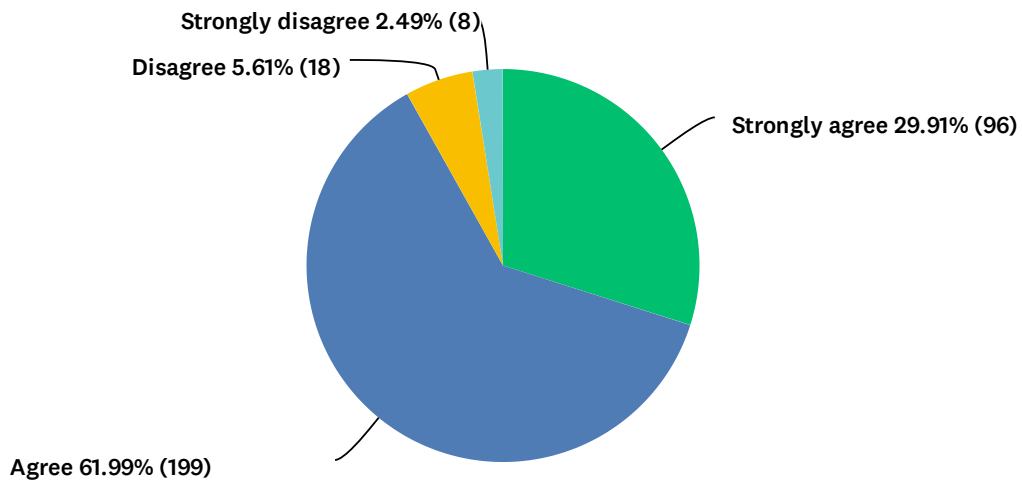


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	14.11%	39.18%	30.09%	16.61%		
	45	125	96	53	319	2.49

STUDENT ACADEMIC EXPERIENCE SURVEY

Q138 Assessments align with the homework/classroom instruction.

Answered: 321 Skipped: 407

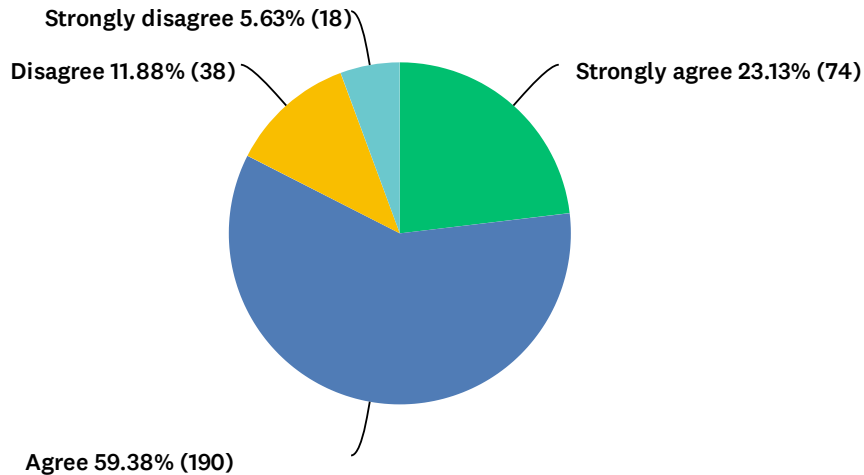


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	29.91%	61.99%	5.61%	2.49%	321	1.81
	96	199	18	8		

STUDENT ACADEMIC EXPERIENCE SURVEY

Q139 The teacher is reasonably (at least once a week) available outside of class hours for extra support and cares about my success in the class.

Answered: 320 Skipped: 408

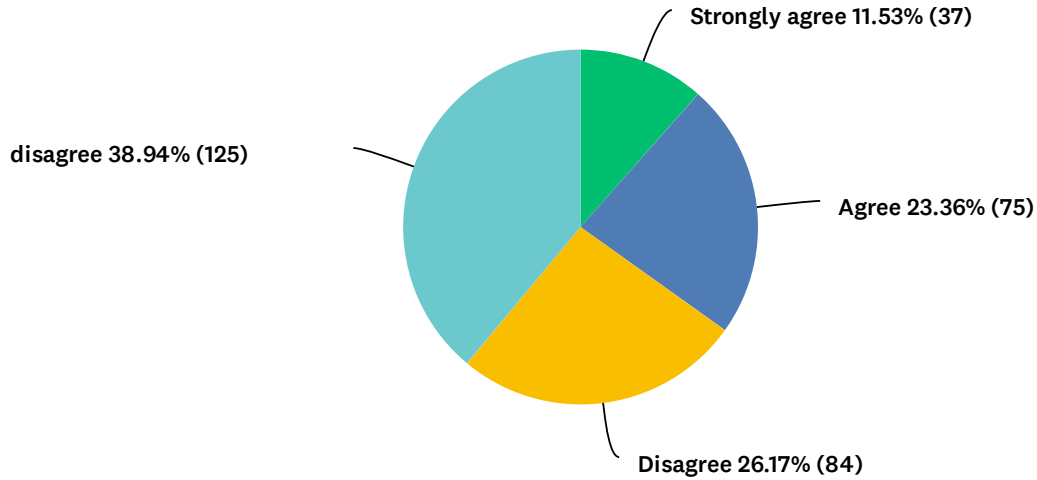


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	23.13% 74	59.38% 190	11.88% 38	5.63% 18	320	2.00

STUDENT ACADEMIC EXPERIENCE SURVEY

Q140 I need to supplement learning with a private tutor or outside academic resources to be successful in this class.

Answered: 321 Skipped: 407

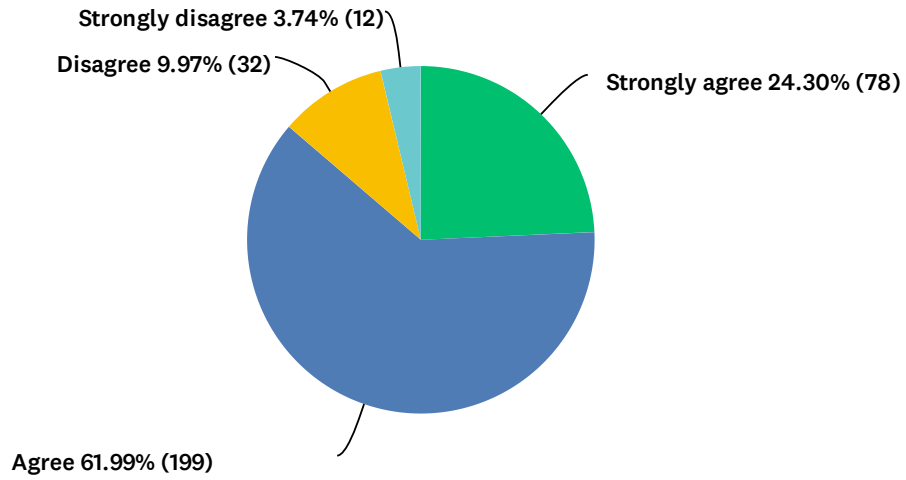


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	11.53% 37	23.36% 75	26.17% 84	38.94% 125	321	2.93

STUDENT ACADEMIC EXPERIENCE SURVEY

Q141 My teacher engages students during class.

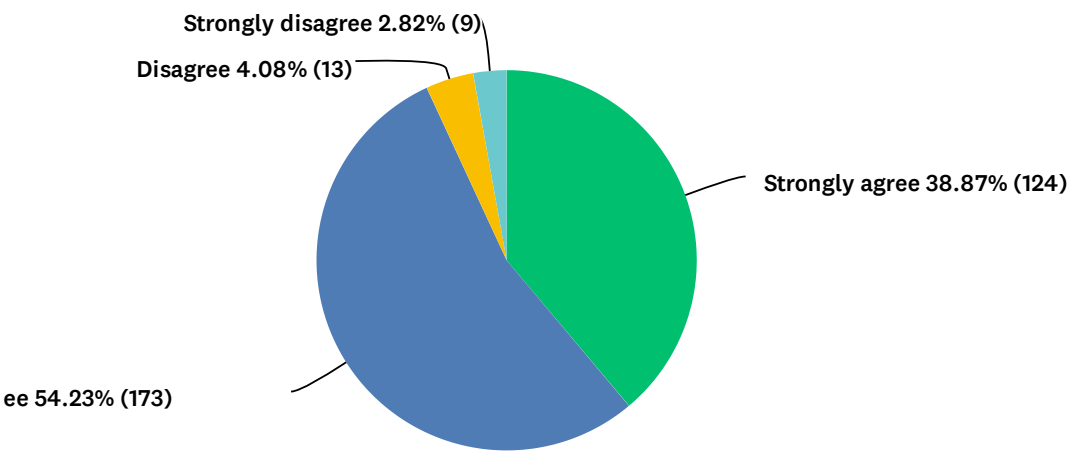
Answered: 321 Skipped: 407



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	24.30%	61.99%	9.97%	3.74%		
	78	199	32	12	321	1.93

Q142 The homework load for this class is manageable.

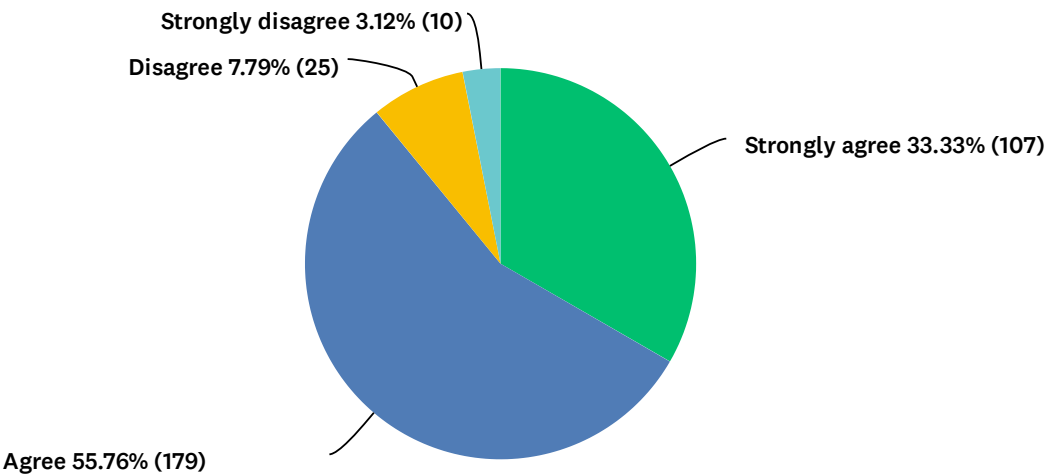
Answered: 319 Skipped: 409



	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	38.87% 124	54.23% 173	4.08% 13	2.82% 9	319	1.71

Q143 My teacher treats all students fairly and with respect.

Answered: 321 Skipped: 407

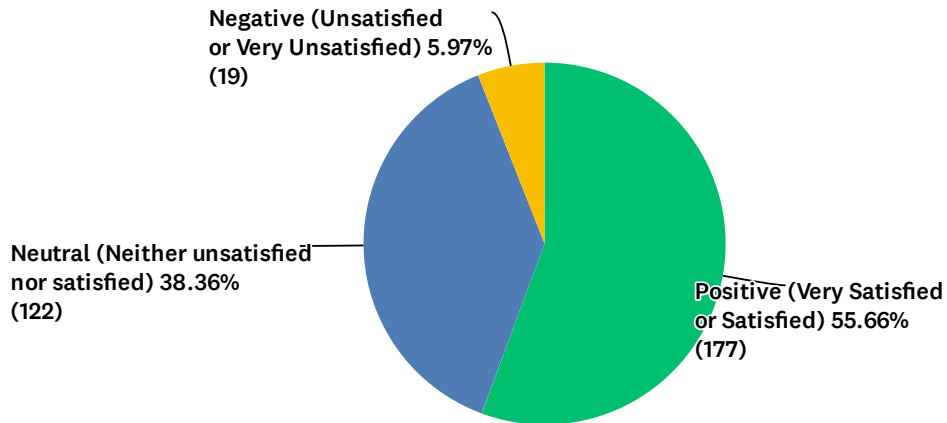


	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
(no label)	33.33% 107	55.76% 179	7.79% 25	3.12% 10	321	1.81

STUDENT ACADEMIC EXPERIENCE SURVEY

Q144 How would you evaluate the overall academic experience you had in this class?

Answered: 318 Skipped: 410



ANSWER CHOICES	RESPONSES	
Positive (Very Satisfied or Satisfied)	55.66%	177
Neutral (Neither unsatisfied nor satisfied)	38.36%	122
Negative (Unsatisfied or Very Unsatisfied)	5.97%	19
TOTAL		318

STUDENT ACADEMIC EXPERIENCE SURVEY

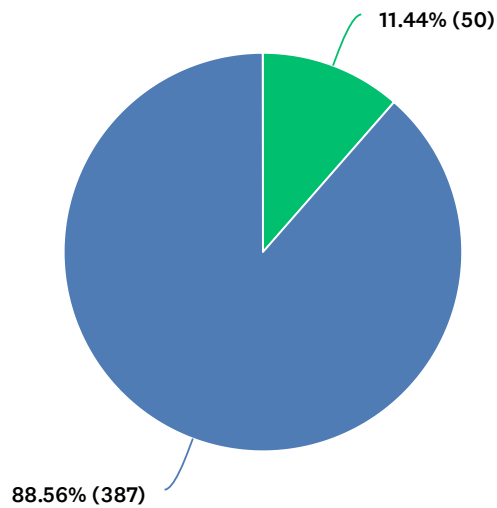
Q145 Is there anything you would like to comment on? Any feedback on things we should start or stop or continue to optimize learning?

Answered: 51 Skipped: 677

Q1

437 responses

Does your child ever feel unsafe at school?



Yes

No

Answer Choices



Yes



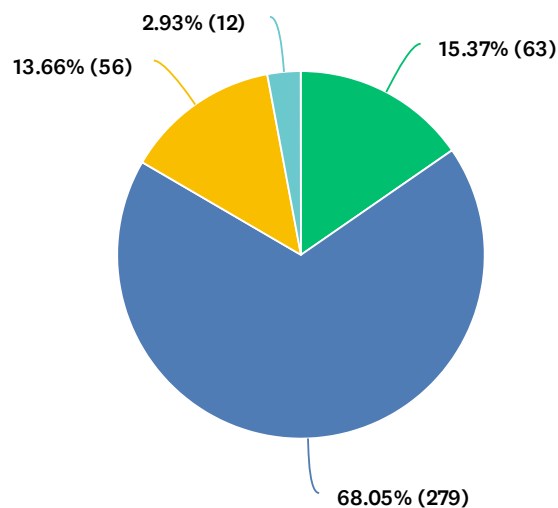
No

Total

Q2

410 responses

Bullying or harassment is taken seriously and dealt with appropriately.



Strongly agree

- Agree
- Disagree
- Strongly disagree

	Strongly agree	Agree	Disagree	Strongly disagree	Total
(no label)	15.37%	68.05%	13.66%	2.93%	410
	63	279	56	12	410

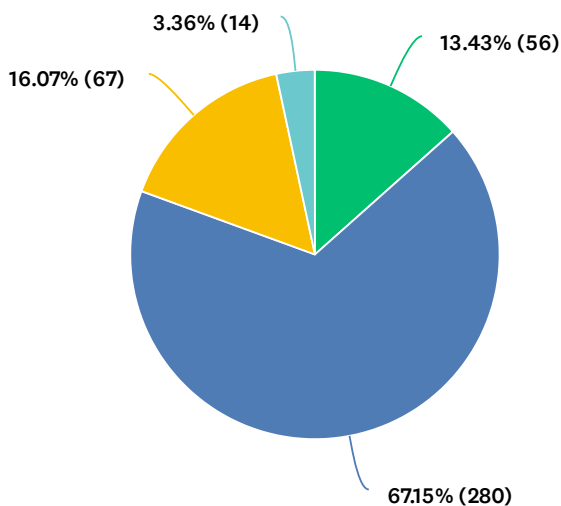


1 answers are combined

Q3

417 responses

I find the school DISCIPLINARY policies to be clear, fair and consistently applied.



- Strongly agree
- Agree
- Disagree
- Strongly disagree

	Strongly agree	Agree	Disagree	Strongly disagree	Total
(no label)	13.43%	67.15%	16.07%	3.36%	417
	56	280	67	14	417

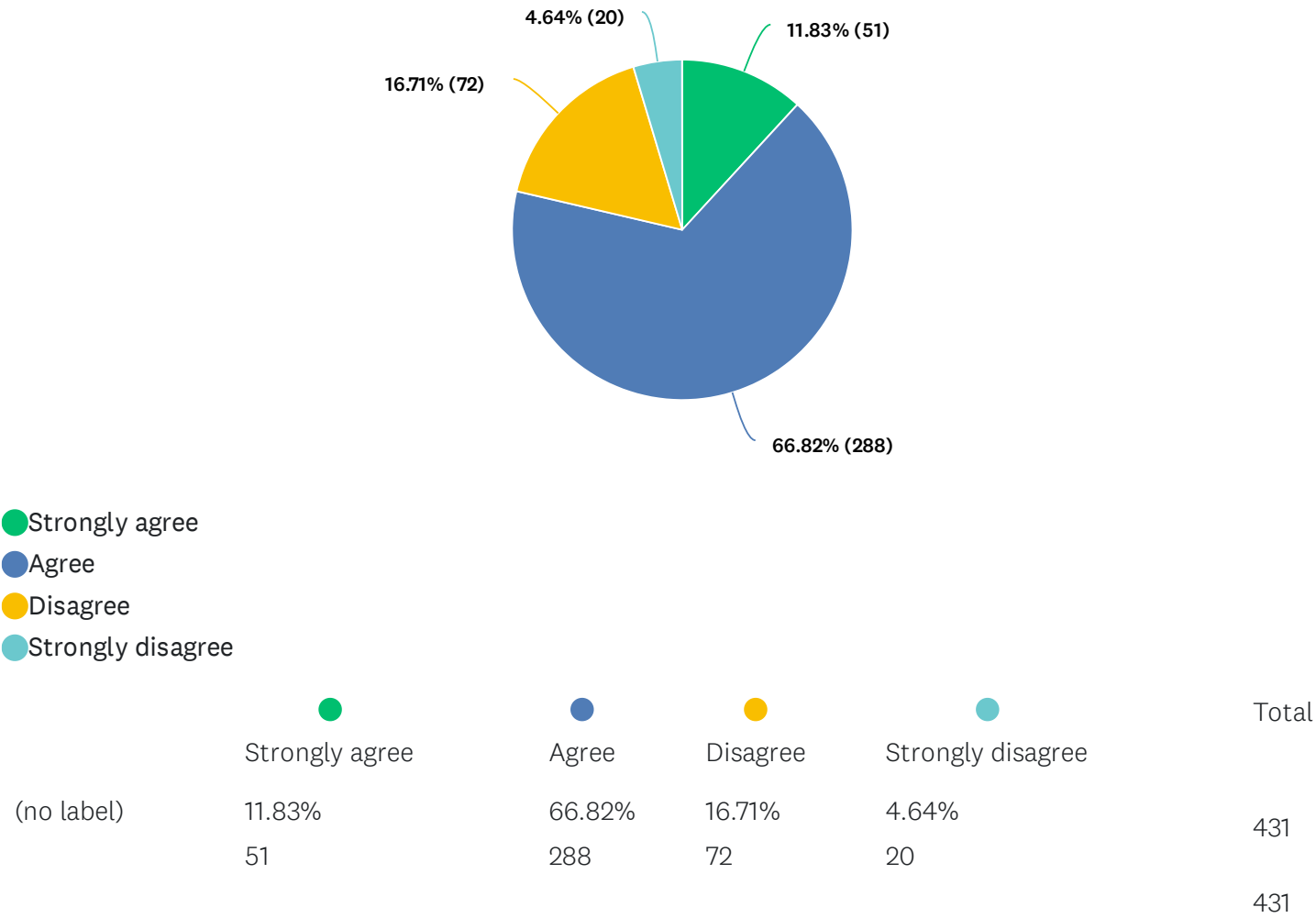


1 answers are combined

Q4

431 responses

Teachers/administrators create a school environment that encourages learning.

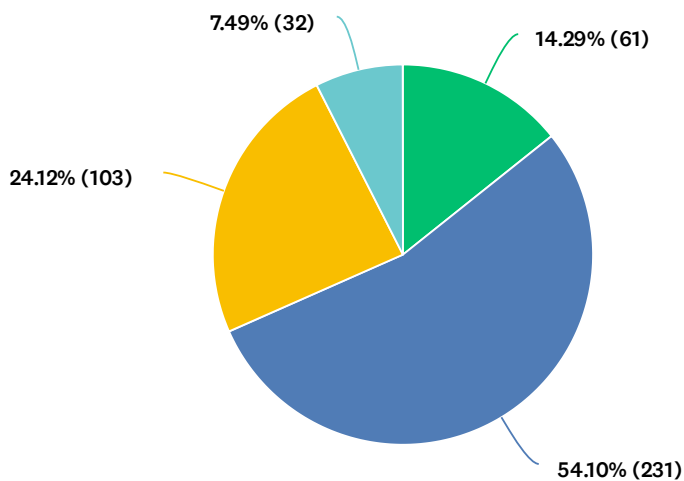


1 answers are combined

Q5

427 responses

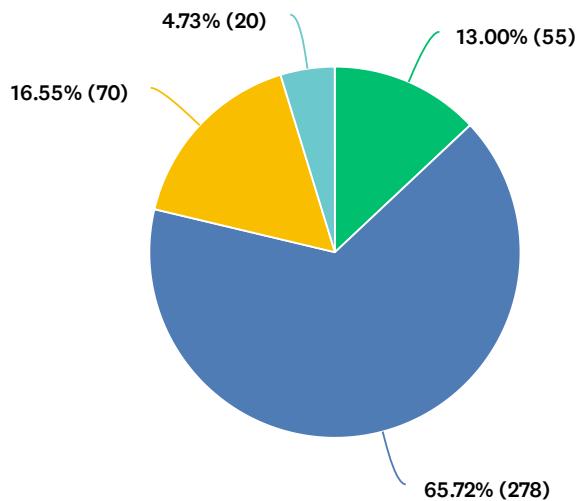
The school provides effective systems of academic support that address my student's needs including interventions and assistance.



- Strongly agree
- Agree
- Disagree
- Strongly disagree

	Strongly agree	Agree	Disagree	Strongly disagree	Total
(no label)	14.29%	54.10%	24.12%	7.49%	427
	61	231	103	32	427

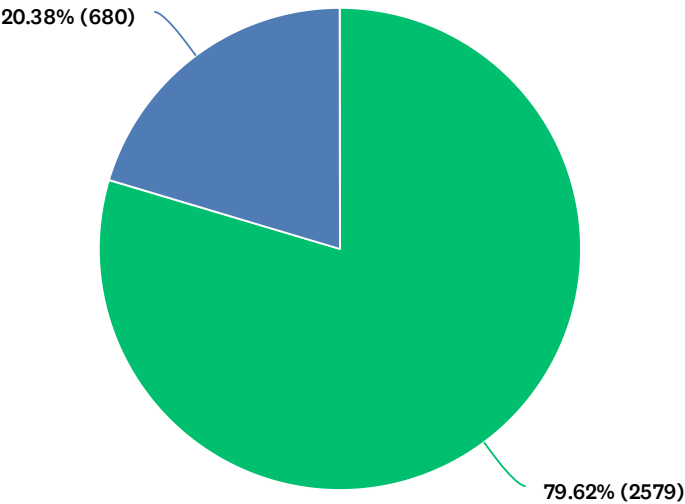
ⓘ
 1 answers are combined
 Q6
 423 responses
 I find the school ACADEMIC policies to be clear, fair and consistently applied.



- Strongly agree
- Agree
- Disagree
- Strongly disagree

	Strongly agree	Agree	Disagree	Strongly disagree	Total
(no label)	13.00%	65.72%	16.55%	4.73%	423
	55	278	70	20	423

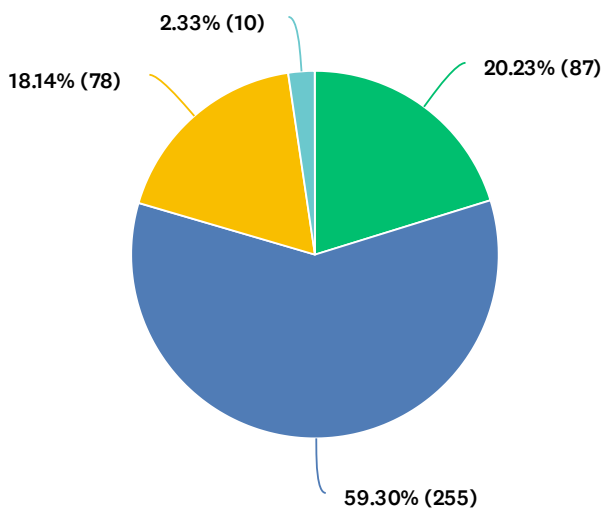
 1 answers are combined
Q7
435 responses
I am satisfied with the quality of my child's education in this department



- Yes
- No

	Yes	No	Total
I am satisfied with the quality of my child's education in this department	636.96%	163.04%	3259
	2579	680	3259

 8 answers are combined
Q8
430 responses
The school encourages students to enroll in rigorous courses.



- Strongly agree
- Agree
- Disagree
- Strongly disagree

	Strongly agree	Agree	Disagree	Strongly disagree	Total
(no label)	20.23%	59.30%	18.14%	2.33%	430
	87	255	78	10	430

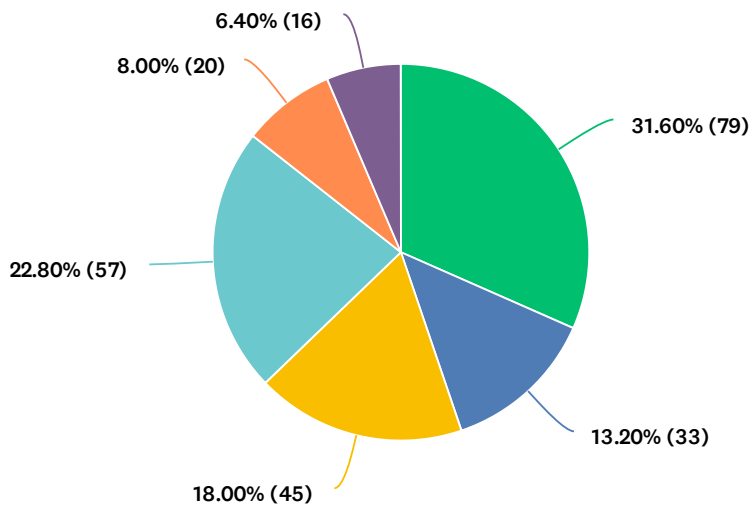


1 answers are combined

Q9

250 responses

My child has signed up to take a Pali-offered course at an outside school to



- avoid a specific teacher at...
- avoid a specific course at ...
- to free up space in my stud...
- to advance in the sequence/...
- make up for a class that my...
- because a space in a desire...

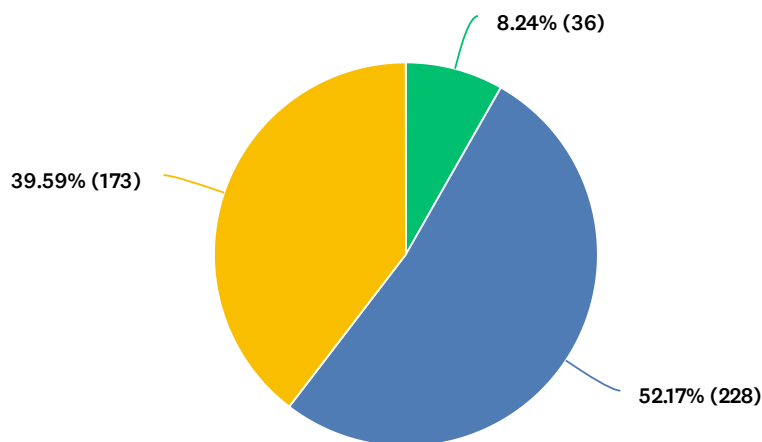
Answer Choices

	Percentage	Responses
●	31.60%	79
avoid a specific teacher at Pali.		
●	13.20%	33
avoid a specific course at Pali.		
●	18.00%	45
to free up space in my student's schedule.		
●	22.80%	57
to advance in the sequence/pathway.		
●	8.00%	20
make up for a class that my student did not pass.		
●	6.40%	16
because a space in a desired course at Pali was not available.		
Total		250

Q10

437 responses

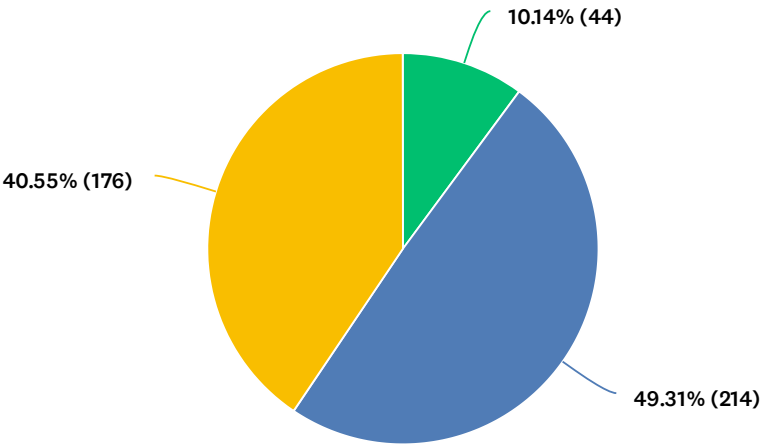
How satisfied are you with the frequency of communication from the school?



- Negative (Poor or Terrible)
- Neutral (Average)
- Positive (Excellent or Good)

	Negative (Poor or Terrible)	Neutral (Average)	Positive (Excellent or Good)	Total
(no label)	8.24%	52.17%	39.59%	437
	36	228	173	437

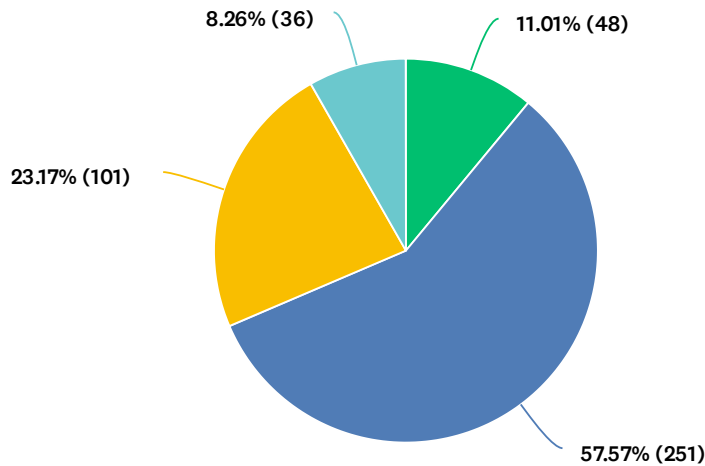
 1 answers are combined
Q11
434 responses
How satisfied are you with the substance of communication from the school?



- Negative (Poor or Terrible)
- Neutral (Average)
- Positive (Excellent or Good)

	Negative (Poor or Terrible)	Neutral (Average)	Positive (Excellent or Good)	Total
(no label)	10.14%	49.31%	40.55%	434
	44	214	176	434

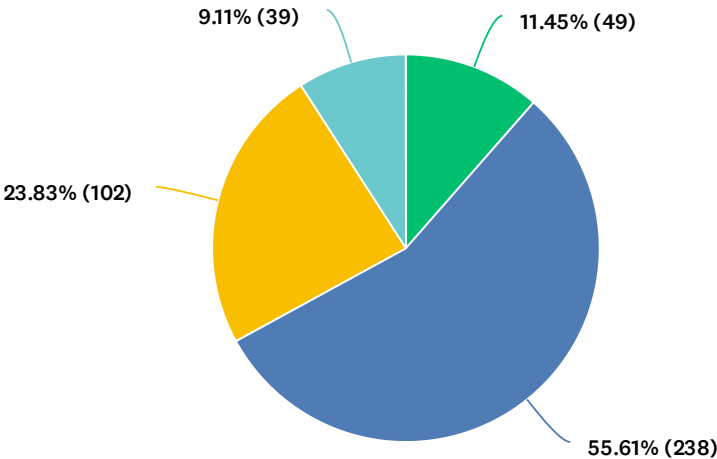
 1 answers are combined
Q12
436 responses
The school website is easy to navigate and I can find the information I need.



- Strongly agree
- Agree
- Disagree
- Strongly disagree

	Strongly agree	Agree	Disagree	Strongly disagree	Total
(no label)	11.01%	57.57%	23.17%	8.26%	436
	48	251	101	36	436

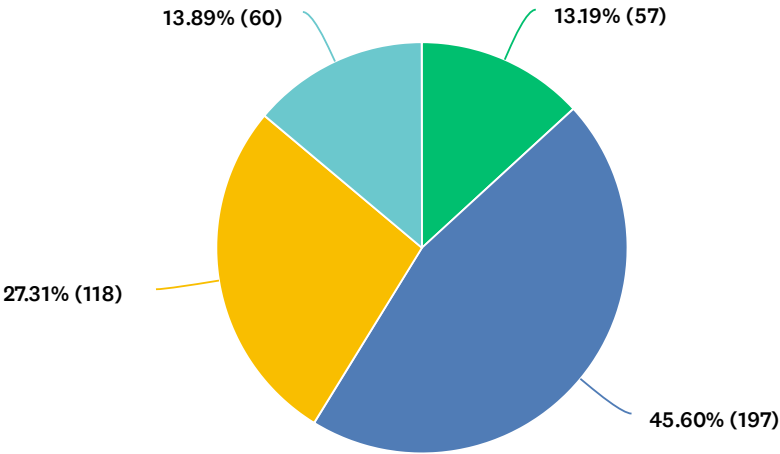
 1 answers are combined
Q13
428 responses
I am sastisfied with the responsiveness of the administration to calls, emails, questions and concerns.



- Strongly agree
- Agree
- Disagree
- Strongly disagree

	Strongly agree	Agree	Disagree	Strongly disagree	Total
(no label)	11.45%	55.61%	23.83%	9.11%	428
	49	238	102	39	428

 1 answers are combined
Q14
432 responses
I am satisfied in my and my child's experience with the academic counseling office including responsiveness and availability.



- Strongly agree
- Agree
- Disagree
- Strongly disagree

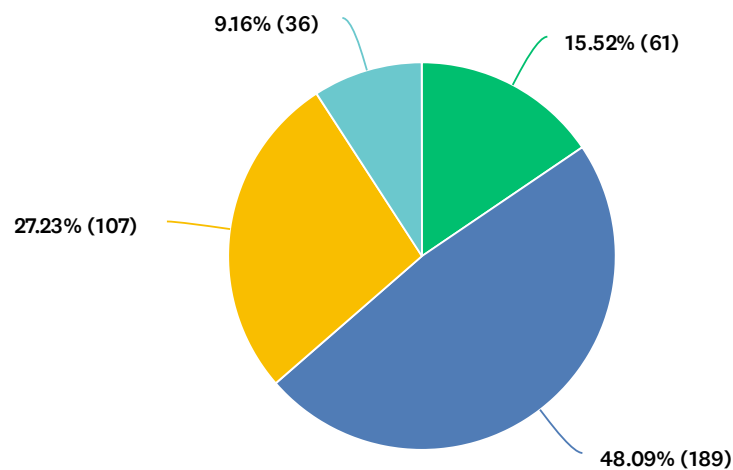
	Strongly agree	Agree	Disagree	Strongly disagree	Total
(no label)	13.19%	45.60%	27.31%	13.89%	432
	57	197	118	60	432

 1 answers are combined

Q15

393 responses

I am satisfied in my and my child's experience with the college counseling office including responsiveness, availability and information sharing.



- Strongly agree
- Agree
- Disagree
- Strongly disagree

	Strongly agree	Agree	Disagree	Strongly disagree	Total
(no label)	15.52%	48.09%	27.23%	9.16%	393
	61	189	107	36	393

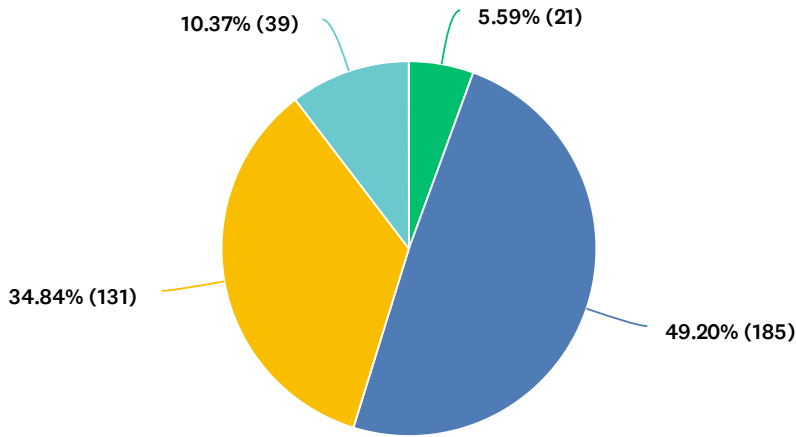


1 answers are combined

Q16

376 responses

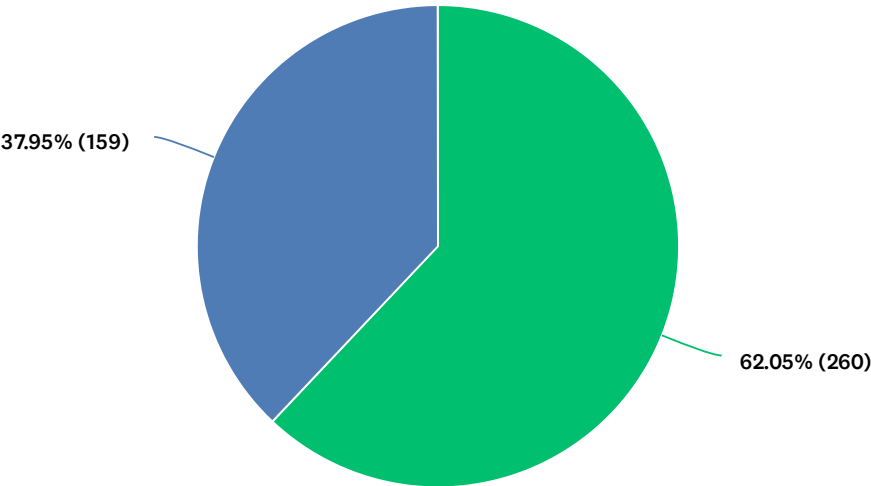
I am sastisfied with the career guidance advice provided by the school.



- Strongly agree
- Agree
- Disagree
- Strongly disagree

	Strongly agree	Agree	Disagree	Strongly disagree	Total
(no label)	5.59%	49.20%	34.84%	10.37%	376
	21	185	131	39	376

 1 answers are combined
Q17
419 responses
My student supplements learning with a private tutor or academic resources offered outside of Pali to be successful.



- Yes
- No

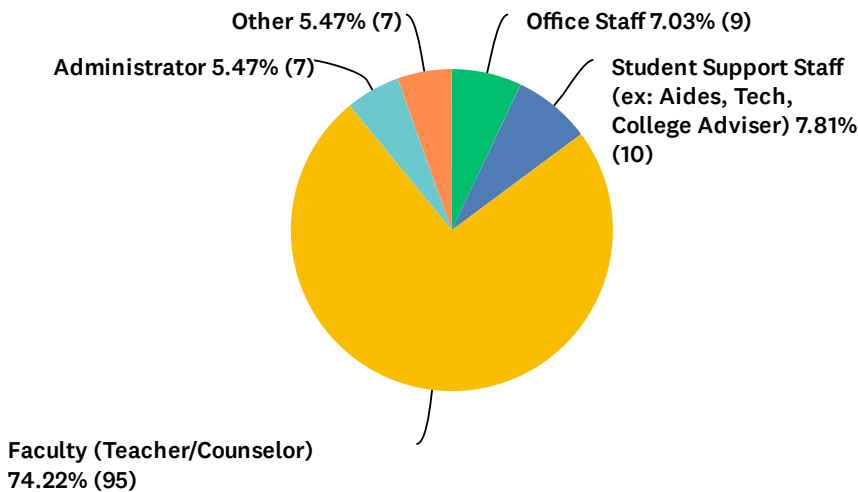
Answer Choices	Percentage	Responses
● Yes	62.05%	260
● No	37.95%	159
Total		419

Q18 Are there any comments you would like to share?

Answered: 218 Skipped: 223

Q1 What is your role at the school?

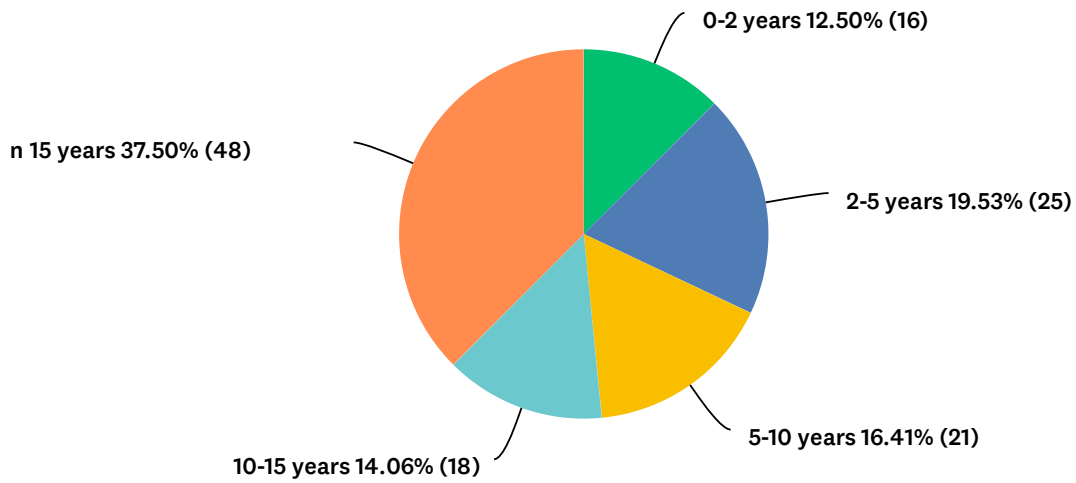
Answered: 128 Skipped: 0



ANSWER CHOICES	RESPONSES	
Office Staff	7.03%	9
Student Support Staff (ex: Aides, Tech, College Adviser)	7.81%	10
Faculty (Teacher/Counselor)	74.22%	95
Administrator	5.47%	7
Other	5.47%	7
TOTAL		128

Q2 How long have you worked at PCHS?

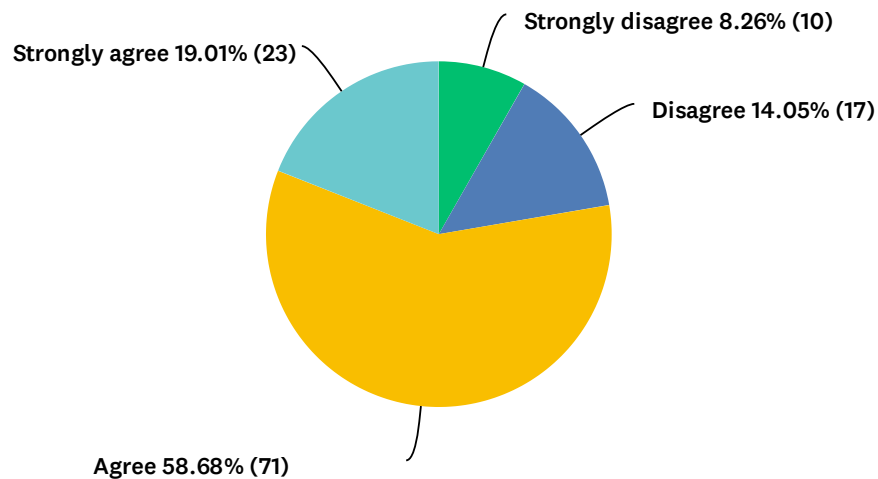
Answered: 128 Skipped: 0



ANSWER CHOICES	RESPONSES	
0-2 years	12.50%	16
2-5 years	19.53%	25
5-10 years	16.41%	21
10-15 years	14.06%	18
more than 15 years	37.50%	48
TOTAL		128

Q3 A good relationship exists between different groups of employees. (ex: faculty and office staff)

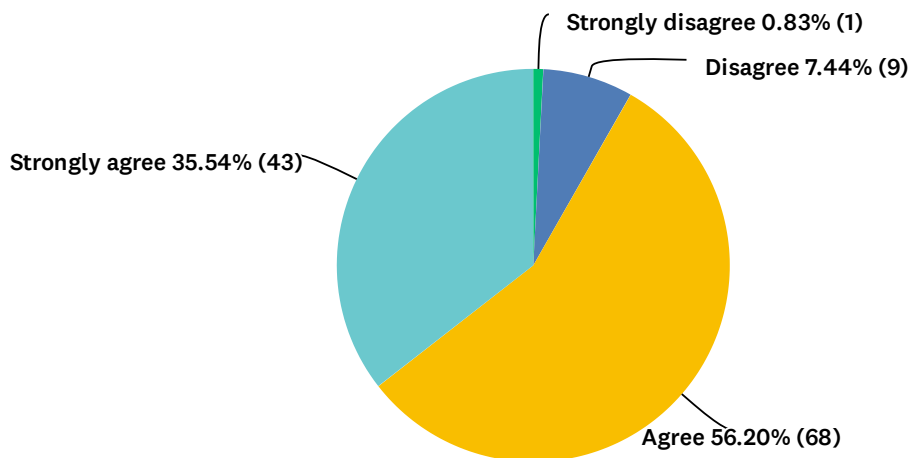
Answered: 121 Skipped: 7



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	8.26%	14.05%	58.68%	19.01%	121	3.66
	10	17	71	23		

Q4 Office staff are helpful when I need assistance.

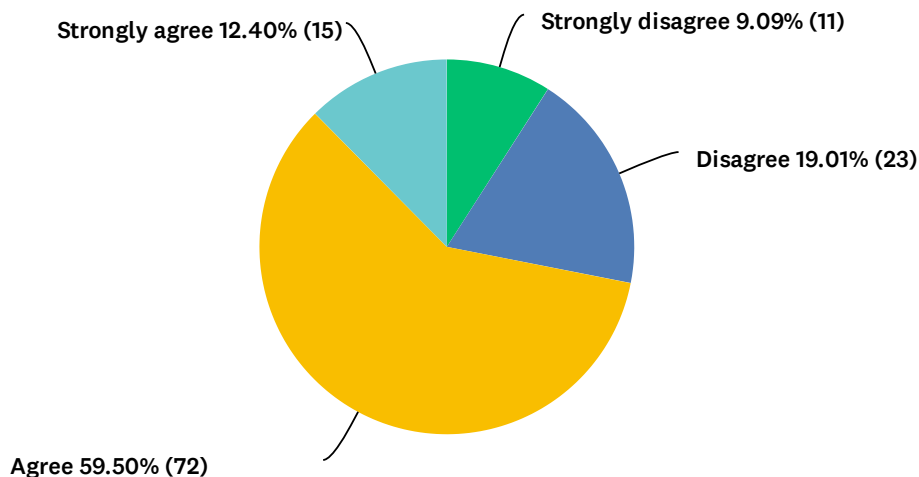
Answered: 121 Skipped: 7



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	0.83%	7.44%	56.20%	35.54%	121	4.18
	1	9	68	43		

Q5 School employees (admin, faculty, staff) work together with parents to help students do well in school.

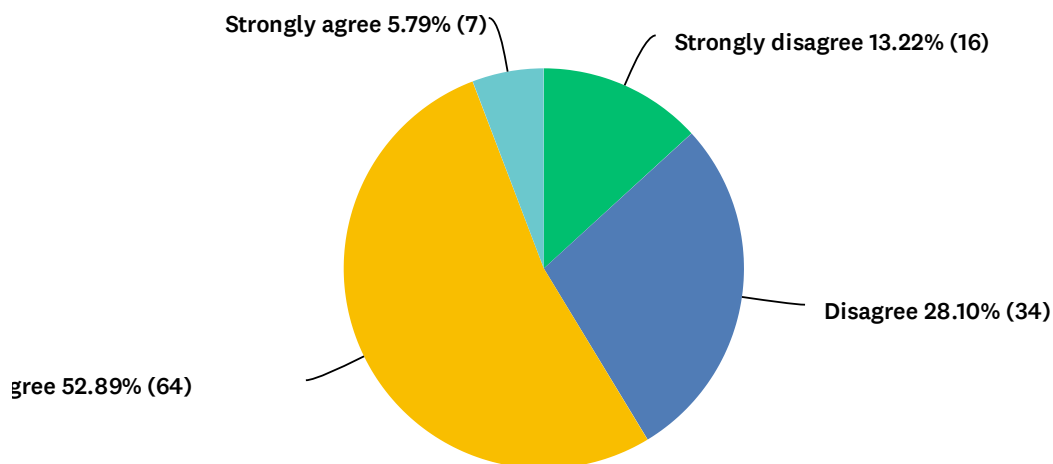
Answered: 121 Skipped: 7



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	9.09%	19.01%	59.50%	12.40%		
	11	23	72	15	121	3.47

Q6 Most of the students follow the discipline policy at this school.

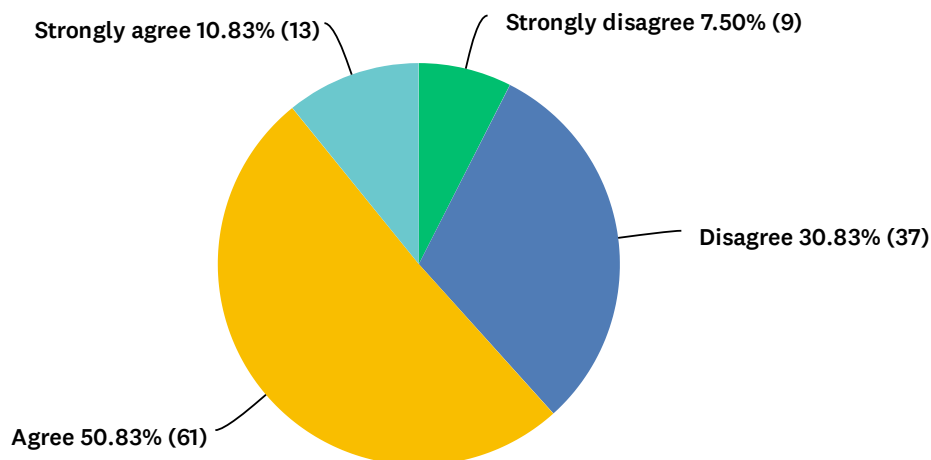
Answered: 121 Skipped: 7



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	13.22%	28.10%	52.89%	5.79%		
	16	34	64	7	121	3.10

Q7 PCHS celebrates important individual and school-wide accomplishments.

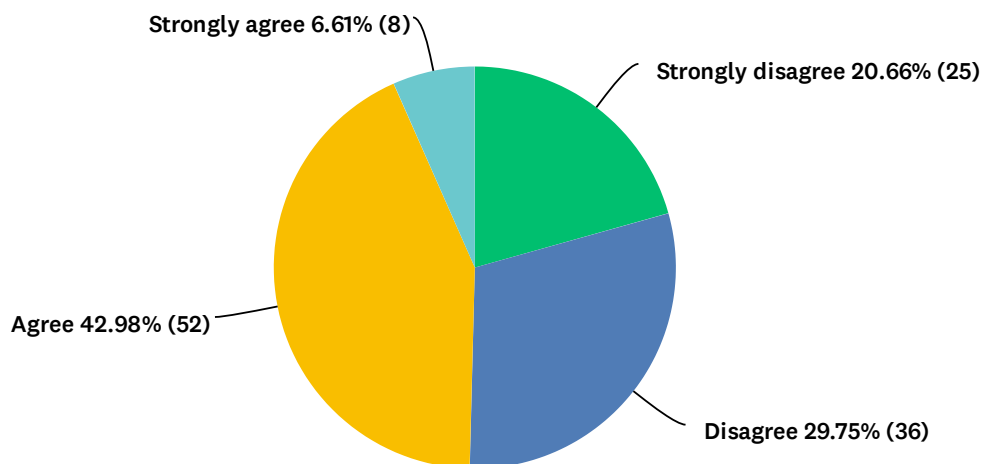
Answered: 120 Skipped: 8



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	7.50% 9	30.83% 37	50.83% 61	10.83% 13	120	3.27

Q8 Problems and conflicts are dealt with in a fair and constructive manner.

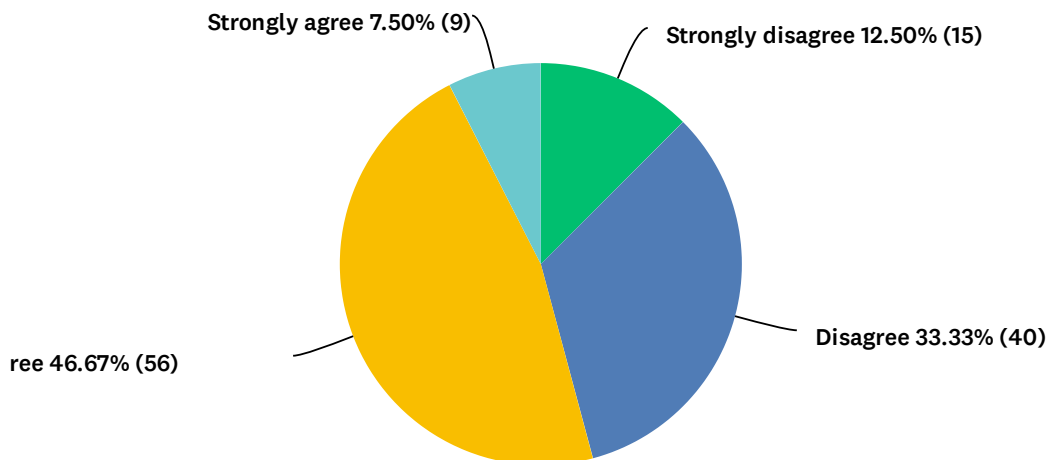
Answered: 121 Skipped: 7



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	20.66% 25	29.75% 36	42.98% 52	6.61% 8	121	2.85

Q9 The school community is aware of and united in the PCHS mission as a charter school.

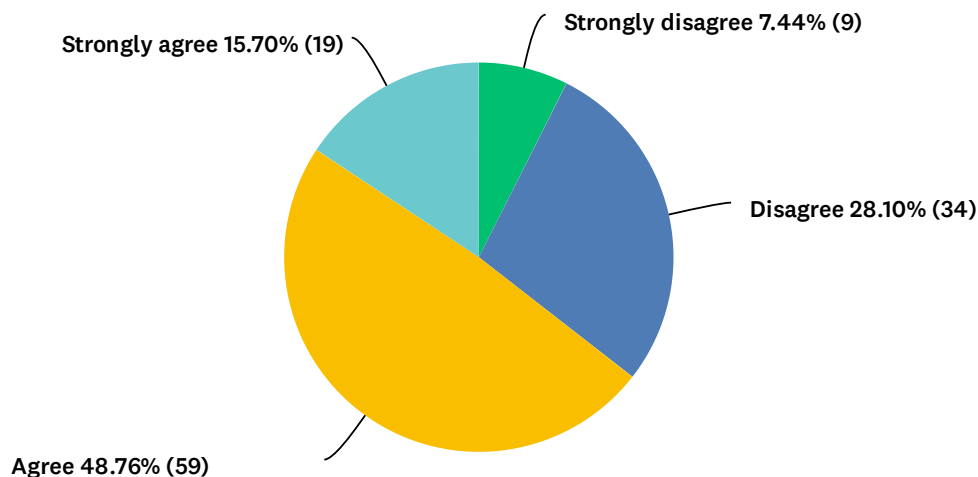
Answered: 120 Skipped: 8



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	12.50%	33.33%	46.67%	7.50%		
	15	40	56	9	120	3.03

Q10 PCHS has high expectations of its students.

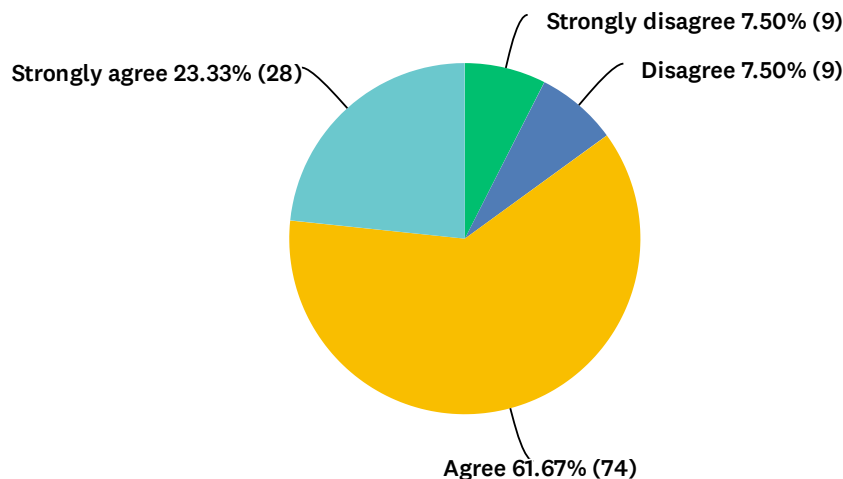
Answered: 121 Skipped: 7



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	7.44%	28.10%	48.76%	15.70%		
	9	34	59	19	121	3.37

Q11 PCHS emphasizes respect for all student's cultural beliefs and practices.

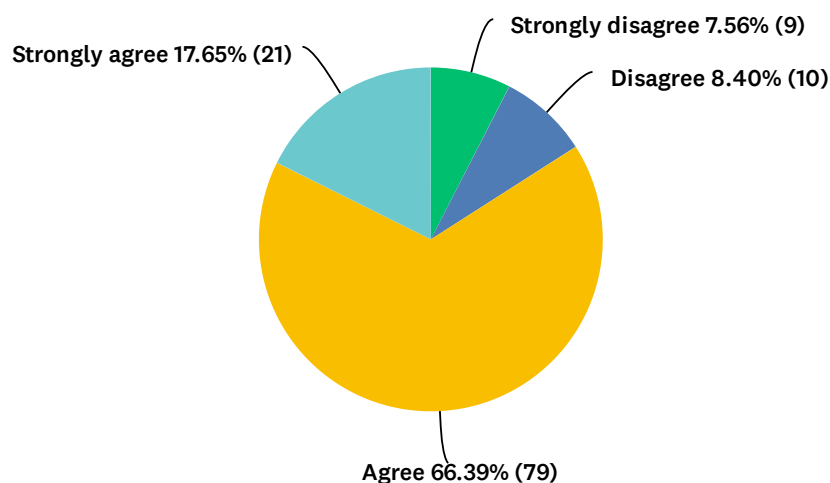
Answered: 120 Skipped: 8



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	7.50%	7.50%	61.67%	23.33%		
	9	9	74	28	120	3.86

Q12 PCHS encourages positive interactions among diverse student populations.

Answered: 119 Skipped: 9



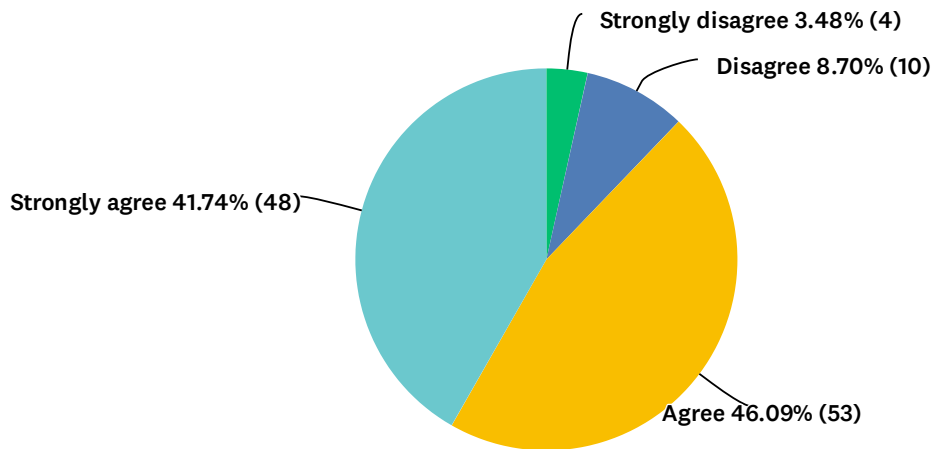
	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	7.56%	8.40%	66.39%	17.65%		
	9	10	79	21	119	3.78

Q13 Please leave any additional comments you would like to share regarding School Culture.

Answered: 42 Skipped: 86

Q14 I have a clear understanding of my job responsibilities.

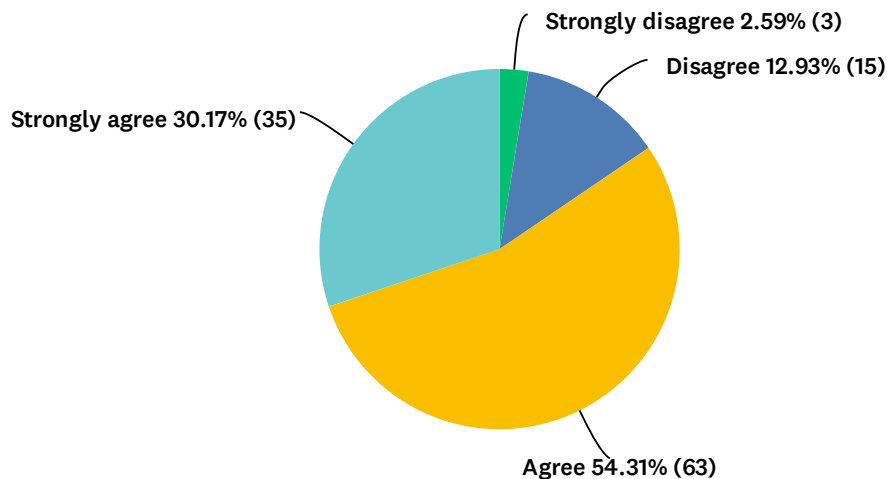
Answered: 115 Skipped: 13



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	3.48%	8.70%	46.09%	41.74%	115	4.14
	4	10	53	48		

Q15 I participate in and take advantage of professional development opportunities that help me improve my job performance.

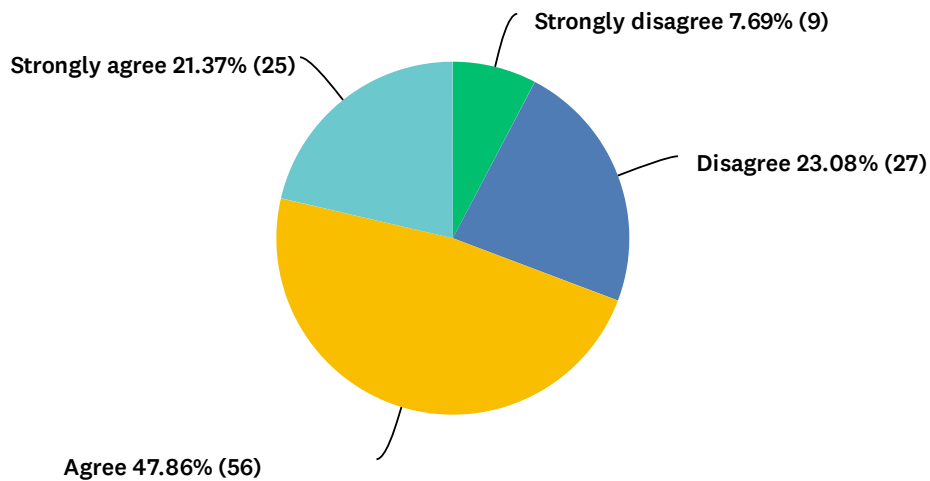
Answered: 116 Skipped: 12



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	2.59%	12.93%	54.31%	30.17%	116	3.97
	3	15	63	35		

Q16 I feel I have the proper training/support to work with students who have a variety of needs.

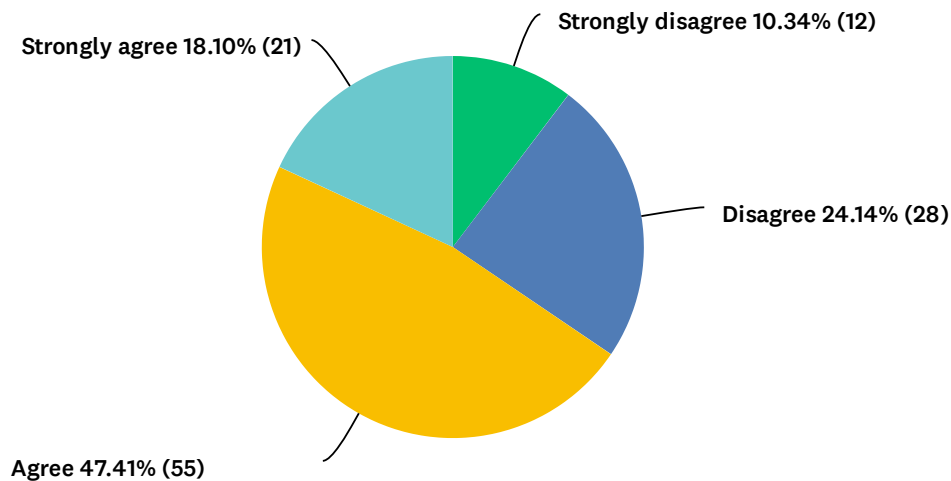
Answered: 117 Skipped: 11



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	7.69% 9	23.08% 27	47.86% 56	21.37% 25	117	3.52

Q17 Safety training and protocols have helped me feel prepared in case of emergency.

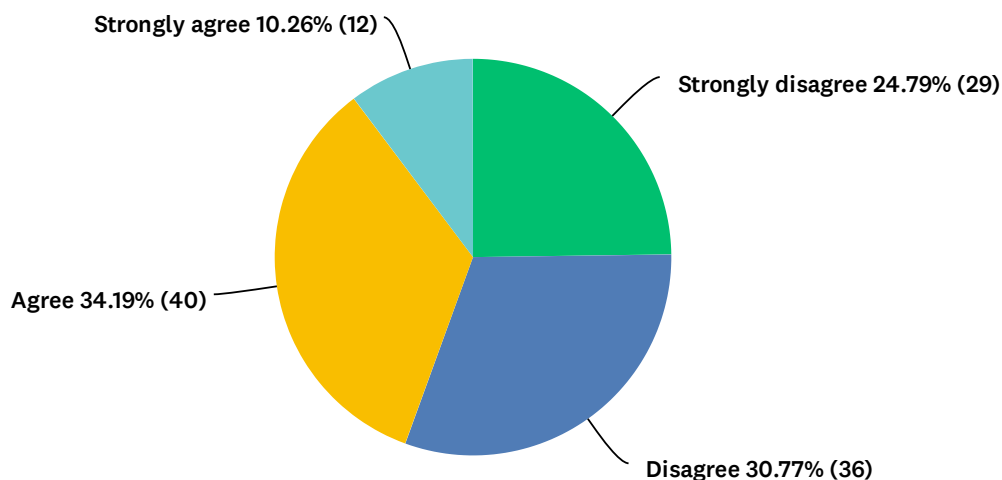
Answered: 116 Skipped: 12



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	10.34% 12	24.14% 28	47.41% 55	18.10% 21	116	3.39

Q18 I have an opportunity to help shape decisions about the school's policies and practices.

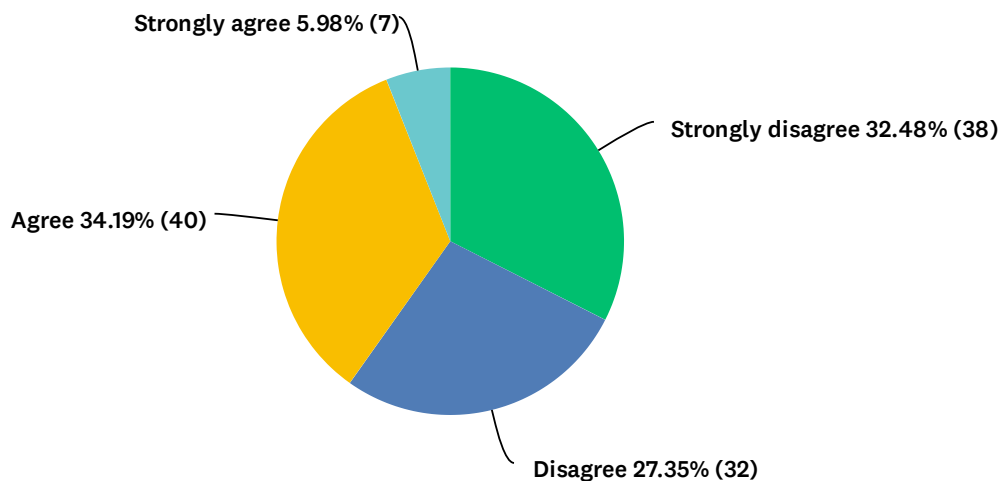
Answered: 117 Skipped: 11



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	24.79% 29	30.77% 36	34.19% 40	10.26% 12	117	2.74

Q19 I can express my opinions and beliefs in the school community without fear of repercussions.

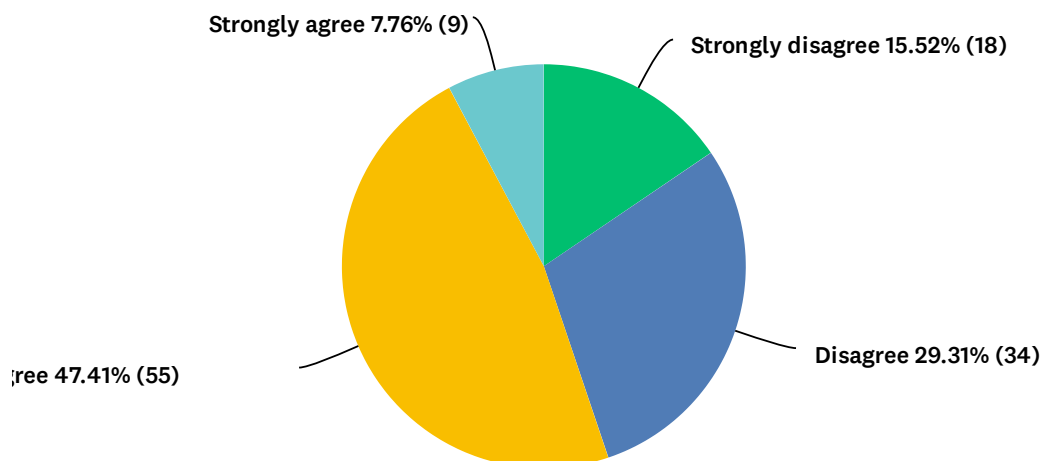
Answered: 117 Skipped: 11



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	32.48% 38	27.35% 32	34.19% 40	5.98% 7	117	2.54

Q20 The performance evaluation process is transparent and fair.

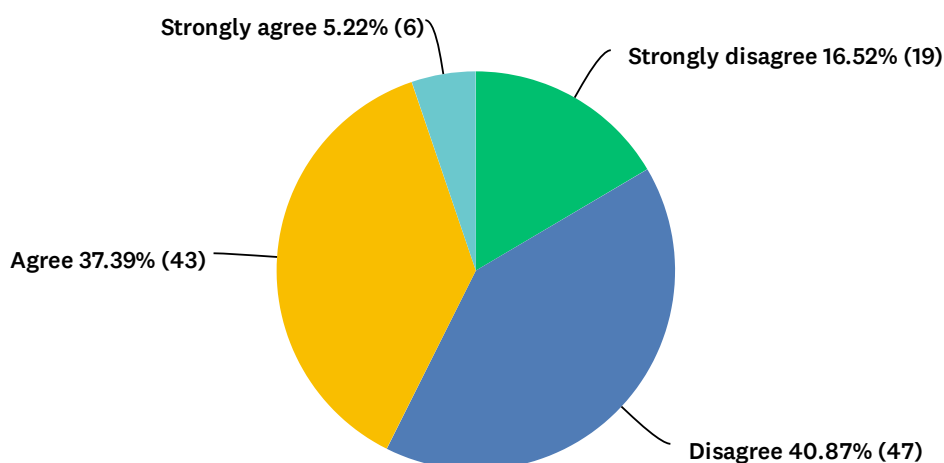
Answered: 116 Skipped: 12



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	15.52% 18	29.31% 34	47.41% 55	7.76% 9	116	3.03

Q21 School personnel share constructive criticism with each other.

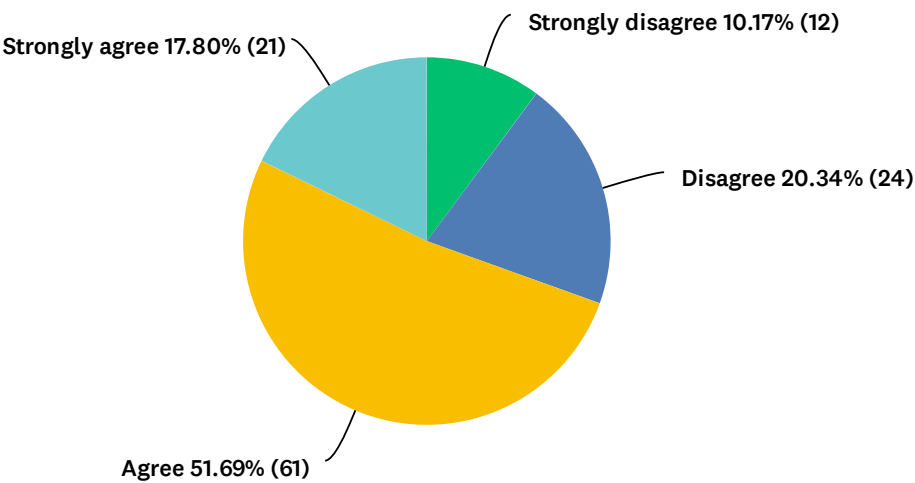
Answered: 115 Skipped: 13



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	16.52% 19	40.87% 47	37.39% 43	5.22% 6	115	2.74

Q22 PCHS is a good place to work.

Answered: 118 Skipped: 10



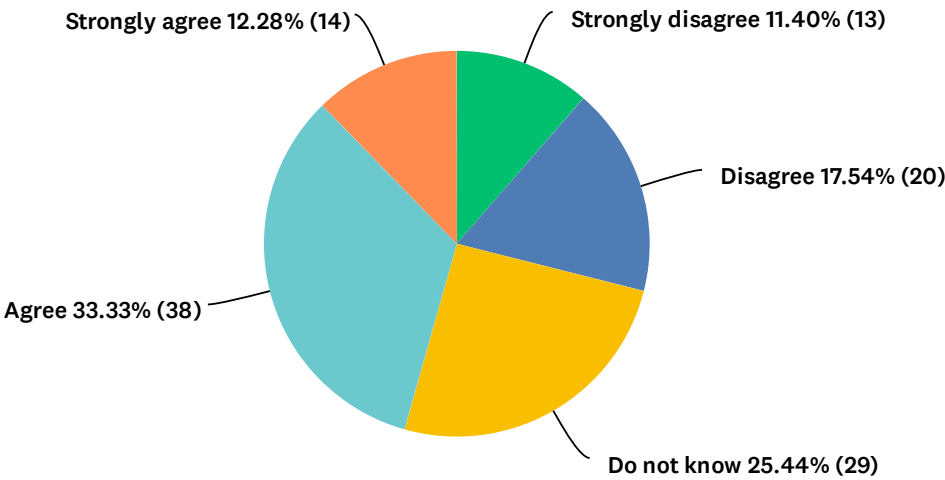
	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	10.17%	20.34%	51.69%	17.80%	118	3.47
	12	24	61	21		

Q23 Please leave any additional comments you would like to share regarding Working Conditions and Performance.

Answered: 49 Skipped: 79

Q24 The school administration advocates for the needs of diverse students.

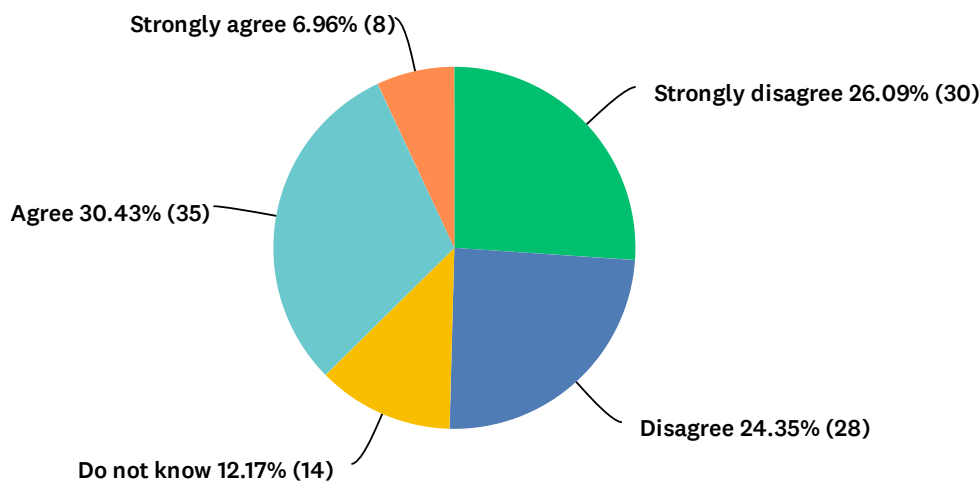
Answered: 114 Skipped: 14



	STRONGLY DISAGREE	DISAGREE	DO NOT KNOW	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	11.40% 13	17.54% 20	25.44% 29	33.33% 38	12.28% 14	114	3.18

Q25 The administration consistently and fairly enforces school policies.

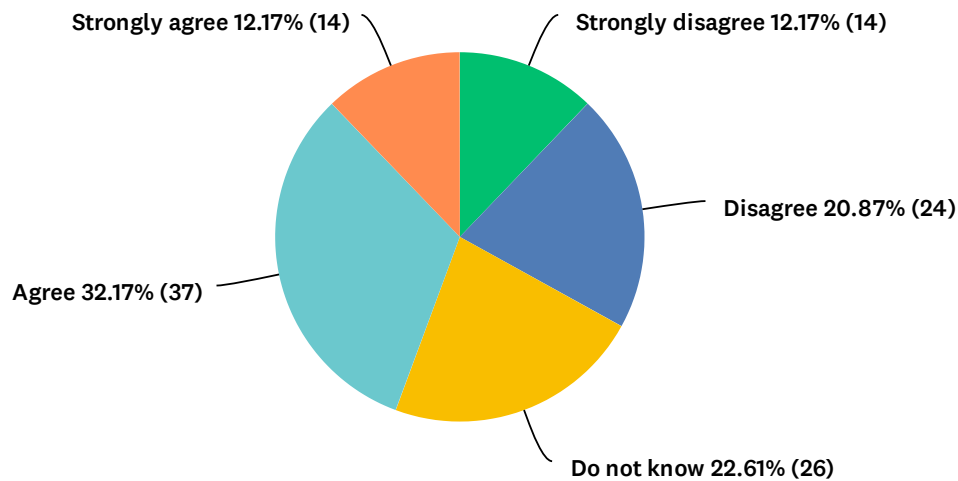
Answered: 115 Skipped: 13



	STRONGLY DISAGREE	DISAGREE	DO NOT KNOW	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	26.09% 30	24.35% 28	12.17% 14	30.43% 35	6.96% 8	115	2.68

Q26 The school administration deals with student discipline in a timely manner.

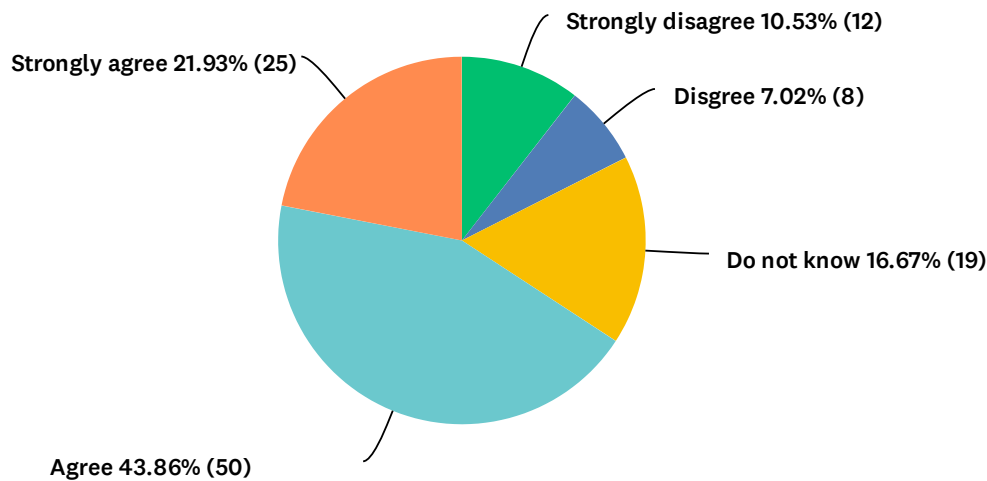
Answered: 115 Skipped: 13



	STRONGLY DISAGREE	DISAGREE	DO NOT KNOW	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	12.17% 14	20.87% 24	22.61% 26	32.17% 37	12.17% 14	115	3.11

Q27 At least one school administrator is present at important school meetings or events.

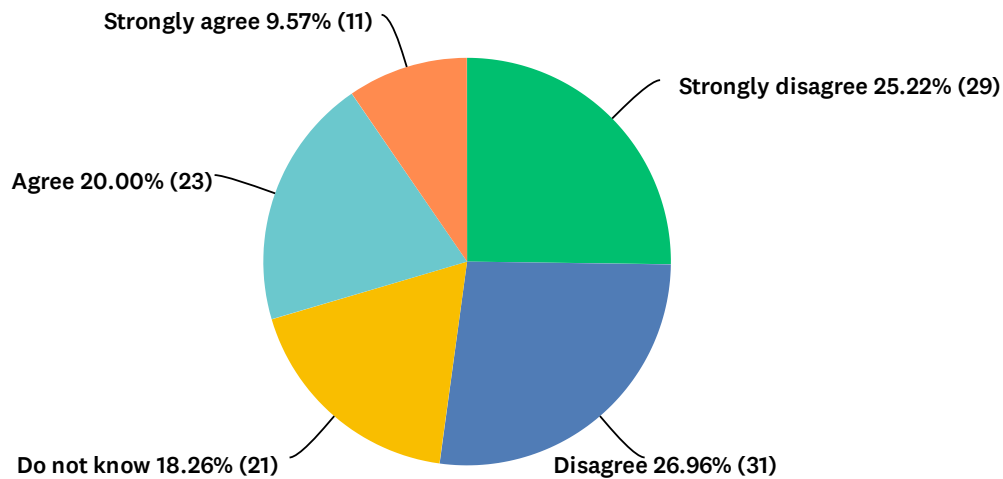
Answered: 114 Skipped: 14



	STRONGLY DISAGREE	DISAGREE	DO NOT KNOW	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	10.53% 12	7.02% 8	16.67% 19	43.86% 50	21.93% 25	114	3.60

Q28 The school administration embraces and solicits collaboration from teacher leadership when making changes or big decisions.

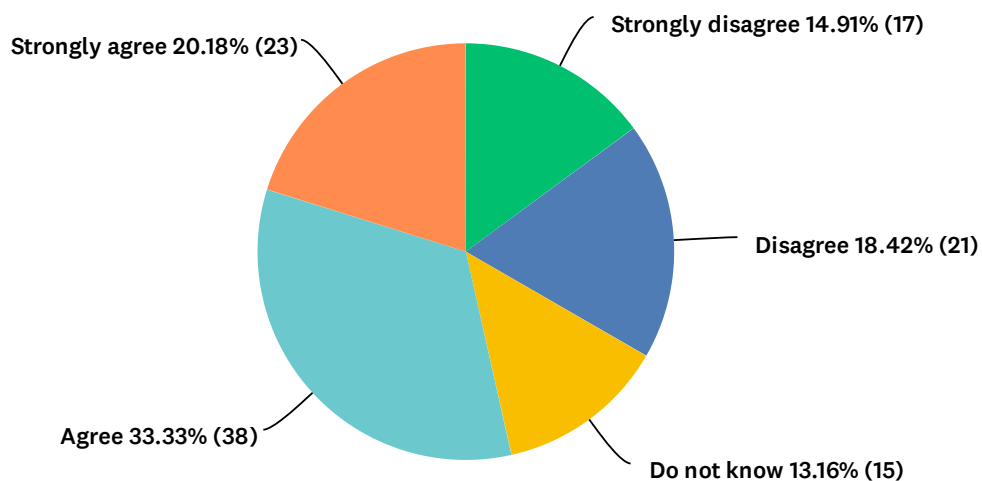
Answered: 115 Skipped: 13



	STRONGLY DISAGREE	DISAGREE	DO NOT KNOW	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	25.22% 29	26.96% 31	18.26% 21	20.00% 23	9.57% 11	115	2.62

Q29 The school administrator assigned to my department is engaged and regularly communicates with teachers.

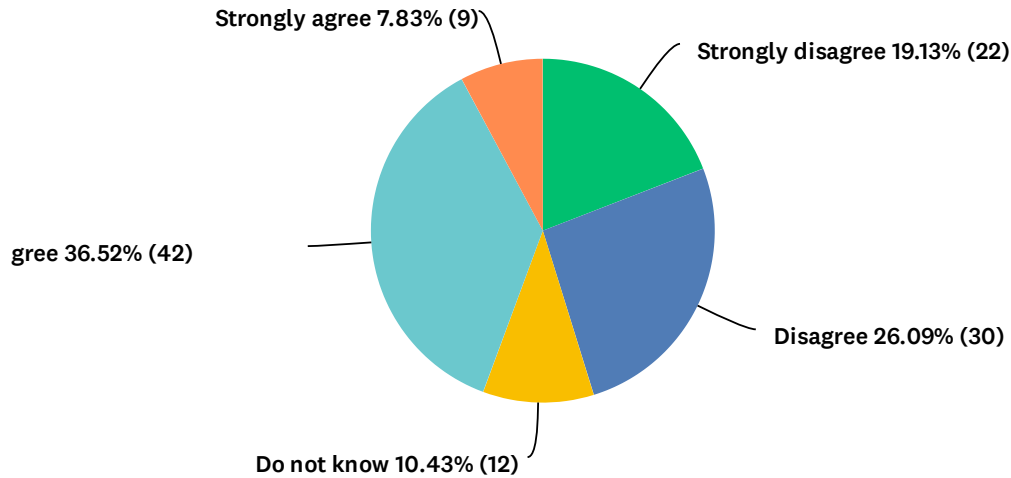
Answered: 114 Skipped: 14



	STRONGLY DISAGREE	DISAGREE	DO NOT KNOW	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	14.91% 17	18.42% 21	13.16% 15	33.33% 38	20.18% 23	114	3.25

Q30 The administration sets clear and consistent policies for teachers/staff.

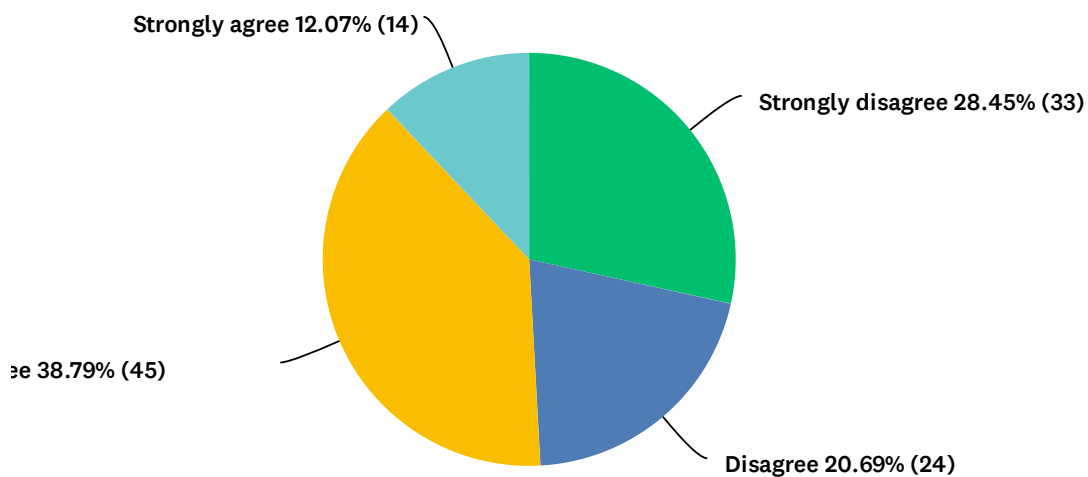
Answered: 115 Skipped: 13



	STRONGLY DISAGREE	DISAGREE	DO NOT KNOW	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	19.13% 22	26.09% 30	10.43% 12	36.52% 42	7.83% 9	115	2.88

Q31 The administration is responsive to and respectful of my concerns.

Answered: 116 Skipped: 12



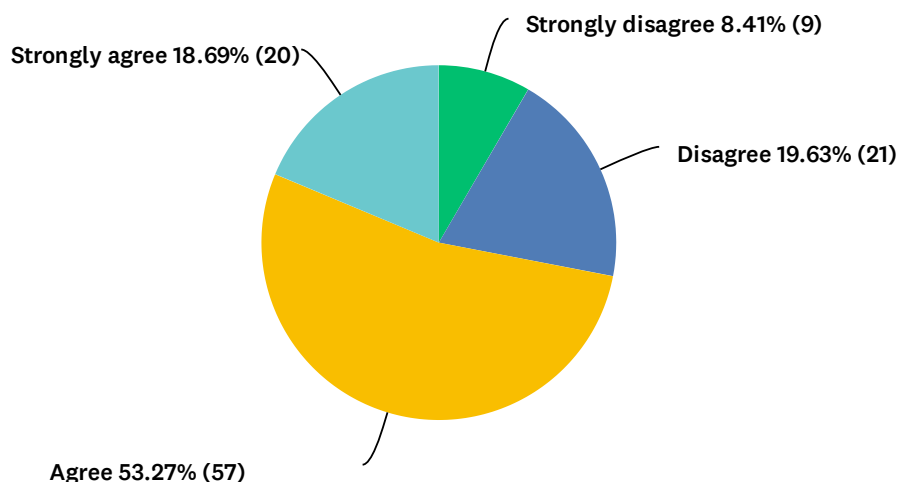
	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	28.45% 33	20.69% 24	38.79% 45	12.07% 14	116	2.85

Q32 Please leave any additional comments you would like to share regarding Administrator Effectiveness.

Answered: 45 Skipped: 83

Q33 The school sets high standards for academic performance for students.

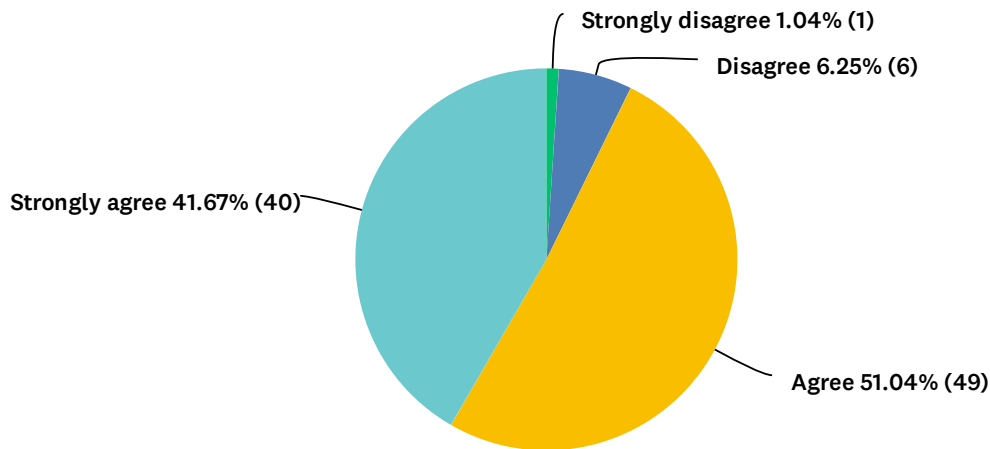
Answered: 107 Skipped: 21



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	8.41% 9	19.63% 21	53.27% 57	18.69% 20	107	3.54

Q34 I assign homework that reinforces what is taught in class.

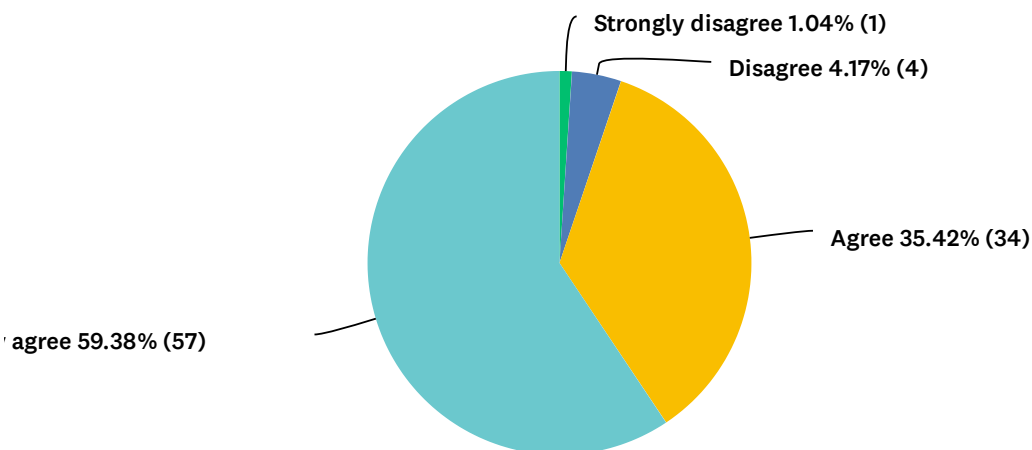
Answered: 96 Skipped: 32



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	1.04%	6.25%	51.04%	41.67%	96	4.26
	1	6	49	40		

Q35 My information on Schoology allows students to plan accordingly for my course.

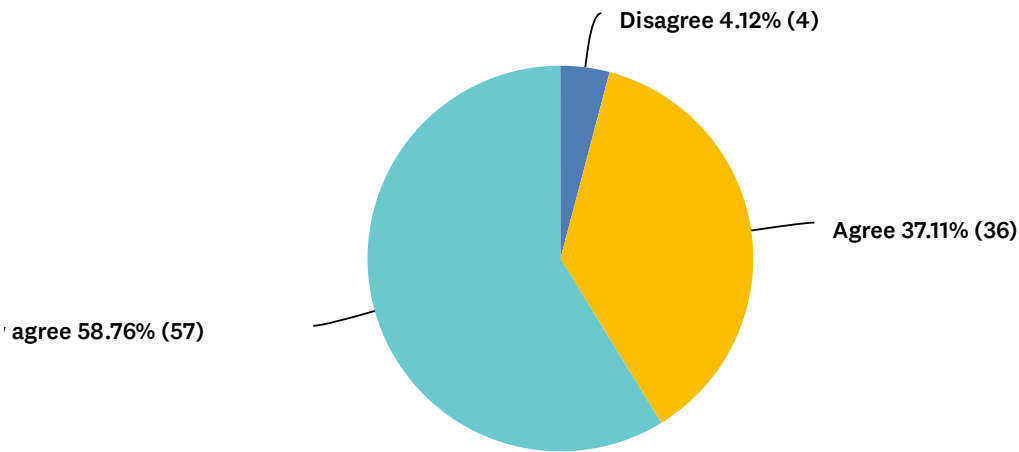
Answered: 96 Skipped: 32



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	1.04%	4.17%	35.42%	59.38%	96	4.48
	1	4	34	57		

Q36 I promote a culture of intellectual curiosity and excellence.

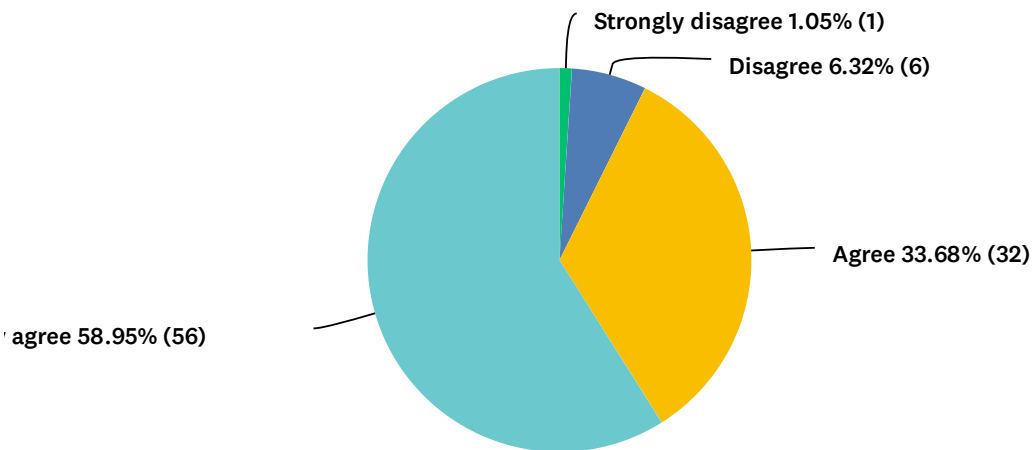
Answered: 97 Skipped: 31



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	0.00%	4.12%	37.11%	58.76%	97	4.51
	0	4	36	57		

Q37 I test only on material that is covered in my class instruction and homework assignments.

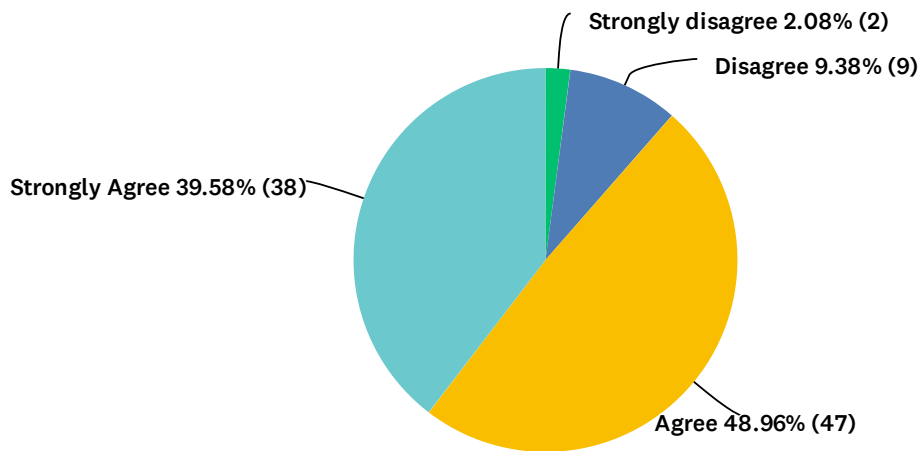
Answered: 95 Skipped: 33



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	1.05%	6.32%	33.68%	58.95%	95	4.43
	1	6	32	56		

Q38 I use similar assessments as other teachers in the same grade and/or subject.

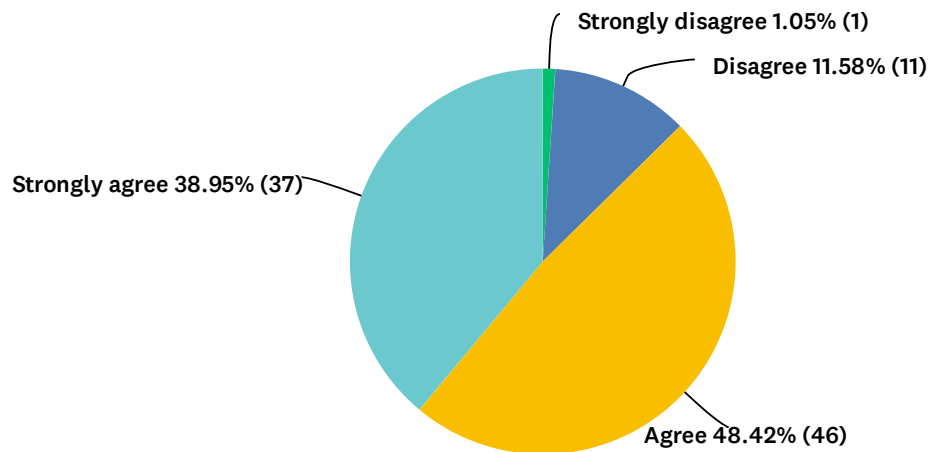
Answered: 96 Skipped: 32



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	2.08%	9.38%	48.96%	39.58%	96	4.15
	2	9	47	38		

Q39 I regularly use student achievement data to make decisions about teaching.

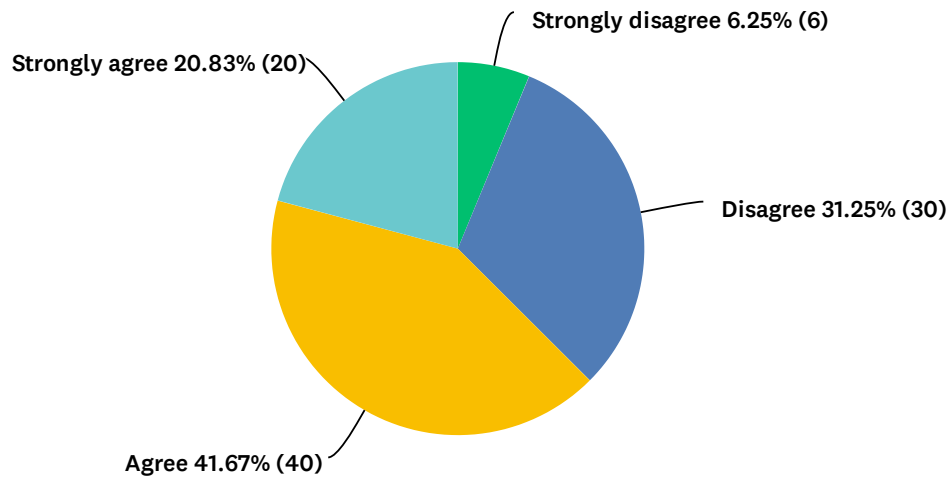
Answered: 95 Skipped: 33



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	1.05%	11.58%	48.42%	38.95%	95	4.13
	1	11	46	37		

Q40 Students take advantage of my office hours.

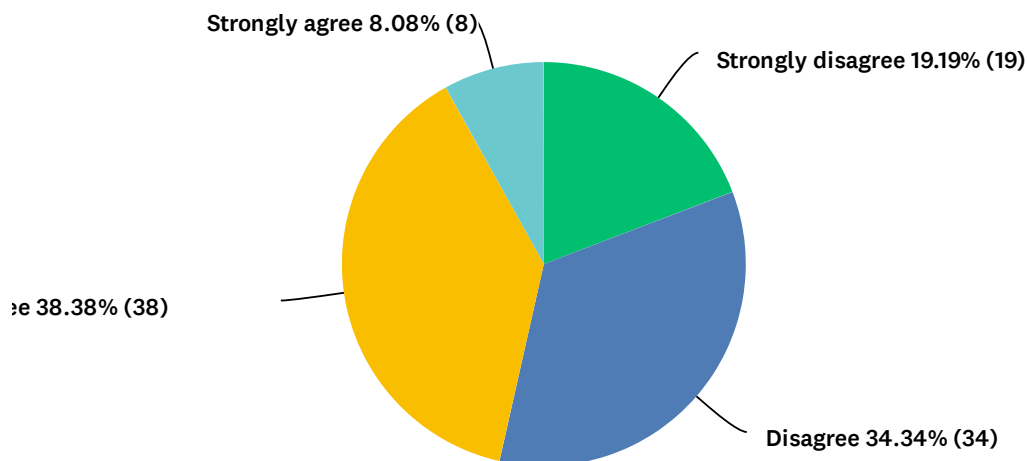
Answered: 96 Skipped: 32



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	6.25%	31.25%	41.67%	20.83%	96	3.40
	6	30	40	20		

Q41 The school's academic support meets the needs of low-performing students.

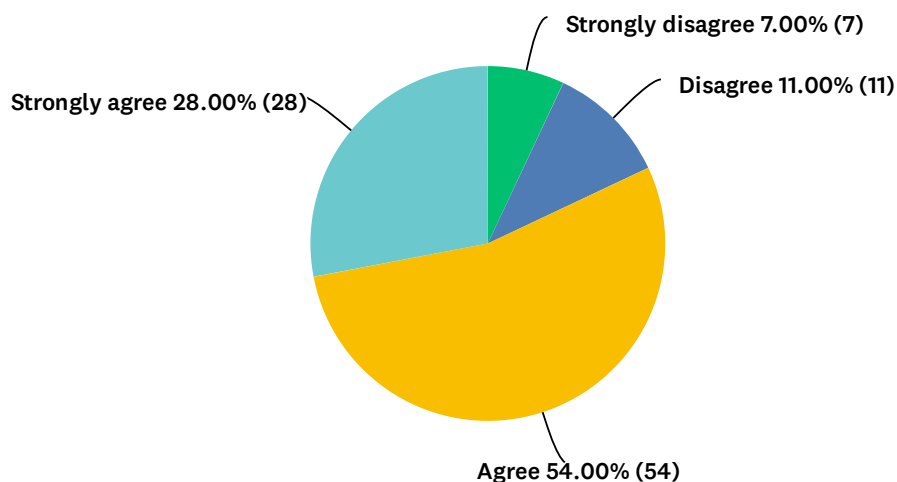
Answered: 99 Skipped: 29



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	19.19%	34.34%	38.38%	8.08%	99	2.82
	19	34	38	8		

Q42 This school gives all students equal opportunity to enroll in rigorous courses (such as honors and AP).

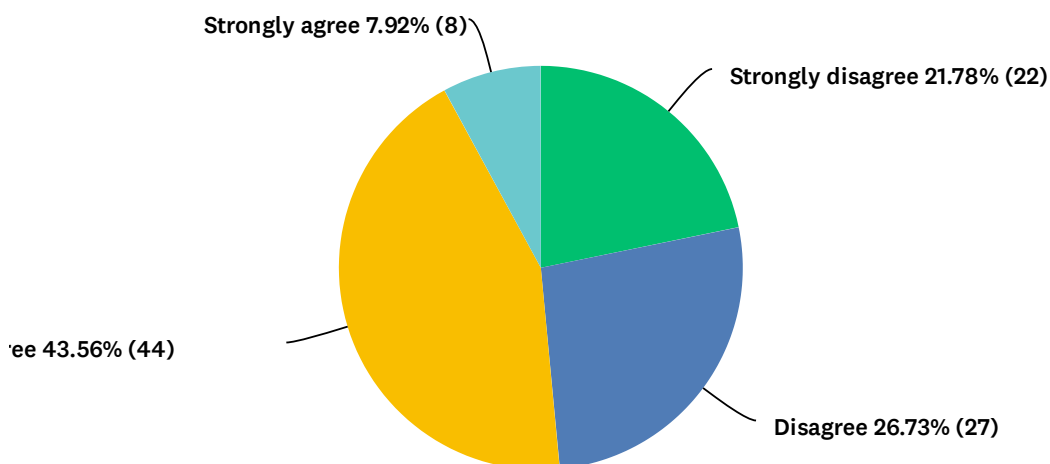
Answered: 100 Skipped: 28



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	7.00%	11.00%	54.00%	28.00%	100	3.85
	7	11	54	28		

Q43 The school provides adequate interventions and academic support to students.

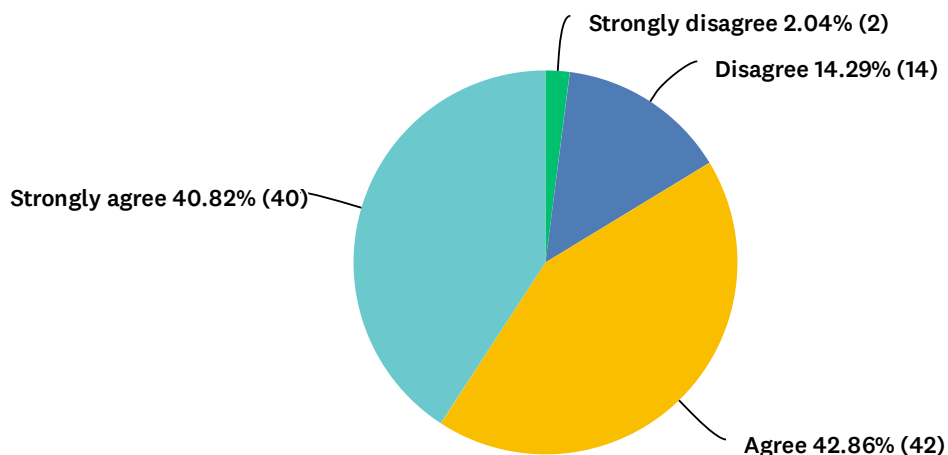
Answered: 101 Skipped: 27



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	21.78%	26.73%	43.56%	7.92%	101	2.89
	22	27	44	8		

Q44 I regularly collaborate with other teachers.

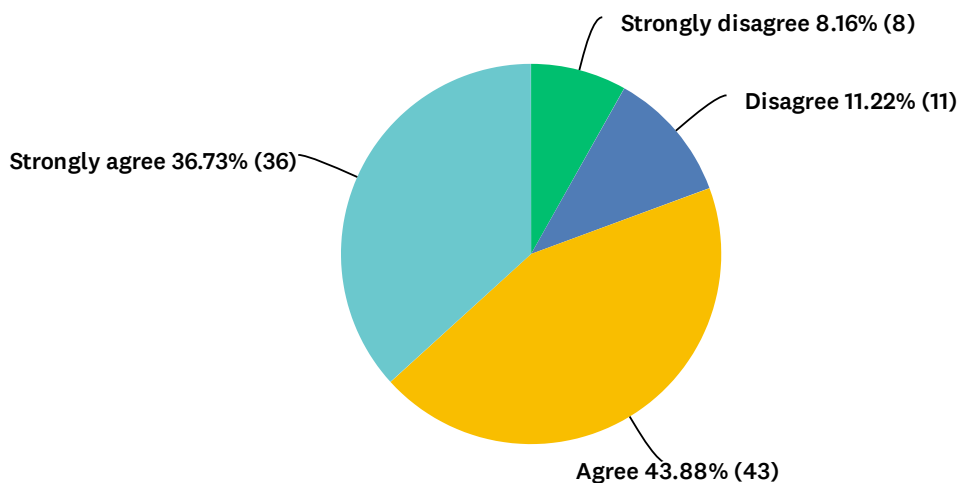
Answered: 98 Skipped: 30



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	2.04% 2	14.29% 14	42.86% 42	40.82% 40	98	4.06

Q45 My PLC (Professional Learning Community) collaborates effectively and positively.

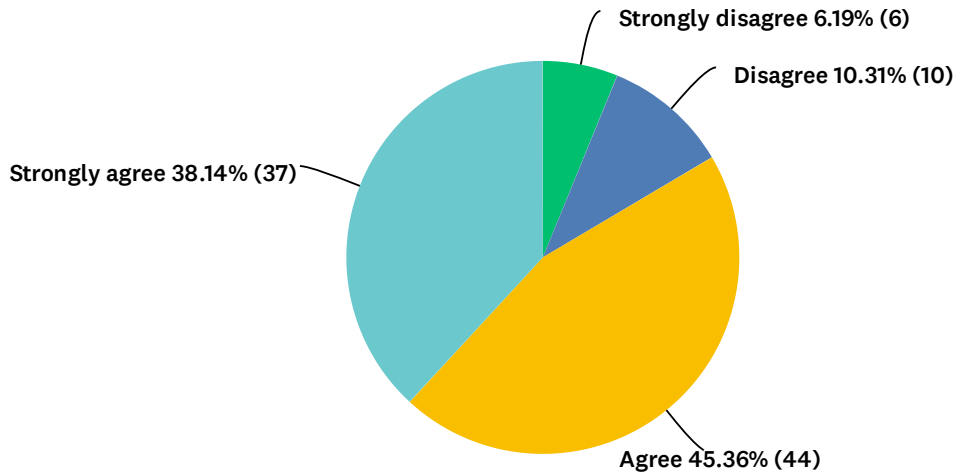
Answered: 98 Skipped: 30



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	8.16% 8	11.22% 11	43.88% 43	36.73% 36	98	3.90

Q46 My PLC collaborates to review and align curriculum.

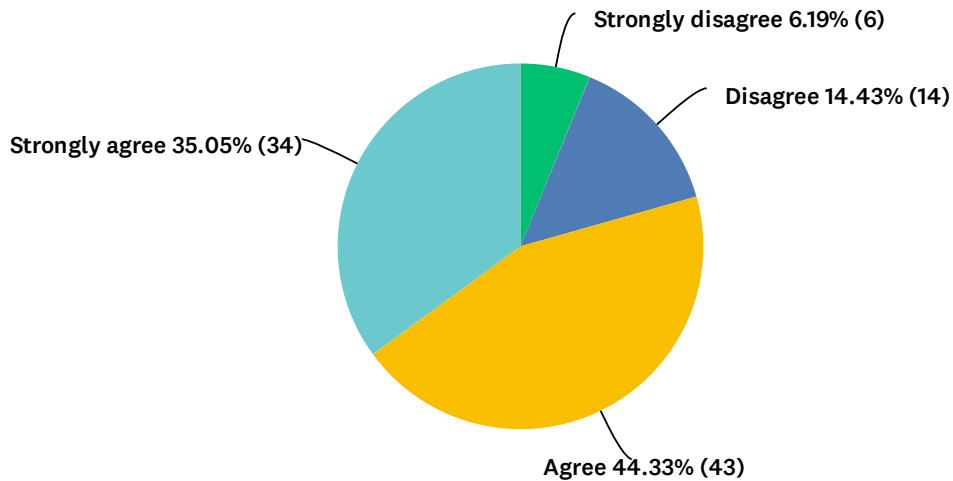
Answered: 97 Skipped: 31



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	6.19%	10.31%	45.36%	38.14%	97	3.99
	6	10	44	37		

Q47 My department meets and collaborates to review and align expectations and grading practices, and vertically align curriculum.

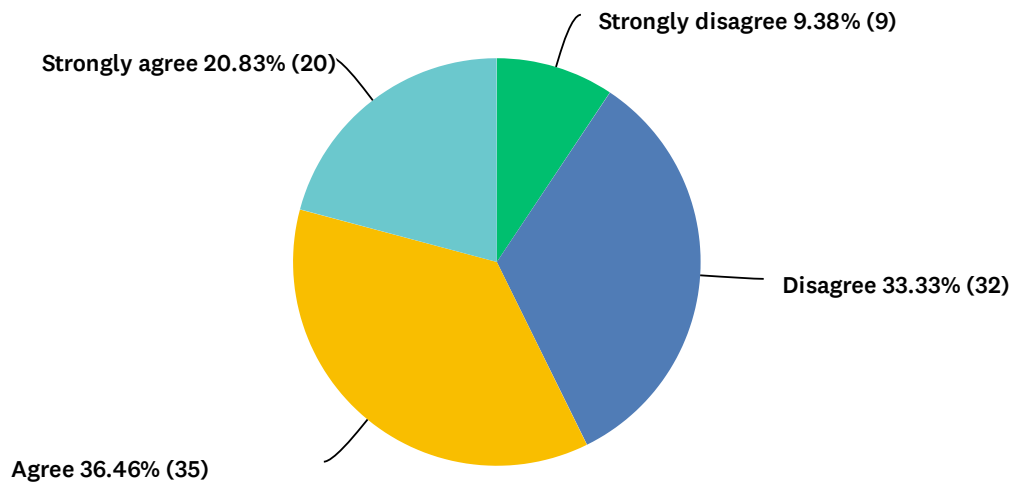
Answered: 97 Skipped: 31



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	6.19%	14.43%	44.33%	35.05%	97	3.88
	6	14	43	34		

Q48 My department/the administration analyzes evidence of student understanding/mastery (i.e. test data, student work) from my classes to improve my instruction.

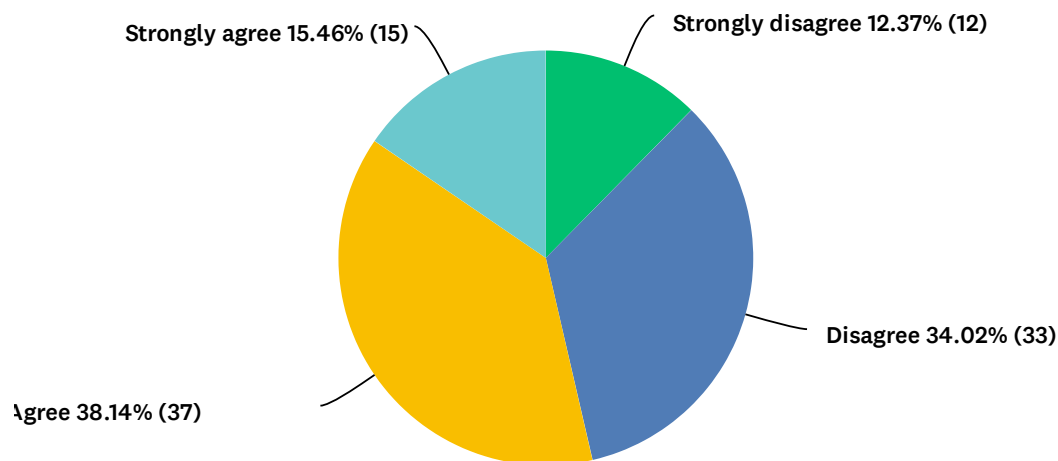
Answered: 96 Skipped: 32



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	9.38%	33.33%	36.46%	20.83%	96	3.26
	9	32	35	20		

Q49 The professional development I have received has improved my ability to meet my students' needs and improve their learning outcomes.

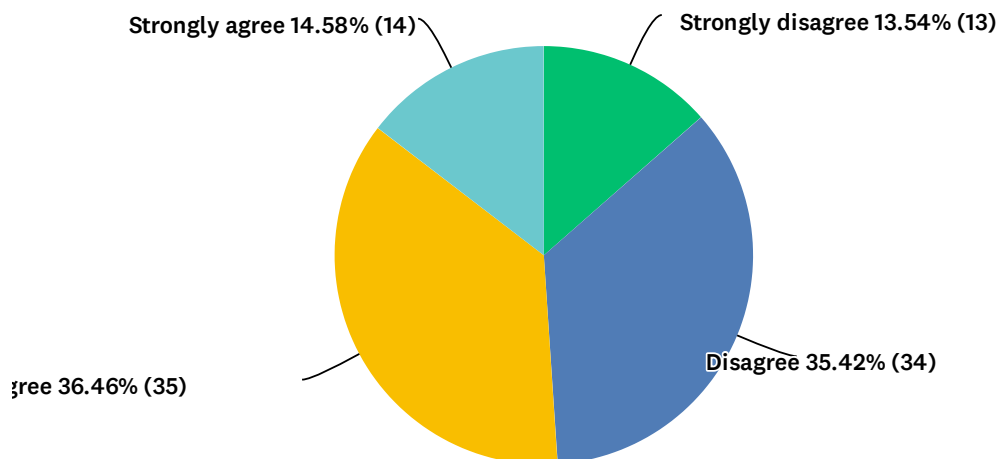
Answered: 97 Skipped: 31



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	12.37%	34.02%	38.14%	15.46%		
	12	33	37	15	97	3.10

Q50 The professional development I have received has helped me improve student engagement in my class.

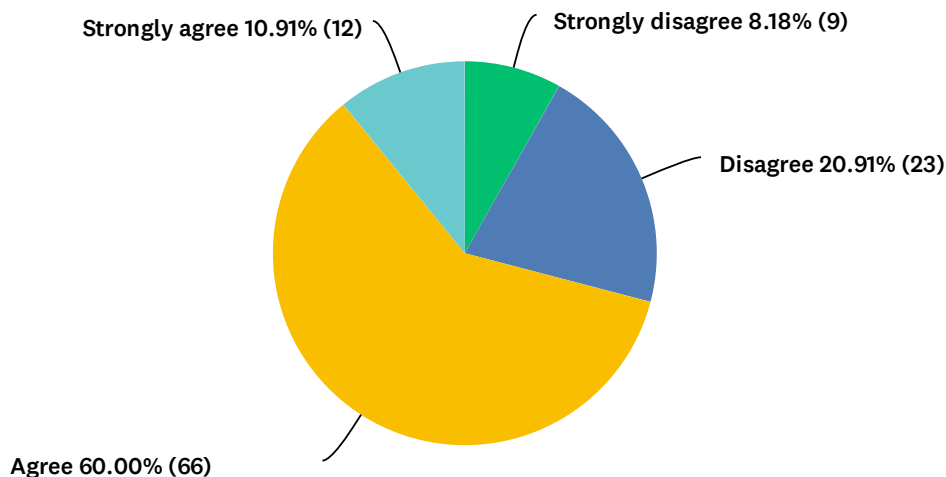
Answered: 96 Skipped: 32



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	13.54%	35.42%	36.46%	14.58%		
	13	34	35	14	96	3.03

Q51 I would rate the Academic Program at my school as very effective.

Answered: 110 Skipped: 18



	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE	TOTAL	WEIGHTED AVERAGE
(no label)	8.18%	20.91%	60.00%	10.91%		
	9	23	66	12	110	3.45

Q52 Please leave any additional comments you would like to share regarding Academic Program.

Answered: 38 Skipped: 90

PCHS 2026 SCHOOL SURVEYS

- ▶ Student School Survey
- ▶ Student Academic Survey
- ▶ Family Parent Survey
- ▶ Faculty/Staff Survey

EXECUTIVE SUMMARY – QUANTITATIVE ANALYSIS OF 2026 SURVEYS

- ▶ **Overall sentiment is positive but not uniform**, with strong confidence in teaching quality, student support, and academic programming, alongside consistent concerns about consistency, communication, and operational systems.
- ▶ **Instructional quality and educator commitment are the school's strongest assets**, affirmed across students, parents, and staff.
- ▶ **System-level issues (communication, policy consistency, administration responsiveness)** emerge as the most common cross-stakeholder concern.
- ▶ **Academic support gaps are a major theme**, with students, parents, and staff all indicating reliance on external support or insufficient internal systems.
- ▶ **Variability—across teachers, departments, and experiences—is a central tension**, particularly pronounced in Math and in perceptions of fairness.
- ▶ **School culture is broadly positive**, but meaningful minorities across all groups report concerns with safety, expression, or trust.
- ▶ **There is a clear opportunity to strengthen transparency, consistency, and stakeholder voice**, which would address many concerns simultaneously.

EXECUTIVE SUMMARY – STUDENT ACADEMIC SURVEY

- ▶ **Overall sentiment is positive**, with ~55–70% of students across subjects reporting a positive academic experience, though meaningful neutral (25–38%) and smaller negative segments remain.
- ▶ **Strongest areas:** teacher respect, availability, engagement, and clarity of grading policies—consistently rated highly across subjects.
- ▶ **Most consistent concern: timeliness and consistency of grading/feedback**, with noticeably higher disagreement levels than other categories.
- ▶ **Equity concern:** a significant minority believe grading systems can be “gamed,” indicating perceived inconsistencies in enforcement and fairness.
- ▶ **Academic pressure signals:** a meaningful portion of students report needing tutors or outside support, especially in math and science.
- ▶ **Course access and pathways matter:** most students taking outside/online courses do so to **advance or optimize schedules**, but a notable subset—especially in math—seek to **avoid specific teachers or courses**.
- ▶ **Opportunity:** Strengthen consistency (grading, feedback, policies) and reduce variability across classrooms to improve trust and overall experience.

EXECUTIVE SUMMARY – STUDENT SCHOOL SURVEY

- ▶ **Overall sentiment is positive**, with strong agreement across most areas (culture, support, counseling, and course access), though not without notable concerns.
- ▶ **School culture is broadly strong**, with most students reporting trust, respect, and access to safe adults; however, a meaningful minority reports issues with expression and peer behavior.
- ▶ **Student voice and psychological safety show some tension**, with ~24% expressing discomfort sharing opinions with peers.
- ▶ **Bullying and peer conflict are not pervasive but remain significant**, affecting roughly 1 in 4 students at least occasionally.
- ▶ **Academic guidance and counseling are highly rated**, representing a clear institutional strength.
- ▶ **Operational friction exists in course registration clarity and technology**, particularly around devices and process usability.
- ▶ **Technology reliability is the most prominent functional concern**, with the lowest satisfaction scores across all categories.

EXECUTIVE SUMMARY – FAMILY/PARENT SURVEY

- ▶ **Overall sentiment is moderately positive but mixed:** Most families report satisfaction with safety, teaching, and many academic areas, but there are **consistent pockets of dissatisfaction** across support services and communication.
- ▶ **Academic quality is uneven across departments:** Strong satisfaction in English, History, VAPA, and Technical Arts; **notably lower satisfaction in Math** (nearly split positive/negative).
- ▶ **Academic support is a major concern:** A significant share of families report insufficient support, reinforced by the fact that **62% of students rely on outside tutoring**.
- ▶ **Communication is a persistent weakness:** Ratings cluster around neutral, with relatively high dissatisfaction in both **frequency and substance**, as well as administration responsiveness.
- ▶ **Counseling services are under strain:** Academic, college, and especially **career counseling show weaker satisfaction scores**, suggesting capacity or quality issues.
- ▶ **Equity/consistency concerns exist:** A meaningful minority of parents question fairness and consistency of **discipline and academic policy implementation**.
- ▶ **Safety and school climate are generally strong but not universal:** While most students feel safe, **~11% reporting safety concerns is notable** for a school environment.

EXECUTIVE SUMMARY – FACULTY/STAFF SURVEY

- ▶ **Overall sentiment is moderately positive but cautious:** Staff generally view PCHS as a good place to work (3.47) with strong instructional practices, but express significant concerns about leadership and voice.
- ▶ **Strong classroom culture and teaching practices:** Teachers report high confidence in their instructional quality, collaboration, and academic rigor.
- ▶ **Administration is the primary area of concern:** Low ratings on trust, consistency, transparency, and responsiveness indicate systemic leadership challenges.
- ▶ **Staff voice and psychological safety are weak:** Employees report limited ability to influence decisions (2.74) and low confidence expressing opinions without repercussions (2.54).
- ▶ **Student support systems need strengthening:** Concerns about discipline, academic interventions, and support for struggling students appear consistently.
- ▶ **Professional collaboration is a clear strength:** PLCs, department collaboration, and shared instructional practices are strong and well-established.
- ▶ **Opportunity for improved alignment and communication:** Mixed perceptions around mission clarity, policy consistency, and decision-making processes suggest a need for clearer communication.

Coversheet

NWEA and CAASPP Testing Data

Section:	V. Academic Excellence
Item:	A. NWEA and CAASPP Testing Data
Purpose:	FYI
Submitted by:	
Related Material:	Attendance_CAASPP Data_April 2026.pdf NWEA Testing Data_April 2026.pdf

Attendance Rates

	April 13	April 14	April 16	April 17
Grade 9	95.05%	95.64%	95.40%	93.28%
Grade 10	93.67%	93.75%	92.74%	90.30%
Grade 11	93.69%	93.57%	91.46%	90.92%
Grade 12	84.14%	87.94%	86.85%	75.83%
Last Updated	4/21/2026			

CAASPP Numbers

	Not Started	Started	Completed
ELA CAT	34	8	559
ELA PT	37	16	548
Math CAT	58	2	541
Math PT	77	5	519
CAST (11)	77	9	504
CAST (12)	53	4	89

NWEA Testing April 13–17

	Total	Reading	%	Language	%	Math	%	Science	%
Grade 9	527	508	96.39%	510	96.77%	513	97.34%	508	96.39%
Grade 10	567	539	95.06%	543	95.77%	542	95.59%	541	95.41%
Grade 12	663	649	97.89%	N/A		652	98.34%	N/A	
Totals	1757	1696	96.53%	1053	96.25%	1707	97.15%	1049	95.89%

CAASPP Testing April 13–17

	Total	ELA CAT	%	ELA PT	%	Math CAT	%	Math PT	%	CAST	%
Grade 11	604	586	97.67%	585	97.50%	587	97.83%	585	97.50%	576	97.46%
Grade 12	143									130	90.91%
Totals	747	ELA CUMULATIVE			97.58%	MATH CUMULATIVE			97.67%	SCIENCE	96.19%

594

Coversheet

Approval of the Amended 2026–2027 School Year Calendar

Section:	V. Academic Excellence
Item:	B. Approval of the Amended 2026–2027 School Year Calendar
Purpose:	Vote
Submitted by:	
Related Material:	Amended 2026-27 Calendar_Draft.pdf



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2026-27 School Year Important Dates

August 17:	First day for teachers (Professional Development)
August 18:	Professional Development
August 19:	First day for students ALL CLASSES MEET DAY
Sept. 4:	Admissions Day (Unassigned Day)
Sept. 7:	Labor Day (Holiday)
Sept. 21:	No School (Unassigned Day)
Nov. 11:	Veteran's Day
Nov. 23-27:	Thanksgiving Break
Dec. 15-17:	Finals (Dec. 17 last day for students.)
Dec. 18:	Last day for teachers (Pupil Free Day)
Jan. 11:	First day of second semester (teacher's only/prof. development)
Jan. 12:	First day of second semester (Odd Day)
Jan. 18:	MLK Day (Holiday)
Feb. 15:	President's Day (Holiday)
Mar. 22-26:	Spring Break
Mar. 29:	No School (Unassigned Day)
May 28:	No School (Unassigned Day)
May 31:	Memorial Day
June 7-9:	Finals (last day for students June 9)
June 10:	Last day for teachers (Pupil Free Day)/Graduation

Coversheet

PCHS 504 Policy

Section:	V. Academic Excellence
Item:	C. PCHS 504 Policy
Purpose:	Vote
Submitted by:	
Related Material:	PCHS Section 504 Policy (4919-1672-2605.v2).pdf PCHS_504_Procedural_Safeguards (4908-3419-8957.v1).pdf

Adopted/Ratified:
Revised:



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SECTION 504: POLICY, PROCEDURES, AND PARENT RIGHTS REGARDING IDENTIFICATION, EVALUATION AND EDUCATION

A. SECTION 504 POLICY

The Governing Board of Palisades Charter High School (“PCHS” or the “Charter School”) recognizes its obligation to identify and evaluate students with disabilities in order to provide them with a free, appropriate public education (“FAPE”) and its legal responsibility to ensure that “no qualified person with a disability shall, solely by reason of their disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.” This Policy, which includes the related administrative regulation has been developed to ensure the implementation of Section 504 of the Rehabilitation Act of 1973 (“Section 504”) at each of the PCHS charter schools, and its implementing regulations as amended, which pertains to public schools. The intent is to ensure that all students with disabilities, who are eligible under Section 504, are identified and evaluated and have access to a FAPE.

Under Section 504, individuals with physical or mental impairments that substantially limit one or more major life activities, including learning, are entitled to receive regular or special education and/or related aids and services designed to meet their individual needs as adequately as the needs of nondisabled students are met. Major Life Activities include functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, and working, as well as the operation of a major bodily functions, including functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, and reproductive functions. Students may be disabled and entitled to services under Section 504 even though they are not eligible for services pursuant to the Individuals with Disabilities Education Act Improvement Act of 2004 (“IDEA”). An impairment need not prevent or severely restrict a major life activity to be considered “substantially limiting.”

The Section 504 Coordinator or designee shall ensure that this policy and set of procedures is implemented and followed. RCS will conduct an evaluation in accordance with relevant laws and regulations as well as the procedures below, of any student who, because of a disability, needs or is believed to need regular or special education and/or related aides and services.

PCHS shall convene a Section 504 Team meeting to determine the student’s need for special education and/or related aids and services. The Section 504 Team will include persons knowledgeable about the Section 504 standards, the student’s individual needs and school history, the meaning of evaluation data, and placement options. PCHS will invite the student’s parent/guardian to participate in this 504 Team and shall receive notice of procedural safeguards guaranteed by law.

If PCHS determines that an assessment is not appropriate a student after a parent has requested an assessment, PCHS shall provide notice of the parent’s/guardian’s procedural safeguards and an



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 Revised:

explanation for the determination. PCHS shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

If the student, due to disability, is found to require regular or special education and/or related aids and services under Section 504, the Section 504 Team shall develop a Section 504 plan for the provision of such services to the student. The student shall be educated with nondisabled students to the maximum extent appropriate based on evaluation of the student's individual needs. The student's parent/guardian shall be provided a copy of the Section 504 Plan and notice of procedural safeguards guaranteed by law. PCHS shall review the student's progress and placement periodically and prior to any significant change in placement.

PCHS prohibits discrimination on the basis of disability or any other characteristic protected under law. PCHS will implement this policy through its corresponding procedures.

B. SECTION 504 PROCEDURES

A. Definitions

1. **Academic Setting** – the regular, educational environment operated by PCHS.
2. **Individual with a Disability under Section 504** – An individual who:
 - a. has a physical or mental impairment that substantially limits one or more major life activities;
 - b. has a record of such an impairment; or
 - c. is regarded as having such an impairment.
3. **Evaluation** – procedures used to determine whether a student has a disability as defined within these Procedures, and the nature and extent of the services that the student needs. The term means procedures used selectively with an individual student and does not include basic tests administered to, or procedures used with, all students in a school, grade or class.
4. **Section 504 Plan** – is a plan developed to identify and document the student's needs for regular or special education and related aids and services for participation in educational programs, activities, and school-sponsored events.
5. **FAPE** – the provision of regular or special education and related aids and services that are designed to meet the individual needs of persons with disabilities as adequately as the needs of persons without disabilities are met.
6. **Major Life Activities** - Functions such as caring for oneself, performing manual tasks, seeing, hearing, eating, sleeping, walking, standing, sitting, reaching, lifting, bending, speaking, breathing, learning, reading, concentrating, thinking, communicating, interacting with others, and working. A major life activity also includes the operation of a major bodily function, including but not limited to,

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functions of the immune system, special sense organs and skin, normal cell growth, digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine, hemic, lymphatic, musculoskeletal, and reproductive functions.

7. Physical or Mental Impairment –

- a. Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological; musculoskeletal; special sense organs; respiratory; including speech organs; cardiovascular; reproductive; digestive; genitor-urinary; hemic and lymphatic; skin; and endocrine; or
- b. Any mental or psychological disorder, such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities.

- 8. 504 Coordinator** – The Director of Student Support Services/ Assistant Principal shall serve as Charter School's Section 504 Coordinator. The parents or guardians may request a Section 504 due process hearing from or direct any questions or concerns to the Section 504 Coordinator at:

Amie Whiteley
15777 Bowdoin St.,
Pacific Palisades, CA 90272
(310) 230-6623
awhiteley@palihigh.org

- 9. Has a record of such an impairment** - means has a history of, or has been misclassified as having, a mental or physical impairment that substantially limits one or more major life activities.

10. Is regarded as having an impairment - means

- a. An individual meets the requirement of 'being regarded as having such an impairment' if the individual establishes that they have been subjected to an action prohibited under this Act because of an actual or perceived physical or mental impairment whether or not the impairment limits or is perceived to limit a major life activity.
- b. Being regarded as having an impairment shall not apply to impairments that are transitory and minor. A transitory impairment is an impairment with an actual or expected duration of 6 months or less.

B. Referral, Assessment and Evaluation Procedures



Adopted/Ratified:
 Revised:

1. PCHS will evaluate any student who, because of disability, needs or is believed to need regular or special education and/or related aids and services.
2. A student may be referred by anyone, including a parent/guardian, teacher, other school employee or community agency, for consideration as to whether the student qualifies as a student with a disability under Section 504. Requests for evaluation shall be made in writing, and a copy of said request will remain in the student's file regardless of the final determination. This referral should be made to the Section 504 Coordinator who will convene a 504 Team. Any requests made to another PCHS employee will be forwarded to the Section 504 Coordinator. Upon request, PCHS will assist a Parent to put their request for evaluation in writing.
3. PCHS has the responsibility to ensure that students with disabilities are evaluated. Therefore, it is important that staff who believe a student has or may have a disability promptly refer the student to the Section 504 Coordinator so that the assessment process is initiated.
4. The Section 504 Team convened by the Section 504 Coordinator will be composed of the student's parents/guardians and other persons knowledgeable about the student (such as the student's regular education teachers), the student's school history, the student's individual needs (such as a person knowledgeable about the student's disabling condition), the meaning of evaluation data, the options for placement and services, and the legal requirements for least restrictive environment and comparable facilities.
5. The Section 504 Team shall promptly consider the referral and determine what assessments are needed in all suspected areas of disability to evaluate whether the student is a student with a disability under Section 504 and what individual needs the student may have. The decision regarding what assessments shall be undertaken shall be based on a review of the student's school records, including academic, social and behavioral records, any relevant medical records, and consultation with the student's parent/guardian, the student's teachers, or other professionals, as appropriate, and analysis of the student's needs. Students requiring assessment shall be provided appropriate assessments administered by individuals qualified to complete the assessments.
6. The Section 504 Team will consider the following information in its evaluation of the student:
 - a. Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel;
 - b. Tests and other evaluation materials including those tailored to assess specific areas of educational need and not merely those which are designed to provide a single general intelligence quotient; and

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- c. Tests are selected and administered so as to best ensure that, when a test is administered to a student with impaired sensory, manual, or speaking skills, the test results accurately reflect the student's aptitude or achievement level or whatever factor the test purports to measure, rather than reflecting the student's impaired sensory, manual, or speaking skills (except where those skills are the factors that the test purports to measure.)
7. The evaluation of the student must be sufficient for the Section 504 Team to accurately and completely describe: (a) the nature and extent of the disabilities; (b) the student's individual needs; (c) the impact upon the student's education; and (d) what regular or special education and/or related aids and services are appropriate to ensure that the student receives a FAPE. All significant factors relating to the learning process for that student, including adaptive behavior and cultural and language background, must be considered. The evaluation may include, but is not limited to, classroom and playground observation, performance-based testing, academic assessment information, and data offered by the student's teachers and parent/guardian.
8. The Section 504 Team must ensure that information obtained from all sources is documented and carefully considered. The Section 504 Coordinator, and any other knowledgeable team members, will confirm that the above-described evaluation documents the information obtained from all sources to allow the Section 504 Team to carefully consider all significant factors related to the student's suspected physical or mental impairment which may be substantially limiting major life activity.
9. Mitigating measures cannot be considered when evaluating whether or not a student has a substantially limiting impairment. Mitigating measures could include medications, prosthetic devices, assistive devices, or learned behavioral or adaptive neurological modifications a student uses to eliminate or reduce the effects of an impairment. The mitigating effects of ordinary eyeglasses/contact lenses shall be considered in determining if the student has a substantial limitation of a major life activity.
10. The determination of whether a student has a disability should not solely rely on grades and/or absences.
11. The parents/guardians shall be given an opportunity in advance of 504 Team meetings to examine assessment results and all other relevant records.
11. If a request for evaluation is denied, the Section 504 Team shall inform the parents/guardians in writing of this decision and of their procedural rights as

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described below.

C. 504 Plan

1. When a student is identified as having a disability within the meaning of Section 504, the Section 504 Team shall determine what, if any, services are needed to ensure that the student receives a FAPE.
2. The Section 504 Team responsible for making the placement decision shall include the parents/guardians and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options.
3. For each identified eligible student, the Section 504 Team will develop a Section 504 Plan describing the student's disability and the regular or special education and/or related aids and services needed. The Section 504 Plan will specify how the special education and/or related aids and services will be provided to the eligible student and by whom. The Section 504 Plan will also identify the person responsible for ensuring that all the components of the Section 504 Plan are implemented.
4. The student's teacher and any other staff who are to provide services to the student or who are to make modifications in the classroom for the student shall be informed of the services or modifications necessary for the student and, if appropriate, provided a copy of the 504 Plan. A copy of this plan shall be kept in the student's cumulative file in a manner that limits access to those persons involved in the 504 process and/or the provision of services and modifications.
5. The eligible student shall be placed in the regular education environment unless it is demonstrated that the student's needs cannot be met in the regular education environment with supplementary aids and services. The student shall be educated with students who are not disabled to the maximum extent appropriate to their individual needs.
6. The referral, assessment, evaluation and placement process will be completed within a reasonable time. It is generally not reasonable to exceed sixty (60) school days in completing this process.
7. The parents/guardians shall be notified in writing of the final decision concerning the student's identification as a person with disabilities, the educational program and services to be provided, if any, and of the Section 504 procedural safeguards, as described below, including the right to an impartial hearing to challenge the decision.
8. If the Section 504 Team determines that the student has a disability but that no special education and/or related aids and services are necessary for the student, the Section 504 Plan shall reflect the identification of the student as a person with a disability under Section 504 and shall state the basis for the decision that no special

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education and/or related aids and services are presently needed.

9. The Section 504 Plan shall include a schedule for annual review of the student's needs and indicate that this review may occur more frequently at the request of the parent/guardian or school staff, or if there is reason to suspect that the student's needs have changed and prior to any change in placement.
10. PCHS shall immediately implement a student's prior Section 504 Plan, when a student enrolls at PCHS. Within thirty (30) calendar days of the student of starting school, PCHS shall schedule a Section 504 Team meeting to review the existing 504 Plan. PCHS shall request a copy of the prior Section 504 plan from both the prior school and the parent/guardian.
11. A parent, guardian, or PCHS shall have the right to audio record the proceedings of any team meetings held pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794). The parent or guardian or PCHS shall notify the members of the team of the parent's, guardian's, or PCHS's intent to audio record a meeting at least 24 hours before the meeting. If PCHS initiates the notice of intent to audio record a meeting and the parent or guardian objects or refuses to attend the meeting because it will be audio recorded, the meeting shall not be audio recorded.

D. Review of the Student's Progress

1. The Section 504 Team shall monitor the progress of the eligible student and the effectiveness of the student's Section 504 Plan. According to the review schedule set out in the student's Section 504 Plan, the Section 504 Team shall annually determine whether the student's Section 504 Plan is appropriate.
2. A reevaluation of the student's needs shall be conducted before any subsequent significant change in placement and when there is reason to suspect that the student's needs have changed.

E. Procedural Safeguards

1. Parents/guardians shall be notified in writing of all decisions regarding the identification, evaluation or educational placement of students with disabilities or suspected disabilities. Notifications shall include a statement of their rights to:
 - Examine relevant records
 - Have an impartial hearing with an opportunity for participation by the parents/guardians and their counsel
 - Have the right to file a Uniform Complaint pursuant to Charter School policy

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Revised:



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- Seek review in federal court if the parents/guardians disagree with the hearing decision.
2. Notifications shall also set forth the procedures for requesting an impartial hearing. Requests shall be made to the following:

Amie Whiteley
15777 Bowdoin Street
Pacific Palisades, CA 90272
awhiteley@palihigh.org
(310) 230-6623

Notifications shall also advise that reimbursement for attorney's fees is available only as authorized by law.

3. The Section 504 Coordinator or designee shall maintain a list of impartial hearing officers who are qualified and willing to conduct Section 504 hearings. To ensure impartiality, such officers shall not be employed by or under contract with PCHS or the LAUSD SELPA in any capacity other than that of hearing officer and shall not have any professional or personal involvement that would affect their impartiality or objectivity in the matter.
4. If a parent/guardian disagrees with the identification, evaluation or educational placement of a student with disabilities under Section 504, the parent/guardian may request a hearing to initiate due process procedures. The parent/guardian shall set forth in writing their request for a hearing. A request for hearing should include:
 - The specific decision or action with which the parent/guardian disagrees.
 - The changes to the 504 Plan the parent/guardian seeks.
 - Any other information the parent/guardian believes is pertinent.
5. Within five (5) calendar days of receiving the parent/guardian's request for a hearing, PCHS may offer the parent/guardian an optional alternative dispute resolution process. However, the timeline for the hearing shall remain in effect unless it is extended by mutual written agreement of the parent/guardian and PCHS. Alternative dispute resolution options include:
 - Mediation by a neutral third party.
 - Review of the 504 Plan by the Section 504 Coordinator or designee.
6. Within ten (10) calendar days of receiving the parent/guardian's request, the Section 504 Coordinator or designee or designee shall select an impartial hearing

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officer. These 10 days may be extended for good cause or by mutual agreement of the parent/guardian and Section 504 Coordinator or designee.

7. Within thirty-five (35) calendar days of the selection of the hearing officer, the due process hearing shall be conducted. These thirty-five (35) calendar days may be extended for good cause or by mutual agreement of the parent/guardian and Section 504 Coordinator or designee.
8. The parent/guardian and PCHS shall be afforded the rights to:
 - Be accompanied and advised by counsel and by individuals with special knowledge or training related to the individual needs of students who are qualified as having a disability under Section 504.
 - Present written and oral evidence.
 - Question and cross-examine witnesses.
 - Receive written findings by the hearing officer.
9. The hearing officer shall issue a written decision within ten (10) calendar days of the hearing.
10. If desired, either party may seek a review of the hearing officer's decision by a federal court. The decision shall be implemented unless the decision is stayed, modified or overturned by a court.
11. PCHS shall not retaliate in any way against parents/guardians or students who exercise any rights under the procedural safeguards and/or Section 504.

F. **Suspension and Expulsion, Special Procedures for Students with Disabilities**

PCHS shall follow the suspension and expulsion policy and procedures as set forth in the charter. A student who is qualified for services under Section 504 of the Rehabilitation Act of 1973 is subject to the same grounds for disciplinary action, including suspension and expulsion, and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. PCHS will follow Section 504 and all applicable federal and state laws when imposing any form of discipline on a student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students. The following procedures shall be followed when a student with a disability is considered for suspension or expulsion. These procedures will be updated if there is a change in the law.

1. **Services During Suspension**

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Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's 504 Plan; and receive, as appropriate, a functional behavioral assessment ("FBA") and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

2. Procedural Safeguards/Manifestation Determination

PCHS will conduct a manifestation determination before implementing a disciplinary removal that will result in a significant change in placement. Within ten (10) school days of a recommendation for expulsion, removal from class or school for longer than ten (10) consecutive school days, a series of removals from class or school that together total more than ten (10) school days in a school year and constitute a pattern of removals or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, PCHS, the parent, and relevant members of The Section 504 Team shall review all relevant information in the student's file, including the child's 504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

- a. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- b. If the conduct in question was the direct result of the local educational agency's failure to implement the 504 Plan.

If PCHS, the parent, and relevant members of The Section 504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If PCHS, the parent, and relevant members of The Section 504 Team make the determination that the conduct was a manifestation of the child's disability, The Section 504 Team shall:

- a. Conduct an FBA and implement a behavioral intervention plan ("BIP") for such child, provided that PCHS had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If the child has a BIP, review the BIP and modify it, as necessary, to address the behavior; and

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- c. Return the child to the placement from which the child was removed, unless the parent and PCHS agree to a change of placement as part of the modification of the BIP.

If PCHS, the parent, and relevant members of The Section 504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the 504 Plan, then PCHS may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

3. Appeals

The parent/guardian of a child with a disability under a 504 Plan who disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, either party may request to utilize the appeal process outlined in the Procedural Safeguards section of these Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or PCHS, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law, including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent and PCHS agree otherwise.

4. Special Circumstances

PCHS personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Section 504 Coordinator or designee or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. § 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or



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- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. § 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

5. Interim Alternative Educational Setting

The student's interim alternative educational setting shall be determined by the student's 504 Team.

C. PARENT/STUDENT RIGHTS IN IDENTIFICATION, EVALUATION, ACCOMMODATION AND PLACEMENT

The following is a description of the rights granted by federal law to students with disabilities. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of their disabling condition.
2. Have PCHS advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a FAPE. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have PCHS make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive special education and related services if your child is found to be eligible under the Individuals with Disabilities Education Improvement Act (IDEA 2004).
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by PCHS.



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9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Obtain a response from PCHS to reasonable requests for explanations and interpretations of your child's records.
12. Request an amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If PCHS refuses this request for amendment, the Charter School shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with Charter School's Section 504 mediation grievance and hearing procedures, outlined above in Paragraph E.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
15. File a formal complaint pursuant to the Charter School's Uniform Complaint Policy and Procedures. Please ask the Section 504 Coordinator or designee for a copy of the Charter School's Uniform Complaint Policy and Procedures if you need one.
16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights
U.S. Department of Education
Seattle Office
Office for Civil Rights
U.S. Department of Education
915 Second Avenue Room 3310
Seattle, WA 98174-1099

Telephone: 206-607-1600
FAX: 206-607-1601; TDD: 800-877-8339
Email: OCR.Seattle@ed.gov

or

U.S. Department of Education
Office for Civil Rights
Lyndon Baines Johnson Department of Education Bldg
400 Maryland Avenue, SW
Washington, DC 20202-1100

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Revised:



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Telephone: 800-421-3481
FAX: 202-453-6012; TDD: 800-877-8339
Email: OCR@ed.gov

17. Be free from any retaliation from PCHS for exercising any of these rights.

Please contact the following Coordinators with any questions regarding the information contained herein: Amie Whiteley, Section 504 Coordinator, Palisades Charter High School, 15777 Bowdoin Street, Pacific Palisades, CA 90272, awhiteley@palihigh.org, (310) 230-6623 with any questions regarding the information contained herein.



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NOTICE OF PARENT AND STUDENT RIGHTS UNDER SECTION 504 OF THE REHABILITATION ACT OF 1973

The following is a description of the rights granted by federal law to students with disabilities under Section 504 of the Rehabilitation Act of 1973. The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions. Please keep this explanation for future reference.

You have the right to:

1. Have your child take part in and receive benefits from public education programs without discrimination because of their disabling condition.
2. Have Palisades Charter High School ("PCHS") advise you of your rights under federal law.
3. Receive notice with respect to Section 504 identification, evaluation and/or placement of your child.
4. Have your child receive a free appropriate public education ("FAPE"). This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have PCHS make reasonable accommodations to allow your child an equal opportunity to participate in school and school-related activities.
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students.
6. Have your child receive special education and related services if your child is found to be eligible under Section 504 of the Rehabilitation Act of 1973.
7. Have an evaluation, educational recommendation, and placement decision developed by a team of persons who are knowledgeable of the student, the assessment data, and any placement options. This includes the right to an evaluation before the initial placement of the student and before any subsequent significant change in placement.
8. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by PCHS.
9. Examine all relevant records relating to decisions regarding your child's Section 504 identification, evaluation, educational program, and placement.
10. Obtain copies of educational records at a reasonable cost unless the fee would effectively deny you access to the records.
11. Obtain a response from PCHS to reasonable requests for explanations and interpretations of your child's records.



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12. Request an amendment of your child's educational records if there is reasonable cause to believe they are inaccurate, misleading, or otherwise in violation of the privacy rights of your child. If PCHS refuses this request for amendment, PCHS shall notify you within a reasonable time and advise you of your right to an impartial hearing.
13. Request mediation or file a grievance in accordance with PCHS' Section 504 mediation, grievance, and hearing procedures, outlined in PCHS' Section 504 Policy and Procedures.
14. Request an impartial hearing regarding the Section 504 identification, evaluation, or placement of your child. You and the student may take part in the hearing and have an attorney represent you.
15. File a formal complaint pursuant to PCHS' Uniform Complaint Policy and Procedures. Please ask the Section 504 Coordinator for a copy of the PCHS Uniform Complaint Policy and Procedures if you need one.
16. File a formal complaint with the U.S. Department of Education.

Office for Civil Rights, Office for Civil Rights
U.S. Department of Education
Seattle Office
Office for Civil Rights
U.S. Department of Education
915 Second Avenue Room 3310
Seattle, WA 98174-1099

Telephone: 206-607-1600
FAX: 206-607-1601; TDD: 800-877-8339
Email: OCR.Seattle@ed.gov

or

U.S. Department of Education
Office for Civil Rights
Lyndon Baines Johnson Department of Education Bldg
400 Maryland Avenue, SW
Washington, DC 20202-1100

Telephone: 800-421-3481
FAX: 202-453-6012; TDD: 800-877-8339
Email: OCR@ed.gov



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17. Be free from any retaliation from PCHS for exercising any of these rights.

Please contact the following Coordinators with any questions regarding the information contained herein:

Amie Whiteley
15777 Bowdoin Street, Pacific Palisades, CA 90272
(310) 230-6623
awhiteley@palihigh.org

4938-8144-6672, v. 1

Coversheet

Virtual Academy/Independent Studies Policy

Section: V. Academic Excellence
Item: D. Virtual Academy/Independent Studies Policy
Purpose: Vote
Submitted by:
Related Material:

Updated 2026-27 Course Based Independent Study Policy (4918-9647-3261.v1).pdf
2026-27 PCHS Course Based Learning Agreement (4899-1302-6477.v2).pdf



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BOARD POLICY FOR COURSE-BASED INDEPENDENT STUDY

The Board of Directors of PCHS hereby adopts the following policies regarding course-based independent study in accordance with Education Code Section 51749.5:

1. Every student that engages in course-based independent study does so in accordance with a signed learning agreement which includes all the requirements of Education Code Section 51749.6. and is executed, and maintained on file
2. All courses are taught under the general supervision of certificated employees who hold the appropriate subject matter credential pursuant to Section 44300 or 44865, or subdivision (l) of Section 47605, and are employed by PCHS.
3. All course-based independent study courses are annually certified, by PCHS Board of Directors resolution, to be of the same rigor, educational quality, and intellectual challenge substantially equivalent to in-person instruction and equivalent classroom-based courses, and shall be aligned to all relevant local and state content standards. As a high school, this shall include access to all courses offered by the local educational agency for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria.
4. This certification shall, at a minimum, include the following:
 - a. the duration, number of equivalent daily instructional minutes for each schoolday that a pupil is enrolled, number of equivalent total instructional minutes, number of course credits for each course, and;
 - b. a plan for at least weekly synchronous instruction throughout the school year.
5. All pupils enrolled in courses authorized by this section shall meet the applicable age requirements established pursuant to Education Code Section 47612.1 and shall meet the applicable residency and enrollment requirements established pursuant to Education Code Sections 47612 and 51747.3.
6. An individual with exceptional needs, as defined in Education Code Section 56026, may participate in course-based independent study, if the pupil's individualized education program developed pursuant to Article 3 (commencing with Section 56340) of Chapter 4 of Part 30 specifically provides for that participation.
7. A temporarily disabled pupil shall not receive individual instruction pursuant to Section 48206.3 through course-based independent study.
8. For all pupils in grades 9-12, the maximum length of time allowed between the date the assignment is made and the date the assignment is due is five (5) school days. After 4 missed assignments during any course in which the pupil is enrolled, or if the pupil is not making satisfactory educational progress as defined, below, an evaluation will be made of whether or not the pupil should be allowed to continue in course-based independent study.
9. Satisfactory educational progress shall be determined based on all of the following indicators:



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- a. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in paragraphs (4) and (5) of subdivision (d) of Education Code Section 52060.
- b. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
- c. Learning required concepts, as determined by the supervising teacher.
- d. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

If satisfactory educational progress in one or more courses is not being made, certificated employees providing instruction shall notify the pupil and, if the pupil is less than 18 years of age, the pupil's parent or legal guardian, and conduct an evaluation to determine whether it is in the best interest of the pupil to remain in the course or whether the pupil should be referred to an alternative program, which may include, but is not limited to, a regular school program. A written record of the findings of an evaluation made pursuant to this subdivision shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

10. Procedures for tiered reengagement strategies for all pupils who are not making satisfactory educational progress in one or more courses, or who are in violation of the written learning agreement pursuant to Education Code Section 51749.6. These procedures shall include, but are not necessarily limited to, all of the following:
 - a. Verification of current contact information for each enrolled pupil.
 - b. A plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary.
 - c. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written learning agreement, and reconsider the independent study course's impact on the pupil's achievement and well-being.
11. Written or computer-based evidence of satisfactory educational progress, as described above, shall be retained for each course and pupil. At a minimum, this evidence shall include a grade book or summary document that, for each course, lists all assignments, examinations, and associated grades.
12. PCHS shall transition pupils whose families wish to return to in-person instruction from course-based independent study expeditiously, and, in no case, later than five instructional days.
13. A proctor shall administer examinations.



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14. Statewide testing results for pupils enrolled in any course authorized pursuant to this section shall be reported and assigned to the PCHS and to any school district, charter school, or county office of education within which PCHS' testing results are aggregated. Statewide testing results for pupils enrolled in a course or courses pursuant to this section shall be disaggregated for purposes of comparing the testing results of those pupils to the testing results of pupils enrolled in classroom-based courses.
15. A pupil shall not be required to enroll in courses authorized by this Policy.
16. PCHS shall comply with the pupil-to-certificated-employee ratio limitations established pursuant to Education Code Section 51745.6.
17. For each pupil, the combined equivalent daily instructional minutes for enrolled courses authorized by this section and enrolled courses authorized by all other laws and regulations shall meet the minimum instructional day requirements applicable to the local educational agency. Pupils enrolled in courses authorized by this section shall be offered the minimum annual total equivalent instructional minutes pursuant to Education Code Section 47612.5.
18. Courses required for high school graduation or for admission to the University of California or California State University shall not be offered exclusively through independent study.
19. A pupil participating in independent study shall not be assessed a fee prohibited by Section 49011.
20. A pupil shall not be prohibited from participating in independent study solely on the basis that the pupil does not have the materials, equipment, or internet access that are necessary to participate in the independent study course.
21. Sections 4.b., 10, and 12 of this Policy shall not apply to pupils that participate in an independent study program for fewer than 16 schooldays in a school year or to pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. PCHS shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this Section.
22. For purposes of computing average daily attendance for each pupil enrolled in course-based independent study, the following computations shall apply:



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- a. For each schoolday, add the combined equivalent daily instructional minutes, as certified above, for courses authorized by this section in which the pupil is enrolled.
 - b. For each schoolday, add the combined daily instructional minutes of courses authorized by all other laws and regulations in which the pupil is enrolled and for which the pupil meets applicable attendance requirements.
 - c. For each schoolday, add the sum of subparagraphs (a) and (b).
 - d. If subparagraph (c) meets applicable minimum schoolday requirements for each schoolday, and all other requirements in this section have been met, credit each schoolday that the pupil is demonstrating satisfactory educational progress pursuant to the requirements of this section, with up to one school day of attendance.
 - e. Using credited schoolday attendance pursuant to paragraph (2), calculate average daily attendance pursuant to Education Code Section 47612 for each pupil.
 - f. The average daily attendance computed herein shall not result in more than one unit of average daily attendance per pupil.
 - g. Average daily attendance computed for pupils enrolled in courses authorized by this policy shall not be credited with average daily attendance other than what is specified in this policy and Education Code Section 51749.5.
 - h. If more than 10 percent of the total average daily attendance of PCHS is claimed pursuant to this policy, then the amount of average daily attendance for all pupils enrolled by PCHS in courses authorized pursuant to this section that is in excess of 10 percent of the total average daily attendance for PCHS shall be reduced by either the statewide average rate of absence for high school districts for grades 9 to 12, inclusive, as calculated by the California Department of Education for the prior fiscal year, with the resultant figures and ranges rounded to the nearest 10th.
23. "Equivalent Total Instructional Minutes" means the same number of minutes as required for an equivalent classroom-based course.
24. Nothing in this Policy or Education Code Section 51749.5 prohibits the right to collectively bargain any subject within the scope of representation pursuant to Section 3543.2 of the California Government Code.



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Palisades Charter High School

COURSE-BASED INDEPENDENT STUDY LEARNING AGREEMENT

Student Name:	Parent/Guardian Name(s):
Grade:	Duration of Learning Agreement (not to exceed one school year):

Course-based independent study is optional pursuant to Education Code Sections 51749.5 and 51749.6, and no student shall be required to enroll in independent study courses.

BOARD CERTIFIED COURSE-BASED INDEPENDENT STUDY COURSES:

Board Certified Course	Supervising Teacher	Duration of Course	Credits (upon successful completion)

Objectives, Methods of Study, Methods of Evaluation, and Resources:

- Objectives:** The pupil is to complete the Certified Courses listed above. The objectives reflect the curriculum adopted by PCHS's governing board and are consistent with PCHS standards, as outlined in PCHS's subject/course descriptions. The learning objectives and expectations for each course, including, but not limited to, a description of how satisfactory educational progress is measured and when a pupil evaluation is required to determine whether the pupil should remain in the course or be referred to an alternative program, which may include, but is not limited to, a regular school program. PCHS shall provide content aligned to grade-level standards that are of the same rigor and educational quality and intellectual challenge substantially equivalent to in-person instruction which includes access to all courses offered by PCHS for graduation and approved by the UC or CSU as creditable under the A-G admissions criteria.



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- **Methods of study:** The methods of study for the pupil shall include but are not limited to synchronous and asynchronous virtual instruction, independent reading, textbook activities, computerized curriculum, essays, projects, listening to and engaging in teacher-made lessons, and drill & practice.
- **Methods of evaluation:** The methods of evaluation for the pupil will include quizzes, tests, work samples, observations, state standards testing, labs, and final examinations.
- **Resources:** PCHS will provide appropriate instructional materials and personnel to enable the student to complete the assigned work. Resources must include those reasonably necessary to the achievement of the objectives and must include resources that are normally available to all students on the same terms as the terms on which they are available to all. The school will confirm or provide access to all pupils to the connectivity and devices adequate to participate in the educational program and complete assigned work.

Statement Regarding Special Populations: PCHS shall utilize its Student Study Team (“SST”) process to address the needs of pupils who are not performing at grade level, or who need support in other areas, such as English Learners, pupils in foster care, or pupils who are experiencing homelessness, and/or pupils requiring mental health support. The Charter School complies with the Individuals with Disabilities Education Act (“IDEA”) and is committed to meeting the needs of individuals with exceptional needs in order to be consistent with the pupil’s individualized education program (“IEP”). Policies, procedures, and guidelines are in place to ensure that pupils are identified, assessed, and provided a free appropriate public education in the least restrictive environment. The school complies with Section 504 of the federal Rehabilitation act of 1973 (29 U.S.C. Sec. 794) and is committed to providing equivalent access to and providing a free appropriate public education to all students with disabilities.

Voluntary Statement: Enrollment in a course authorized pursuant to Education Code Section 51749.5 is an optional educational alternative in which no pupil may be required to participate. In the case of a pupil who is referred or assigned to any school, class, or program pursuant to Education Code Section 48915 or 48917, instruction may be provided to the pupil through course-based independent study only if the pupil is offered the alternative of classroom instruction.

Pupil-Parent-Educator Conference: Before signing a written agreement for Independent Study, a pupil, or their parent, guardian, or caregiver if the pupil is less than 18 years of age, may request that the Charter School conduct a telephone, videoconference, or in-person parent-pupil-educator conference, during which the pupil, parent or guardian, and, if requested by the pupil or parent, an education advocate may ask questions about educational options, such as academic and nonacademic supports that will be made available to participating pupils, and the curriculum offerings.

The manner, time, frequency, and place for submitting a pupil’s assignments, for reporting the pupil’s academic progress, and for communicating with a pupil’s parent or guardian regarding a pupil’s academic progress:

Manner: Virtual

Time: during school hours as required by supervising teachers of assigned Certified Courses

Frequency: as required by supervising teachers of assigned Certified Courses

Place: through a virtual internet connection



Maximum Length of Assignment and Evaluation of Whether or not the pupil should be allowed to continue in course-based independent study: According to the PCHS independent study policy for all pupils in grades 9-12, the maximum length of time allowed between the date the assignment is made and the date the assignment is due is five (5) school days. After 4 missed assignments during any course in which the pupil is enrolled, or if the pupil is not making satisfactory educational progress as defined, below, an evaluation will be made to determine whether independent study is an appropriate strategy for this pupil or whether the student should be referred to alternative program. “Satisfactory educational progress” is measured by all of the following indicators:

- The pupil’s achievement and engagement in the independent study program, as indicated by the pupil’s performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
- The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
- Learning required concepts, as determined by the supervising teacher.
- Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

SUMMARY OF BOARD POLICY – COURSE BASED INDEPENDENT STUDY

The Board of Directors of PCHS hereby adopts the following policies regarding course-based independent study in accordance with Education Code Section 51749.5:

1. Every student that engages in course-based independent study does so in accordance with a signed learning agreement which includes all the requirements of Education Code Section 51749.6. and is executed, and maintained on file
2. All courses are taught under the general supervision of certificated employees who hold the appropriate subject matter credential pursuant to Section 44300 or 44865, or subdivision (l) of Section 47605, and are employed by PCHS.
3. All course-based independent study courses are annually certified, by PCHS Board of Directors resolution, to be of the same rigor, educational quality, and intellectual challenge substantially equivalent to in-person instruction and equivalent classroom-based courses, and shall be aligned to all relevant local and state content standards. As a high school, this shall include access to all courses offered by the local educational agency for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria.
4. This certification shall, at a minimum, include the following:
 - a. the duration, number of equivalent daily instructional minutes for each schoolday that a pupil is enrolled, number of equivalent total instructional minutes, number of course credits for each course, and;
 - b. a plan for at least weekly synchronous instruction throughout the school year.
5. All pupils enrolled in courses authorized by this section shall meet the applicable age requirements established pursuant to Education Code Section 47612.1 and shall meet the applicable residency and enrollment requirements established pursuant to Education Code Sections 47612 and 51747.3.
6. An individual with exceptional needs, as defined in Education Code Section 56026, may participate in course-based independent study, if the pupil’s individualized education program developed pursuant to



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Article 3 (commencing with Section 56340) of Chapter 4 of Part 30 specifically provides for that participation.

7. A temporarily disabled pupil shall not receive individual instruction pursuant to Section 48206.3 through course-based independent study.
8. For all pupils in grades 9-12, the maximum length of time allowed between the date the assignment is made and the date the assignment is due is five (5) school days. After 4 missed assignments during any course in which the pupil is enrolled, or if the pupil is not making satisfactory educational progress as defined, below, an evaluation will be made of whether or not the pupil should be allowed to continue in course-based independent study.
9. Satisfactory educational progress shall be determined based on all of the following indicators:
 - a. The pupil's achievement and engagement in the independent study program, as indicated by the pupil's performance on applicable pupil-level measures of pupil achievement and pupil engagement set forth in paragraphs (4) and (5) of subdivision (d) of Education Code Section 52060.
 - b. The completion of assignments, assessments, or other indicators that evidence that the pupil is working on assignments.
 - c. Learning required concepts, as determined by the supervising teacher.
 - d. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

If satisfactory educational progress in one or more courses is not being made, certificated employees providing instruction shall notify the pupil and, if the pupil is less than 18 years of age, the pupil's parent or legal guardian, and conduct an evaluation to determine whether it is in the best interest of the pupil to remain in the course or whether the pupil should be referred to an alternative program, which may include, but is not limited to, a regular school program. A written record of the findings of an evaluation made pursuant to this subdivision shall be treated as a mandatory interim pupil record. The record shall be maintained for a period of three years from the date of the evaluation and, if the pupil transfers to another California public school, the record shall be forwarded to that school.

10. Procedures for tiered reengagement strategies for all pupils who are not making satisfactory educational progress in one or more courses, or who are in violation of the written learning agreement pursuant to Education Code Section 51749.6. These procedures shall include, but are not necessarily limited to, all of the following:
 - a. Verification of current contact information for each enrolled pupil.
 - b. A plan for outreach from the school to determine pupil needs, including connection with health and social services as necessary.
 - c. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written learning agreement, and reconsider the independent study course's impact on the pupil's achievement and well-being.
11. Written or computer-based evidence of satisfactory educational progress, as described above, shall be retained for each course and pupil. At a minimum, this evidence shall include a grade book or summary document that, for each course, lists all assignments, examinations, and associated grades.
12. PCHS shall transition pupils whose families wish to return to in-person instruction from course-based independent study expeditiously, and, in no case, later than five instructional days.



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13. A proctor shall administer examinations.
14. Statewide testing results for pupils enrolled in any course authorized pursuant to this section shall be reported and assigned to the PCHS and to any school district, charter school, or county office of education within which PCHS' testing results are aggregated. Statewide testing results for pupils enrolled in a course or courses pursuant to this section shall be disaggregated for purposes of comparing the testing results of those pupils to the testing results of pupils enrolled in classroom-based courses.
15. A pupil shall not be required to enroll in courses authorized by this Policy.
16. PCHS shall comply with the pupil-to-certificated-employee ratio limitations established pursuant to Education Code Section 51745.6.
17. For each pupil, the combined equivalent daily instructional minutes for enrolled courses authorized by this section and enrolled courses authorized by all other laws and regulations shall meet the minimum instructional day requirements applicable to the local educational agency. Pupils enrolled in courses authorized by this section shall be offered the minimum annual total equivalent instructional minutes pursuant to Education Code Section 47612.5.
18. Courses required for high school graduation or for admission to the University of California or California State University shall not be offered exclusively through independent study.
19. A pupil participating in independent study shall not be assessed a fee prohibited by Section 49011.
20. A pupil shall not be prohibited from participating in independent study solely on the basis that the pupil does not have the materials, equipment, or internet access that are necessary to participate in the independent study course.
21. Sections 4.b., 10, and 12 of this Policy shall not apply to pupils that participate in an independent study program for fewer than 16 schooldays in a school year or to pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. PCHS shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this Section.
22. For purposes of computing average daily attendance for each pupil enrolled in course-based independent study, the following computations shall apply:
 - a. For each schoolday, add the combined equivalent daily instructional minutes, as certified above, for courses authorized by this section in which the pupil is enrolled.
 - b. For each schoolday, add the combined daily instructional minutes of courses authorized by all other laws and regulations in which the pupil is enrolled and for which the pupil meets applicable attendance requirements.
 - c. For each schoolday, add the sum of subparagraphs (a) and (b).
 - d. If subparagraph (c) meets applicable minimum schoolday requirements for each schoolday, and all other requirements in this section have been met, credit each schoolday that the pupil is



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demonstrating satisfactory educational progress pursuant to the requirements of this section, with up to one school day of attendance.

- e. Using credited schoolday attendance pursuant to paragraph (2), calculate average daily attendance pursuant to Education Code Section 47612 for each pupil.
- f. The average daily attendance computed herein shall not result in more than one unit of average daily attendance per pupil.
- g. Average daily attendance computed for pupils enrolled in courses authorized by this policy shall not be credited with average daily attendance other than what is specified in this policy and Education Code Section 51749.5.
- h. If more than 10 percent of the total average daily attendance of PCHS is claimed pursuant to this policy, then the amount of average daily attendance for all pupils enrolled by PCHS in courses authorized pursuant to this section that is in excess of 10 percent of the total average daily attendance for PCHS shall be reduced by either the statewide average rate of absence for high school districts for grades 9 to 12, inclusive, as calculated by the California Department of Education for the prior fiscal year, with the resultant figures and ranges rounded to the nearest 10th.

23. "Equivalent Total Instructional Minutes" means the same number of minutes as required for an equivalent classroom-based course.

24. Nothing in this Policy or Education Code Section 51749.5 prohibits the right to collectively bargain any subject within the scope of representation pursuant to Section 3543.2 of the California Government Code.

* * *

SIGNATURES

This signed learning agreement constitutes permission from the pupil's parent or legal guardian, if the pupil is less than 18 years of age, for the pupil to receive instruction through course-based independent study. Written agreements may be signed using an electronic signature that complies with state and federal standards and as approved by the California Department of Education and must be signed before commencement of the independent study course. An electronic signature is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature.

Student:

Student Signature: _____

Date: _____

Parent/Legal Guardian/Caregiver (if Student is under 18):

Parent/Guardian
Signature: _____

Date: _____



Certificated employee designated as having responsibility for the special education programming of the pupil, as applicable:

Certificated employee (special education) signature (as applicable)

_____ Date: _____

Certificated employees who have been designated as having responsibility for the general supervision of independent study courses:

Course	Teacher Signature	Date

Coversheet

Collective LAUSD SELPA Notification Letter (Draft)

Section:	VI. Collective LAUSD SELPA Notification Letter (Draft)
Item:	A. Collective LAUSD SELPA Notification Letter (Draft)
Purpose:	Vote
Submitted by:	
Related Material:	DRAFT June 2026 Collective LAUSD SELPA Notification Letter.docx.pdf

May 15, 2026

Jose Soto, Ed.D.
Executive Director
Division of Special Education
Los Angeles Unified School District
333 South Beaudry Ave, 17th Floor
Los Angeles, CA 90017

Dear Dr. Soto,

Charter schools participating in Los Angeles Unified School District (LAUSD) Special Education Local Plan Area (SELPA) Charter Operated Programs: Option 3 ("COP3") are committed to the work of building strong, sustainable special education programs for students with disabilities in Los Angeles. That work depends on a productive relationship with LAUSD's Division of Special Education and Charter Operated Programs team, and we are grateful for the ongoing collaboration that makes this possible.

COP3 now encompasses more than 200 charter schools serving over 13,000 students with disabilities, including approximately 2,500 students with extensive support needs. Over the past decade, the COP3 model has enabled significant development of charter school special education infrastructure, including the implementation of at least 115 new charter school programs for students with disabilities, representing demonstrated commitment to ensuring that families across Los Angeles have access to high-quality programs regardless of the school they choose.

We also recognize that special education arrangements within the LAUSD SELPA may change at the discretion of the Board and Division of Special Education. Charter schools must therefore preserve the ability to exit the SELPA should that determination serve the best interests of their students. Please accept this letter as formal notification that the undersigned charter schools reserve the right to exit the LAUSD SELPA effective July 1, 2027.

This letter is not binding and serves the administrative purpose of providing one-year advance notice of intent to exit the SELPA. Should the charter schools determine that continued participation in the LAUSD SELPA best serves their students, they will remain for the 2027–28 academic year.

We look forward to our continued partnership on behalf of all students and families.

Sincerely

Brian Bauer
Executive Board Chair, LAUSD Charter Operated Programs, Option 3
Chief Executive Officer/Superintendent, Granada Hills Charter School

CC: Dixon Deutsch, Director, Charter Operated Programs, Division of Special Education
Jose Cole-Gutierrez, Director, Charter Schools Division
Rachel Heenan, California Department of Education

 Pablo Cesar Villavicencio Chief Executive Officer Alliance College-Ready Public Schools	 Christopher Carr Executive Director, Los Angeles Aspire Public Schools	 Jesse Melgares Chief Executive Officer The Accelerated Schools
 Kalin Balcomb Executive Director Arts in Action Community Charter Schools	 Ana Martinez Executive Director Bright Star Schools	 Ari Bennett Principal Birmingham Community Charter High School
 Aida Tatossian Founding Principal Ararat Charter		 Linda Lee Executive Director California Creative Learning Academy
 Adriana Abich Chief Executive Officer Camino Nuevo Charter Academy	 Erin Studer Executive Director CHIME Institute's Schwarzenegger Community School	 Catherine Belcher Executive Director Champs Charter HS of Arts
 Patricia Smith Executive Director CATCH Prep Charter High School	 Edward Morris Executive Director Collegiate Charter High School	 Cristina de Jesus President and CEO Green Dot Public Schools California

 Sofia Roditti Chief Executive Officer Equitas Academy Charter Schools		 Melissa Kaplan Executive Director Citizens of the World Los Angeles
 Karen Smith Principal Discovery Charter Preparatory #2	 David Riddick Executive Director Fenton Charter Public Schools	 David Hussey Executive Director El Camino Real Charter High School
 Oliver Sicat Chief Executive Officer Ednovate	 Rhonda Baldenegro Executive Director Gabriella Charter Schools	 Vanessa Garza Executive Director GALS Los Angeles
 Brian Bauer Chief Executive Officer/ Superintendent Granada Hills Charter School	 Colleen Molina Principal High Tech Los Angeles	 TyAnthony Davis Chief Executive Officer ICEF Public Schools
 William Toomey Superintendent Ingenium Schools	 Nadia Shaiq Chief Executive Officer ISANA	 Myranda Marsh Executive Director James Jordan Middle School
 Angella Martinez Chief Executive Officer KIPP SoCal		

 Amy Held Executive Director Larchmont Charter School	 Dan Maguire Head of School Libertas College Prep	 Arina Goldring CEO/Superintendent Los Angeles Leadership Academy
 Alfredo Rubalcava Chief Executive Officer Magnolia Public Schools	 Margret Woelke Executive Director Matrix for Success Academy	 Jose Salas Executive Director Montague Charter Academy for Arts and Sciences
 Gayle Nadler Executive Director Multicultural Learning Center	 Eric Todd Principal N.E.W. Academy of Science and Arts N.E.W. Academy Canoga Park	 Paul Okaiteye Chief Executive Officer New Designs Charter Schools
 Amy Berfield Executive Director New Heights Charter School	 Richard Thomas Executive Director New Horizons Charter School	 Brooke Rios Executive Director New Los Angeles Charter Schools
 Sylvia Fajardo Executive Director Pacoima Charter School	 Pam Magee Executive Director Palisades Charter High School	 Tim Didkan Principal Port of Los Angeles High School
 Connie Rivas Superintendent PUC Schools	 Drew Furedi President and CEO Para los Niños	 PK Candaux/ Sidnie Gallegos Co Directors Renaissance Arts Academy

 Janette Rodrigue- Pack Chief Executive Officer STEM Preparatory Schools	 Rhonda Deomampo CEO/Superintendent Synergy Academies	 Loreen Riley Chief Executive Officer Value Schools
 Carolyn Yaffe Executive Director Valley Charter Schools	 Anne Cochran Executive Director Valley International Prep High School	 Jason Watts Executive Director Scholarship Prep Charter School
 Collin Felch, Ed.D. Superintendent Vista Charter Public Schools	 Fidel Ramirez Chief Executive Officer Vaughn Next Century Learning Center	 Errica Dotson, M.Ed. Interim Executive Director Watts Learning Center
 Shawna Draxton Executive Director WISH Community and Academy Schools	 Yvette King-Berg Executive Director YPI Charter Schools	

Coversheet

OPEB Trust Agreement Revision

Section: VII. Finance
Item: A. OPEB Trust Agreement Revision
Purpose: Vote
Submitted by:
Related Material:
PCHS Retirement Trust Agreement_May 2026 (REVISED DRAFT) 05_15_26.pdf

TRUST AGREEMENT

THIS TRUST AGREEMENT, dated as of _____ (hereinafter referred to as “this Agreement”), is made by and between Alexis Duston and Pamela Magee, each an adult resident of the State of California (“the State”), acting hereunder not in their individual capacities but as to Alexis Duston, solely as Grantor (“the Grantor”) and Initial Co-Trustee and Pamela Magee, solely as Initial Co-Trustee and Neegan Ben-Cohen, solely as Parent and Secretary, together with Alexis Duston as “Trustees”, do hereby establish the PALISADES CHARTER HIGH SCHOOL EMPLOYEE RETIREMENT HEALTHCARE BENEFITS TRUST (“the Trust”), as a common law Trust for the purpose of holding assets (the “Trust Estate”) solely for the benefit of one or more specified Retirement Healthcare Benefit Plans (the “Plans”) sponsored and provided to qualified public school employees and beneficiaries by PALISADES CHARTER HIGH SCHOOL (hereinafter referred to as “PCHS”), a California non-profit public benefit corporation that commenced operation in February 2, 2004 under a conversion charter approved by the Los Angeles Unified School District, a California School District (hereinafter referred to as “LAUSD”).

This Trust is not established for retirement benefits other than Public School Employee Retirement Healthcare Benefits under the Plans or for Retirement Benefits with respect to any employee or any employer other than PCHS. Each Plan shall be funded and provided solely in accordance with its terms, as provided in this Agreement and in the Plan Benefit Services Agreement (as hereinafter defined), but subject to the changes and modifications expressly permitted under this Agreement. This Agreement is made with reference to the following recitals of fact and law:

RECITALS

WHEREAS, (I) pursuant to the LAUSD’s approval of the Conversion Charter and the Laws of the State, PCHS commenced operation of the School as an existing school campus owned by LAUSD and formerly operated by the LAUSD as Palisades Senior High School (hereinafter referred to as the “Conversion”); and

WHEREAS, (II) by virtue of the charter granted to PCHS by the LAUSD were granted part of the sovereign power of the State, specifically a substantial delegation of the LAUSD’s police power previously granted by the State to the LAUSD and re-delegated by the LAUSD to PCHS, all in accordance with State law, under which LAUSD and PCHS operate the PCHS as an integral part of the State public education system established pursuant to Article IX, Section 5 of the State Constitution, and therefore an instrumentality of LAUSD, a political subdivision of the State; and therefore LAUSD and PCHS comprise a “governmental unit” or an “affiliate of a governmental unit” under State law and for Federal Income Tax purposes; and,

WHEREAS, (III) in connection with the Conversion, PCHS exercised its statutory right to the exclusive “public school employer” of all PCHS public employees (the “Public School Employer”) within the meaning of the California Educational Employment Relations Act and under the jurisdiction of the Public Employment Relations Board of the State and PCHS as Public School Employer has assumed certain Public School Employee Retirement Benefit obligations of the LAUSD to former LAUSD public school employees who have become public school employees of PCHS; and

WHEREAS, (IV) in connection with the foregoing, PCHS as the Public School Employer has relieved LAUSD of LAUSD’s share of costs of Public School Employee Retirement Benefits accruing to former Public School Employees of LAUSD who have become Public School Employees of PCHS and who retire subsequent to the Conversion; and

WHEREAS, (V) in connection with the foregoing, PCHS as the Public School Employer is required to continue, maintain and pay the Public School Employer’s share of Public School Employee Benefits for qualified Public School Employees and Beneficiaries (“the Mandatory Obligations”) which, but for the Conversion would have been paid by LAUSD for its Public School Employees; and

WHEREAS, (VI) the Mandatory Obligations regarding Public School Employee Retirement Healthcare Benefits, primarily Pension Benefits, include the obligations to continue Qualified Public School Employee participation in the government plans (“Government Plans”) within the meaning of Section 414(d) of the Internal Revenue Code of 1986, as amended (as further defined in Section 1.1(d) of the California Public Employees Retirement System (“CalPERS”) and the California State Teachers Retirement System (“CalSTRS”) with public employee accumulation of service credit years to continue in the same accounts and with the same retirement benefit calculations as all other CalPERS and CalSTRS public school employee participants, and to fund the Public School Employer’s share of the costs thereof; and

WHEREAS, (VII) the Mandatory Obligations regarding Public School Employee Healthcare Benefits include, in lieu of continued participation in LAUSD funding, procurement and provision of PCHS as the Public School Employer under comparable Government Plans providing Public School Employee Retirement Healthcare Benefits to qualified public school employees and beneficiaries, with the same public school accumulation of service credit years and with retirement healthcare retirement calculations comparable to or greater than those established under LAUSD sponsored Government Plans; and

WHEREAS, (VIII) based on available actuarial and other information, PCHS has determined that its Mandatory Obligations to establish and fund the Plans as Public School Employee Retirement Healthcare Benefit Plans for qualified public school employees and their beneficiaries (“collectively Plan Beneficiaries”) and the Public School Employer’s cost

of benefits under the Plans (“Plan Benefits”) has resulted in the accrual of unfunded OPEB liabilities (as hereinafter defined); and

WHEREAS, (IX) the Board of Directors of PCHS has determined that it is desirable for PCHS to arrange for the funding and procurement of Plan Benefits under the Plans, both (a) to provide funding solely for the Public School Employer’s (and not “Public School Employees”) contributions for Plan Benefits and (b) to manage PCHS’s budget, operations and certain obligations of PCHS with respect to the Plans and Plan Benefits; and

WHEREAS, (X) the Board has requested the Grantor and the Trustees to execute and deliver this Trust Agreement substantially in the form approved by the Board, but incorporating such modifications as may be necessary to carry out the purposes of this Trust Agreement, including without limitation, those provided in this Agreement, and the Grantor and Trustees are willing to make the grant under this Agreement and to accept the Trusts established under this Agreement, in accordance with the terms of this Agreement; and

WHEREAS, (XI) the execution and delivery of this Agreement by the Grantor and the Trustees as authorized Officers of PCHS are pursuant to due authorization of the Board;

NOW, THEREFORE, the Grantor hereby grants, and the Trustees hereby accept and agree to hold, all assets and funds in trust transferred to the Trust under this Agreement and under the Plan Benefit Services Agreement, but subject to the provisions of this Agreement as follows:

ARTICLE 1. DEFINITION AND INCORPORATION BY REFERENCE

Section 1.1 Definitions

All references herein to “the Agreement” or “this Agreement” are to this Trust Agreement, and all references herein to Articles, Sections, subsections and Exhibits are to Articles, Sections, subsections and Exhibits of this Agreement, unless otherwise specified. Unless otherwise defined herein, capitalized terms used herein and not otherwise defined herein shall have the meanings set forth in this Section 1.1.

- (a) “Asset Manager” means any banking or financial institution engaged by this Trust for the purpose of managing the investment, sale and liquidation of assets of the Trust Estate.
- (b) “Articles of Incorporation” means the Articles of Incorporation of PCHS, as amended from time to time.

- (c) “Authorized Officer” means (i) as to PCHS, the Chief Financial Officer of PCHS or any designee of the Chief Financial Officer of PCHS; and (ii) as to the Trust, the Executive Director of the Trust or any designee of the Executive Director.
- (d) “Board Member Committees” means Committees appointed by the Board of Trustees from time to time as it determines may be necessary and may disband any Committees it determines in its sole discretion are not necessary, except as set forth herein. Board Member Committees shall be comprised solely of Board Members. The Board of Trustees may delegate its power to any Board Member Committee but solely upon a written and executed resolution of the Board. Unless otherwise set forth herein, a Board Member Committee shall have no more than five (5) voting Members. The Ralph M. Brown Act of 1953 (Government Code Section 54950 et seq) shall apply to such Committees to the extent required by law. Each Board Member Committee shall elect a Chairperson, unless the Chairperson is designated by the Board of Trustees, and may, but is not required to adopt operating policies. In the event that no specific policies are adopted then Roberts Rules of Order shall be deemed to be the operating policies.
- (e) “By-Laws” means the By-Laws of PCHS as adopted and amended by the Board from time to time.
- (f) “Code” means the Internal Revenue Code of 1986, as amended, together with regulations, procedures and guidance provided from time to time by the Internal Revenue Service (including, without limitation, any private letter ruling issued with respect to the Trust).
- (g) “Compliance Manager” means any firm engaged by the Trust for the purposes of preparing valuations of assets of the Trust Estate, compliance by the Trust with covenants herein for maintaining the Federal Tax Exemption of Trust Income pursuant to the provisions of Section 115 of the Code, and compliance by Asset Managers with investment policies adopted by the Trust from time to time, including, without limitation, the definition of the term “Permitted Investments” in this Agreement.
- (h) “Corporate Co-Trustee” means any financial firm or institution or a corporate bank Co-Trustee eligible under the provisions of Section 5.10 herein, which Trustee shall have no voting power with respect to decisions of the Trustees.
- (i) “Executive Director” means the Chief Financial Officer of PCHS or any designee of the Chief Financial Officer of PCHS.

- (j) "Governing Documents" means. severally and collectively, the Articles of Incorporation, the By-Laws and the Conversion Charter.
- (k) "OPEB Liabilities" means PCHS's Mandatory Obligations with respect to Public School Employee Retirement Healthcare Benefits that PCHS has contracted, or contracts in the future, to provide its Qualified Public School Employees and their Beneficiaries, other than Pension Benefits, and excludes any Retirement Benefits provided by any entity other than PCHS, including, without limitation, CalPERS, CalSTRS or the District.
- (l) "Participation Trust" means any multi-employer trust in which the Trust may deposit funds in accordance with the provisions and limitations of this Agreement, provided, however, that no entity which is not a state, a political subdivision of a State, or an entity the income of which is excluded from Gross Income under Section 115 of the Code, may participate in the Trust, or in any Participation Trust in which the Trust may participate.
- (m) "Permitted Trusts" means any form or type of investment which, after due consultation with and reliance upon the applicable Asset Manager, may be deemed prudent by a majority of the Voting Trustees, with the care, skill, prudence and diligence under the circumstances then prevailing that a prudent person acting in a like capacity and familiar with these matters would use in the conduct of an enterprise of a like character and with like aims, and with diversification of the investments of the funds so as to minimize the risk of loss and to maximize the rate of return, unless under the circumstances it is clearly prudent not to do so.
- (n) "Person" means any individual, corporation, limited liability company, partnership, joint venture, association, joint stock company, trust, incorporated organization or government or any agency or political subdivision or instrumentality thereof.
- (o) "Plan Benefits Agreement" means the agreement, as it may be from time to time amended and restated, between PCHS and the Trust pursuant to which PCHS agrees to make payments to the Trust as consideration solely for Plan Benefits and related services to be procured or provided by the Trust to or for the benefit of the Plans and Plan Beneficiaries.
- (p) "Qualified Successor Organization" means any successor to PCHS described in Section 2.1(a) herein, the assets of which are irrevocably dedicated to public benefit purposes, and no part of the net earnings, properties or assets of which, on dissolution or otherwise, shall inure to the benefit of any person or entity which

is not another public charter school, a traditional public school, or a political subdivision, governmental agency or instrumentality of the LAUSD or the State.

- (q) "Responsible Officer" means (i) when used with respect to an individual Trustee, such Trustee, and (ii) when used with respect to a corporate Trustee, any Vice-President or other designated Officer of such corporate Trustee, customarily performing functions similar to those performed by any of the above designated officers in each case assigned to or employed by the corporate trust department of such Trustee and also means, with respect to a particular corporate Trust matter, any other officer to whom such matter is referred because of his or her knowledge of or familiarity with the particular subject and who shall have a direct responsibility for the administration of applicable provisions of this Agreement.
- (r) "Trust Account" means the account established by Section 3.7 herein.
- (s) "Trustees" means, severally and collectively, (i) the Trustees initially entering into this Agreement and their respective successors; and (ii) effective upon their appointment pursuant to the provisions of Section 3.6 herein, such additional Trustees so appointed and their respective successors.
- (t) "Trust Office" has the meaning assigned in Section 3.2 herein.
- (u) "Voting Trustee" means each Trustee not appointed pursuant to the Provisions of Section 3.6(a) herein.

ARTICLE 2. REPRESENTATIONS AND WARRANTIES

Section 2.1 Representations and Warranties of the Grantor

The Grantor hereby represents and warrants to the Trustees and any Corporate Co-Trustee, and acting by and on behalf of and at the direction of PCHS, that:

- (a) Each of the Recitals in the forepart of this Agreement is true and correct.
- (b) PCHS is a California non-profit public benefit corporation whose assets are irrevocably dedicated to public benefit purposes, and no part of the net earnings, properties or assets of PCHS, on dissolution or otherwise, shall inure to the benefit of any Person as defined in Section 1.1(m) herein who is not a political subdivision, government agency or instrumentality thereof. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of PCHS shall be distributed to a nonprofit fund, foundation or corporation that is organized and operated exclusively for educational purposes and is an organization described in Section 501 (c)(3) of the

Code or a Qualified Successor Organization, as such term is defined in Section 1.1(o) herein.

- (c) Pursuant to the Governing Documents, PCHS's activities and affairs are managed, and all of its corporate powers are exercised, by and under the direction of the Board, which shall have no fewer than six (6) and no more than eleven (11) Members, of which: (i) not more than one (1) of whom may be a representative appointed by the District; (ii) at least two (2) of whom shall be community representatives elected by the Board; (iii) at least one (1) of whom shall be a parent representative elected by the parent body (one vote per family); (iv) two to three (2 -3) of whom shall be teacher representatives elected by all teachers; and (v) one (1) of whom shall be a classified representative elected to all classified school employees. No teacher or classified representative elected by the Board shall be employed or compensated by PCHS. If the District appoints a Board representative, then the Board may appoint an additional community representative.
- (d) Pursuant to the Conversion Charter as approved by the LAUSD, upon closure of the School, whether by Charter revocation, Charter non-renewal or otherwise, the School will revert back to a LAUSD school.
- (e) In accordance with the transition relief prior to the effective date of final regulations under Section 414(d) of the Code regarding participation in a state or local retirement system that covers public school employees of a Charter School consistent with the "governmental plan" characterization of such system, as published in Internal Revenue Bulletin 2015-16 as Notice 2015-7 (the "Notice"), PCHS desires as the Public School Employer to fulfill the Mandatory Obligations, in accordance with the guidance and example described in the Notice, and for that purpose the Grantor makes the representations and warranties in the following subparagraphs of this Section 2.1(e):
 - (i) In accordance with Paragraph (a) of Part III(A) of the Notice, the Conversion Charter and State Law, PCHS is a nonsectarian independent public school of choice that serves an essential governmental purpose by providing tuition-free secondary education for Grades 9-12;
 - (ii) In accordance with Paragraph (b) of Part III(A) of the Notice, the Conversion Charter and State Law, PCHS is established and operates in accordance with specific State statutes authorizing the granting of charters to create independent public schools and the establishment of independent public schools;

- (iii) In accordance with Paragraph (c) of Part III(A) of the Notice, the Conversion Charter and State Law, participation in State and local retirement systems by PCHS's public employees is expressly required and permitted thereunder.
- (iv) In accordance with Paragraph (d)(2) of part III(A) of the Notice, the Conversion Charter and State law:
 - (A) The primary source of PCHS's funding is the State, funded through State appropriations based on the School's average daily attendance on a basis similar to the funding mechanism for traditional schools;
 - (B) The rights of the Public School employees of PCHS to their accrued benefits under the defined benefit government plans as described in Section 414(d) of the Code, including CalPERS, CalSTRS, the Plans as State and local retirement systems in which PCHS participates as a Public School Employer contributions that otherwise would be the legal responsibility of LAUSD and to the same or greater extent than those that apply to LAUSD public school employees, are not dependent on whether PCHS continues to participate in any system, and in any event PCHS were to cease participation, a governmental entity, being CalPERS, CalSTRS, the Plans or, in the event of reversion of the School to the LAUSD and/or LAUSD, as applicable, has responsibility for the accrued benefits of PCHS's public employees, including the continued funding of the accrued benefits, to no lesser degree than a governmental entity has responsibility for the continued funding of the accrued benefits of the public school employees of any other participating public school employer in such system in the event that PCHS were to cease to be a Participating Public School Employer;
 - (C) As the Public School Employer, PCHS is part of a local educational agency, as defined in 20 U.S.C. Section 7801(26) and is subject to the significant regulatory control, audit and oversight by the State, including without limitation, the State Department of Education (the "SDOE") and by the LAUSD, being a political subdivision of the State;
 - (D) PCHS is held accountable by LAUSD as the authorized public chartering agency as defined in 20 U.S.C. Section 7221(4), which has the power and authority under State law to approve, renew and revoke the Conversion Charter of PCHS and to approve charters for the creation of independent public schools and to hold PCHS accountable for results;

- (E) PCHS is required to comply with the same health and safety standards as well as academic accountability standards, including without limitation, participation in State mandated testing programs, and financial standards of fiscal management, that are similar to those that are generally applicable to other public schools in the State and PCHS is required to engage and does engage in an annual, independent, outside audit by a firm of Certified Public Accountants of its financial and administrative operations and is required to provide and does provide copies of each audit to SDOE and LAUSD; and
 - (F) PCHS must comply with the rules and implementing statutes of the State and policies of LAUSD that prescribe how appropriations of the State and other governmentally sourced funds may be spent; and
 - (G) All financial interests of ownership of PCHS are held by PCHS as an instrumentality of LAUSD as a political subdivision of the State, and upon dissolution or final liquidation of PCHS, the Governing Documents require PCHS's net assets to be distributed to another public school that meets the requirements set forth in Paragraphs (a) through (e) of Part III(A) of the Notice.
- (f) The Grantor has been duly authorized and directed by PCHS and has full power, authority and legal right to execute, deliver and perform this Agreement and to create the Trust created hereby and the Grantor has taken all necessary action to authorize the execution, delivery and performance of this Agreement and the creation of the Trust;
 - (g) The execution, delivery and performance by the Grantor of this Agreement and the creation of the Trust do not violate the Constitution of the State or any requirement of the law of the State governing the Grantor's power or authority, any order, writ, judgment or decree of any court, arbitrator or governmental authority applicable to the Grantor or any of the assets granted hereunder, or applicable to the creation or existence of the Trust;
 - (h) The execution, delivery and performance of this Agreement and the creation of the Trust do not require the authorization, consent or approval of, the giving of notice to, the filing or registration with, or the taking of any other action in respect of, any governmental authority or agency; and
 - (i) This Agreement has been duly executed and delivered by the Grantor and constitutes the legal, valid and binding agreement of the Grantor, enforceable against the Grantor in accordance with the terms hereof, except as enforceability may be limited by bankruptcy, insolvency, reorganization, and other similar laws

affecting the enforcement of creditors' rights in general and by general principles of equity, regardless of whether such enforceability is considered in a proceeding in equity or in law.

Section 2.2 Representation and Warranties of the Trustees

Each Trustee and Corporate Co-Trustee hereby represents and warrants to the Grantor that:

- (a) He/she is an adult resident of the State or is a Person authorized to conduct business in the State, with full capacity, power, authority and legal right to execute, deliver and perform this Agreement and to act as Trustee or Corporate Co-Trustee, as applicable, hereunder;
- (b) The execution, delivery and performance of this Agreement and acceptance of the Trust created hereby do not violate any order, writ, judgment or decree of any Court, arbitrator or governmental authority applicable to such Trustee;
- (c) The execution, delivery and performance of this Agreement and acceptance of the Trust created hereby do not require the authorization, consent or approval of, the giving of notice to, the filing or registration with, or the taking of any other action in respect of, any governmental authority or agency; and
- (d) This Agreement has been duly executed and delivered by such Trustee and constitutes the legal, valid and binding agreement of such Trustee, enforceable against such Trustee in accordance with the terms thereof, except as enforceability may be limited by bankruptcy, insolvency, reorganization and other similar laws affecting the enforcement of creditors' rights in general and by general principles of equity, regardless of whether such enforceability is considered in a proceeding in equity or at law.

ARTICLE 3. ORGANIZATION AND APPOINTMENTS

Section 3.1 Name

The Trust created hereby shall be known as the "Palisades Charter Public School Employee Retirement Healthcare Benefits Trust", in which name the Trustees and Corporate Co-Trustee may conduct the business of the Trust, make and execute contracts and other instruments on behalf of the Trust and sue and be sued on behalf of the Trust. In addition, the Trustees and Corporate Co-Trustee may conduct the business of the trust in their own names, as Trustees hereunder, to the extent deemed necessary or appropriate by such Trustees, in their sole discretion.

Section 3.2 Office; Fiscal Year

The Office of the Trust shall be in care of the Trustees at the administrative offices of PCHS ("the Trust Office"), or at such other address as the Trustees may

designate by written notice to PCHS. Each fiscal year of the Trust shall commence on July 1 and end on the next following June 30; provided, however that the first fiscal year of the Trust began as of _____, and shall end June 30, 2026.

Section 3.3 Purposes and Powers

The purpose of the Trust is to engage solely in the following activities and no other activities:

- (a) To accept and hold in trust payments made from time to time by and on behalf of PCHS, but in all cases excluding any payments made by public school employees, retired public school employees or their beneficiaries or any other third party, pursuant to the Plan Benefit Services Agreement, and to fund, procure and deliver to or solely for the benefit of the Plans and no other benefit plan, the services and benefits designated under the Plan Benefit Services Agreement, and otherwise to perform its obligations under the Plan Benefit Services Agreement;
- (b) To acquire, manage, administer, pledge, assign, sell, and collect Permitted Investments and all other assets of the Trust and to apply any amounts collected with respect thereto;
- (c) To accumulate assets for the sole benefit of the Plans and thereby satisfy all or a portion of PCHS's Mandatory Obligations under the Plans and not any other benefit plans or plans which are not solely for the benefit of PCHS public school employees, retired PCHS public school employees and their eligible beneficiaries;
- (d) To procure and deliver, or to reimburse PCHS for the procurement and delivery of benefits and services provided under the Plan Benefit Services Agreement and for no other purpose, and specifically excluding any other benefit plan or plans which are not solely for the benefit of PCHS public school employees, retired PCHS public school employees and their eligible beneficiaries; and
- (e) To engage in those activities, including, without limitation, entering into agreements, that are necessary, suitable or convenient to accomplish the foregoing or are incidental thereto or connected therewith, excluding, however, any activity that would in and of itself result in default under this Agreement.

The Trust shall not engage in any activity other than in connection with the foregoing, subject, however to the foregoing restrictions of this Section 3.3, or as required by applicable law. Without limitation on the foregoing, the Trust shall not accept funds provided to it with regard to any benefit plan other than the Plans, nor shall the Trust provide benefits to any Person other than a PCHS public school employee, retired PCHS public school employee or eligible beneficiary.

Section 3.4 Declaration of Trust

The Trustees and the Corporate Co-Trustee hereby declare that they shall hold the Trust Estate as herein provided solely for the benefit of the Plans and for no other benefit, from and after the date hereof until termination of the Trust as herein provided. It is the Intention of the parties that the Trust shall constitute a common law Trust under the laws of the State and that this Agreement shall constitute the governing instrument of such Trust. The Trustees and the Corporate Co-Trustee shall have all rights, powers and duties set forth herein and, to the extent not inconsistent herewith, in the applicable laws with respect to accomplishing the purposes of the Trust.

Section 3.5 Expenses

Pursuant to the Plan Benefit Services Agreement, the Trust shall obtain funds for the payment of its organizational and administrative expenses as they may arise or shall, upon the request of any Trustee, promptly reimburse such Trustee for any such expenses paid or incurred by such Trustee. Such expenses may be paid from the Trust Estate.

Section 3.6 Appointment of Trustees

As soon as practicable, but in any event prior to the deposit in or payment to the Trust of any funds or assets other than the deposit provided under Section 3.9(a) herein, the Trustees, acting solely on the authorization of PCHS, shall appoint additional and/or Successor Trustees as specifically designated by an Authorized Officer of PCHS acting pursuant to the authorization of PCHS, as follows:

- (a) One directed Corporate Co-Trustee shall be a financial institution or firm or a corporate bank Co-Trustee eligible under Section 5.10 herein, which Corporate Co-Trustee shall have no voting power with respect to the decisions of the Trustees hereunder; and
- (b) At all times the number of Trustees with voting power shall be at least three (3) or any greater number which is not integrally divisible by two (2), but in all events solely determined by an Authorized Officer of PCHS acting under the authorization of PCHS.

All of the provisions of this Section 3.6 and any other provisions of this Agreement referring to this Section 3.6 shall be subject to the following limitations: (i) any limitation on the term of any Trustee may be established from time to time solely as directed by an Authorized Officer of PCHS acting upon the authorization of PCHS; and (ii) no Trustee shall be appointed by any other Trustee or Trustees, excepting only an Authorized Officer if acting as Trustee pursuant to the authorization of PCHS.

Section 3.7 Appointment of Service Providers

As soon as practicable, the Voting Trustees shall appoint one or more Asset Managers, one Compliance Manager and such other actuaries, auditors, consultants, counsel and other professional service providers, and any successors thereto, each to serve on terms satisfactory to the Voting Trustees but in any event without violation of the covenants provided in Section 4.2 herein. In the event the Voting Trustees fail to appoint an Asset Manager, the Voting Trustees shall have authority to direct the investment of assets under this Trust Agreement.

Section 3.8 Title to Trust Assets

Legal title to the Trust Estate shall be vested at all times in the Trust as a separate legal entity except where applicable law in any jurisdiction requires title to any part of the Trust Estate to be vested in a Trustee or Trustees, in which case title shall be deemed to be vested in the Trustee, a Co-Trustee and/or a Separate Trustee, as the case may be.

Section 3.9 Establishment of Trust Account

There is hereby created and established a Trust Account to be established with the Trustees and Corporate Co-Trustee in trust hereunder and known as the Palisades Charter High School Public School Employee Retirement Healthcare Benefits Trust Account. Any cash in the Trust Account shall be held in the name of the Trust or the Trustees and/or the Corporate Co-Trustee at any depository that is eligible to hold funds of the Trust. Other assets in the Trust Account shall be invested solely in Permitted Investments as provided in Section 3.3(b) herein. The Trustees shall deposit the following to the Trust Account:

- (a) An amount of \$1,000.00 provided by PCHS as its initial payment under the Plan Benefit Services Agreement and deposited therein by the Grantor upon establishment of the Trust;
- (b) Any proceeds received from Permitted Investments and any other investment proceeds of the Trust Estate, but in no event any funds (i) provided by current or former public school employees of PCHS or PCHS retirees or their beneficiaries or any third party or (ii) any funds with respect to any pre-tax salary reduction or other pre-tax reduction of compensation applicable to any PCHS public employee or PCHS retiree or their beneficiaries; and
- (c) Any other amount paid to the Trust by PCHS under the Plan Benefit Services Agreement from time to time solely for the payment of Plan Benefits or related purposes.

Section 3.10 Limitations on Certain Action

Unless an Authorized Officer of PCHS shall direct otherwise pursuant to the Plan Benefit Services Agreement, but subject to the provisions of Section 4.2 herein, the Trust may from time to time:

- (a) Sell or redeem any Permitted Investments; and
- (b) Invest any amounts in the Trust Account in Permitted Investments.

ARTICLE 4. ACTIONS BY TRUSTEES

Section 4.1 Prior Notice to PCHS With Respect to Certain Matters

The Voting Trustees shall cause the Trust to act, not inconsistent with this Agreement or applicable law, that the Voting Trustees determine, in their discretion, to be necessary or desirable in carrying out the activities of the Trust as set forth in Section 3.3 herein. Subject to Section 5.3(g) herein, the Trustees and the Corporate Co-Trustee shall take any action or refrain from taking any action on behalf of the Trust but solely in accordance with written instructions by an Authorized Officer of PCHS acting under authorization of PCHS and shall be completely immune in acting, or refraining from acting, as the case may be, in accordance with such written instructions.

Section 4.2 Tax Covenant

Neither the Trust nor any Trustee shall take any action that (a) is inconsistent with the purposes of the Trust as set forth in Section 3.3 herein, or (b) would, to the actual knowledge of a Responsible Officer of such Trustee, result in the Trust becoming taxable as a corporation or otherwise impair the tax exemption of Trust income pursuant to Section 115 of the Code. Without limitation on the foregoing, the Trust shall not enter into any arrangement with any Participation Trust without first obtaining a legal opinion satisfactory in form and substance to the Voting Trustees and to the effect that such arrangement will not impair said tax exemption or expose the Trust or its assets to any proceeding involving the Participation Trust other than through satisfaction of the requirements of this Section 4.2. Without limitation on the foregoing provisions, neither the Trust nor any Trustee shall cause any funds of the Trust, however derived, to be provided to PCHS or any other Person with respect to any property or operations of PCHS or any other third party or any liability of PCHS that is not included in the OPEB Liabilities of PCHS, nor shall the Trust have any right or responsibility or other role whatsoever in the management or operations of PCHS.

ARTICLE 5. THE TRUSTEES IN GENERAL

Section 5.1 Appointment Effectiveness

- (a) No appointment of a Trustee or a Corporate Co-Trustee shall become effective until a written acceptance of appointment is delivered by such Trustee or Corporate Co-Trustee to PCHS and each other Trustee. Following compliance with the preceding requirement, such Trustee and Corporate Co-Trustee shall become fully vested with all applicable rights, powers, duties and obligations provided hereunder.
- (b) A vacancy shall not be deemed to exist upon the resignation, removal, death or disability to act of any Trustee or Corporate Co-Trustee at any time when there would remain at least three (3) Trustees hereunder.

Section 5.2 Duties

- (a) The Trustees, including the Corporate Co-Trustee, undertake to perform such duties, and only such duties, as are specifically set forth for said Trustees in this Agreement, including, without limitation, the administration of the Trust in the interest of the Plans. No implied covenants or obligations shall be read into this Agreement.
- (b) Notwithstanding the foregoing, the Trustees shall be deemed to have discharged all of their duties and responsibilities hereunder to the extent PCHS has agreed to perform any act or to discharge any duty of the Trustees or of the Trust hereunder, and the Trustees shall not be liable for the default or failure of PCHS to carry out its obligations hereunder.
- (c) In the absence of bad faith on his, her or its part, each Trustee or Corporate Co-Trustee may rely conclusively upon certificates or opinions furnished to such Trustee and conforming to the requirements of this Agreement in determining the truth of the statements and the correctness of the opinions contained therein; provided, that such Trustee shall have examined such certificates or opinions so as to determine compliance of the same with the requirements of this Agreement.
- (d) No Trustee or Corporate Co-Trustee may be relieved from liability for his, her or its own negligent action, negligent failure to act or willful misconduct, except that:
 - (i) This Section 5.2(d) shall not limit the effect of Section 5.2(a) or Section 5.2(b), and

- (ii) No Trustee or Corporate Co-Trustee shall be liable for any error of judgment made in good faith by a Responsible Officer unless it is proved that such Trustee or Corporate Co-Trustee was negligent in ascertaining the pertinent facts.
- (e) Monies received by the Trustee or Corporate Co-Trustee hereunder need not be segregated in any manner except to the extent required by law and may be deposited under such general conditions as may be prescribed by law, and the Trustees or Corporate Co-Trustee shall not be liable for any interest thereon, except such interest or other earnings actually received pursuant to the investment of such monies.
- (f) Without limitation on the requirements of the Plan Benefit Services Agreement, the Trustees shall prepare or cause to be prepared and delivered to PCHS as PCHS may require, annual financial statements, including, without limitation, asset valuations and actuarial determinations, sufficient to enable PCHS properly to reflect in its audited financial statements the net beneficial interest of its Plans in the Trust, together with the report and verification of the Compliance Manager, if applicable.
- (g) Solely upon the direction of an Authorized Officer of PCHS, and solely at the expense of PCHS, the Trustees shall prepare or cause to be prepared and filed, any and all reports, returns, forms and other documents required to maintain the Compliance Manager, or if such position shall then be vacant, by an Authorized Officer of PCHS.

Section 5.3 Governing Board Composition and Member Selection

- (a) The Board of Trustees shall be composed of eleven (11) voting and one (1) non-voting Member as follows: three (3) faculty Members; one (1) administrative Member; one (1) classified Member; three (3) parent Members; three (3) community Members and one (1) non-voting student Member. This structure is designed to contribute to effective school governance. Employee Board Members shall recuse themselves from matters which uniquely affect their employment.
- (b) The faculty shall elect two (2) Members to the Board of Trustees, each of whom shall serve a staggered two (2) year term. The students shall elect one (1) faculty Member, who shall serve a one (1) year term. The administrative staff shall elect the administrative Member who shall serve a two (2) year term. The classified staff shall elect the classified Member who shall serve a two (2) year term. Employee Board Members shall recuse themselves from matters uniquely affecting their employment. The election of the classified staff Member shall be staggered with the administrative

Member. Parents shall elect the parent Members, one of whom shall be designated as not residing in the PCHS's traditional "catch" area shall be elected at the same time as the other parent Member. The other parent Member's term shall be staggered such that both Members are not elected in the same year. Parent Members shall serve two (2) year terms. Two (2) of the three (3) community Members shall be elected by the PCHS personnel, the parent stakeholder group and the student body All PCHS personnel shall elect the third community Member. The community Members shall serve two (2) year terms. The terms shall be staggered so that so that the PCHS elected community Member and one other community Member are elected in the same year and the third community Member shall be elected in the other year. The election of one (1) parent Member shall coincide with the election of the two (2) community Members.

The ASB Student Body President shall serve as a non-voting Member of the Board of Trustees. He/she shall have the same voting rights as a voting Member of the Board of Trustees except he/she shall not have the right to vote, to move or second a proposal or to hold a Board office. The student Member shall not be counted when determining whether a quorum is present.

The EDP shall serve as an advisor to the Board but shall not be considered a Member. However, he or she shall work closely to the Board and shall have full participatory rights in all Board meetings and agenda setting, except as directed by the Board.

The Board's specific manner of operations shall be as set forth in its By-Laws and Policies, a copy of which is attached hereto and incorporated herein. Such Policies may be modified or repealed by the Board in accordance with the By-Laws and Policies set forth herein.

If there be a vacancy on the Board, such vacancy shall be filled in accordance with which elected the Member whose vacancy shall in any way conflict with the concept that the stakeholder group or group which elected the Member whose vacancy is being filled shall be empowered to fill the vacancy, although the vacancy may not be filled by holding a new election of all stakeholders one (1) classified Member in the affected group.

Section 5.3 Acceptance of Trusts and Duties

Except as otherwise provided in this Article 5, in accepting the Trusts hereby created, each Trustee or Corporate Co-Trustee acts solely as a Trustee hereunder and not in his, her or its individual capacity and all Persons having any claim against any Trustee or Corporate Co-Trustee by reason of the transactions contemplated by this Agreement shall look only to the Trust Estate for payment or satisfaction thereof. The Trustees and Corporate Co-Trustee accept the Trusts hereby created and agree to perform the Trustees' duties hereunder with respect to such Trusts but only upon terms of this Agreement. The Trustees and Corporate Co-Trustee also agree to

disburse all monies actually received by them constituting part of the Trust Estate in accordance with the terms of this Agreement. No Trustee or Corporate Co-Trustee shall be liable or accountable hereunder under any circumstances except for (i) subject to Section 5.2(d) herein, such Trustee's negligent action, such Trustee's negligent failure to act or such Trustee's willful misconduct, or (ii) the inaccuracy of any representation or warranty made by such Trustee herein or in any Certificate or instrument delivered pursuant hereto. In particular, but not by way of limitation:

- (a) No Trustee or Corporate Co-Trustee shall at any time have any responsibility or liability for or with respect to the legality, validity or enforceability of any Permitted Investment or other investment security or the perfection and priority of any security interest created in any Permitted Investment or other investment security or any other Trust Estate, or the maintenance of any such perfection and priority, or for or with respect to the sufficiency of the Permitted Investments or other investment securities or the Trust's ability to generate payments to be distributed to any creditors of the Trust or to satisfy obligations under the Plan Benefit Services Agreement, including, without limitation: (i) the existence and ownership of any Permitted Investment; or (ii) the validity or perfection of the assignment of any Permitted Investment.
- (b) No Trustee or Corporate Co-Trustee shall be liable with respect to any action taken or omitted to be taken by such Trustee in accordance with the terms hereof and the instructions of an Authorized Officer of PCHS, including without limitation the preparation and filing of any report, return, form or other document required pursuant to Section 5.2(g) herein;
- (c) No provision of this Agreement shall require any Trustee or Corporate Co-Trustee to expend or risk funds or otherwise incur any financial liability in the performance of any such Trustee's rights or powers hereunder, if such Trustee shall have reasonable grounds for believing that repayment of such funds or adequate indemnity against such risk or liability is not reasonably assured or provided to such Trustee;
- (d) Under no circumstances shall the Trustees or Corporate Co-Trustees be liable for any indebtedness or other obligation of the Trust;
- (e) No Trustee or Corporate Co-Trustee shall be responsible for or in respect of nor does any Trustee make any representation as to the validity or sufficiency of any provision of this Agreement or for the form, character, genuineness, sufficiency, value or validity of either the Trust or the Trust Estate, any Permitted Investment or any portion of the Trust Estate or related documents or instruments, and no Trustee shall in any event assume or incur any liability, duty or obligation to any creditor of the Trust;

- (f) No Trustee or Corporate Co-Trustee shall be liable for the default or misconduct of PCHS under any of the Plans or otherwise, and no Trustee or Corporate Co-Trustee shall have any obligation or liability to perform the obligations of the Trust under this Agreement that are required to be performed by or on behalf of PCHS hereunder;
- (g) No Trustee or Corporate Co-Trustee shall be under obligation to exercise any of the discretionary rights or powers vested in such Trustee by this Agreement or to institute, conduct or defend any litigation under this Agreement or in relation to this Agreement at the request, order or direction of PCHS unless PCHS has offered to such Trustee security or indemnity satisfactory to such Trustee against any costs, expenses and liabilities that may be incurred by such Trustee, including, without limitation, the reasonable fees and expenses of such Trustee's counsel therein or thereby; the right of the Trustees or Corporate Co-Trustee to perform any discretionary act enumerated in this Agreement shall not be construed as a duty, and a Trustee or Corporate Co-Trustee shall only be answerable for such Trustee's negligence or willfull misconduct in the performance of any such act;
- (h) The provisions of this Agreement, to the extent they restrict the duties and liabilities of the Trustees or Corporate Co-Trustee otherwise existing at law or equity, are agreed to and accepted by such Trustees, and all other Persons who may succeed to any duties and liabilities of any Trustee or Corporate Co-Trustee;
- (i) No Trustee or Corporate Co-Trustee shall be required to take any action hereunder if such Trustee shall have reasonably determined or shall have been advised by counsel, that such action is likely to result in liability on the part of such Trustee or is contrary to the terms hereof or is otherwise contrary to law; this Section 5.3(i) shall not obligate any Trustee or Corporate Co-Trustee to make any investigation of, or determination with respect to, any written instruction from an Authorized Officer of PCHS; and
- (j) No Trustee or Corporate Co-Trustee shall be personally liable for any action or omission of any other Trustee, including any predecessor or Successor Trustee.

Section 5.4 Action upon Instruction by PCHS

- (a) Any Authorized Officer of PCHS may, by written instruction, direct the Trustees or Corporate Co-Trustee in the management of the Trust.
- (b) At such time as any Trustee is an Authorized Officer of PCHS, any action taken by such Trustee hereunder shall be deemed to be pursuant to written direction of an Authorized Officer of PCHS, and such Trustee shall not be required to obtain

any such writing. However, any Trustee may, in his, her or its discretion, require such a writing to be delivered. If at any time there shall be no Trustee who is an Authorized Officer of PCHS, then for all purposes of this Agreement, any Trustee directed by an Authorized Officer of PCHS shall be deemed to be appointed by PCHS.

- (c) Whenever the Trustees are unable to decide between or among alternative courses of action permitted or required by the terms of this Agreement, or are unsure or disagree as to the application, intent, interpretation or meaning of any provision of this Agreement, the Trustees shall promptly give written notice, in such form as shall be appropriate under the circumstances, to an Authorized Officer of PCHS requesting instruction as to the course of action to be adopted, and, to the extent a Trustee acts in good faith in accordance with any such instruction received, such Trustee shall not be liable on account of such instruction to any Person. If a Trustee shall not, in the reasonable judgment of such Trustee, have received appropriate instructions within ten (10) days after such notice has been given or within such shorter period of time as reasonably may be specified in such notice or may be necessary under the circumstances, such Trustee may, but shall be under no duty to take or refrain from taking such action which is consistent, in such Trustee's view, with this Agreement, and as such Trustee shall deem to be in the best interests of the Plans, and such Trustee shall have no liability to any Person for such action or inaction.

Section 5.5 Furnishing of Documents

The Trustees or Corporate Co-Trustee shall furnish to PCHS promptly upon receipt of a written request therefor, duplicates or copies of all reports, notices, requests, demands, certificates, financial statements and any other instructions furnished to the Trustees with respect to any Permitted Investments or any other assets of the Trust.

Section 5.6 Reliance; Advice of Counsel

- (a) No Trustee or Corporate Co-Trustee shall incur any liability to anyone in acting upon any signature, instrument, notice, resolution, request, consent, order, certificate, report, opinion, bond or other document reasonably believed by such Trustee to be genuine and reasonably believed by such Trustee to be signed by the proper party or parties and need not investigate any fact or matter pertaining to or in any such document. The Trustees or Corporate Co-Trustee may accept a certified copy of a Resolution of the Board of PCHS or the Board of Directors or other governing body of any corporate party as conclusive evidence that such Resolution has been duly adopted by such body and that the same is in full force and effect. As to any fact or matter the method of the determination of which is not specifically prescribed herein, the Trustees or Corporate Co-Trustee may for

all purposes hereof rely on a certificate, signed by an Authorized Office of PCHS or by the President or Vice-President or by the Treasurer or other authorized officers of any other relevant party, as to such fact or matter, and such Certificate shall constitute full protection to the Trustees or Corporate Co-Trustee for any action taken or omitted to be taken by such Trustees in good faith in reliance thereon.

- (b) In the exercise or administration of the Trusts hereunder and in the performance of the Trustees' or Corporate Co-Trustee's duties and obligations under this Agreement, the Trustees or Corporate Co-Trustee: i) may, at the expense of PCHS, act directly or through agents, attorneys, custodians or nominees, including without limitation, the granting of a power of attorney to any Trustee's Responsible Officers on behalf of such Trustee, pursuant to agreements entered into with any of them, and no Trustee or Corporate Co-Trustee shall be liable for the conduct or misconduct of such agents, attorneys, custodians or nominees if such agents, attorneys, custodians or nominees shall have been selected by the Voting Trustees with reasonable care, and (iii) may, at the expense of PCHS, consult with counsel, accountants and other professionals to be selected with reasonable care by the Trustees. No Trustee or Corporate Co-Trustee shall be liable for any act, suffered or omitted in good faith by such Trustee in accordance with the opinion or advice of any such counsel, accountant or other such Persons and which is not contrary to this Agreement.

Section 5.7 Replacement of the Trustees

- (a) Subject to Section 5.7(e) herein, any Trustee or Corporate Co-Trustee may resign at any time and be discharged from the Trusts hereby created by giving thirty (30) days prior written notice thereof to PCHS and to each other Trustee.
- (b) Subject to Section 5.7(e) herein and with or without cause, any Authorized Officer of PCHS may remove any Trustee or Corporate Co-Trustee by delivering a written instrument to such Trustee. An Authorized Officer of PCHS shall remove Trustee or Corporate Co-Trustee if:
 - (i) Such Trustee shall cease to be eligible in accordance with the provisions of Section 5.10 herein and shall fail to resign after written request therefor by an Authorized Officer of PCHS;
 - (ii) Such Trustee shall be adjudged bankrupt or insolvent;
 - (iii) A Receiver or other public officer shall be appointed or take charge or control of such Trustee or of such Trustee's property or affairs for the purpose of rehabilitation, conservation or liquidation; or

- (iv) Such Trustee shall otherwise be incapable of acting.
- (c) Pursuant to the Plan Benefit Services Agreement, PCHS shall pay any fees and expenses owed to any former Trustee.
- (d) If a vacancy, for purposes of Section 5.1(b) herein would exist in the office of the Trustee upon the resignation or removal of any Trustee, an Authorized Officer of PCHS shall promptly appoint a Successor Trustee as provided in Section 3.6 herein.
- (e) Any resignation or removal of a Trustee or Corporate Co-Trustee shall not become effective until any fees and expenses due to the former Trustee are paid. No resignation or removal of a Trustee that would result in a vacancy, for purposes of Section 5.1(b) herein shall become effective until a Successor Trustee is appointed as provided in Section 5.7(d) herein.
- (f) Any former Trustee or Corporate Co-Trustee shall upon payment of such Trustee's fees and expenses transfer and, where applicable, deliver to a remaining Trustee or the Successor, all documents, including, without limitation, all Permitted Investments, and statements and monies held by such Trustee under this Agreement. The Trustees and the former Trustee shall execute and deliver such instruments and do such other things as may reasonably be required for fully and certainly vesting and confirming in the Successor Trustee, all such rights, powers, duties and obligations.

Section 5.8 Merger or Consolidation of Trustee

Any such time as there is a Corporate Co-Trustee, any corporation into which such Trustee may be merged or converted or with which it may be consolidated, or any corporation resulting from any merger, conversion or consolidated, or any corporation to which such Corporate Co-Trustee shall be party, or any corporation succeeding to all or substantially all of the corporate trust business of such Corporate Co-Trustee hereunder, provided such corporation shall be eligible pursuant to Section 5.10 herein, and without the execution or filing of any instrument or any further act on the part of any of the parties hereto; provided, however, that such Corporate Co-Trustee shall mail notice of such merger or consolidation to PCHS and each other Trustee.

Section 5.9 Appointment of Co-Trustee or Separate Trustee

- (a) Notwithstanding any other provisions of this Agreement, at any time: (i) for the purpose of meeting any legal requirements of any jurisdiction in which any part of the Trust Estate may at any time be located, or (ii) for such other purposes as PCHS and the Trustees may determine, any Authorized Officer of PCHS shall

have power to appoint one more persons to act as Co-Trustees, jointly with the Trustees, or as separate Trustee or Trustees, of all or any part of the Trust Estate and vest in such Person or Persons in such capacity, such title to the Trust Estate, or any part thereof, and, subject to other provisions of this Section 5.9, such powers, duties, obligations, rights and trusts as PCHS may consider necessary or desirable. If no Authorized Officer of PCHS shall have made any such appointment under clause (i) above within fifteen (15) days after the receipt by PCHS of a request to do so, for all purposes of this Agreement PCHS shall be deemed to have appointed such Trustee as the Trustees may designate. No Co-Trustee or separate Trustee under this Agreement shall be required to meet the terms of eligibility as a Successor Trustee pursuant to Section 5.10 herein.

- (b) Each separate Trustee and Co-Trustee shall, to the extent permitted by law, be appointed and act subject to the following provisions and conditions:
 - (i) All rights, powers, duties and obligations conferred to or imposed upon the Trustees shall be conferred upon and exercised and performed by the Trustees and such separate Trustee or Co-Trustee jointly, it being understood that such separate Trustee or Co-Trustee is not authorized to act independently without the Trustees joining in such act, except (A) to the extent that under the law of any jurisdiction in which any particular act or acts are to be performed, the Trustees, or any of them, shall be incompetent or unqualified to perform such acts or acts, in which event such rights, powers, duties and obligations, including without limitation, the holding of title to the Trust Estate or any portion thereof in any such jurisdiction, shall be exercised and performed singly by such separate Trustee or Co-Trustee or jointly by such separate Trustee, but solely at the direction of the Trustees, or (B) as expressly provided by the terms of such appointment; (ii) no Trustee under this Agreement shall be personally liable by reason of any act or omission of any other Trustee under this Agreement; and, (iii) any Authorized Officer of PCHS acting or expressly deemed under the provisions of this Agreement to be acting as a Trustee may at any time accept the resignation of or remove any separate Trustee or Co-Trustee.
- (c) Any notice, or other writing given to the Trustees shall be deemed to have been given to each of the then separate Trustees and Co-Trustees, as effectively as if given to each of them. Every instrument appointing any separate Trustee or Co-Trustee shall refer to this Agreement and the conditions of this Article 5. Each separate Trustee or Co-Trustee, upon his, her or its acceptance of the Trusts conferred, shall be vested with the Estates of property specified in the instrument of appointment, either jointly with the Trustees or separately, as may be provided therein, subject to all of the provisions of this Agreement, specifically including every provision of this

Agreement relating to the conduct of, affecting the liability of or affording protection to the Trustees. Each such instrument shall be filed with the Trustees and a copy thereof given to PCHS.

(d) Any separate Trustee or Co-Trustee who is an Authorized Officer of PCHS or pursuant to Section 5.9(a) herein may at any time appoint the Trustees as his, her or its agent or attorney-in-fact with full power and authority, to the extent not prohibited by law, to do any lawful act under or in respect of this Agreement on behalf of and in the name of such separate Trustee or Co-Trustee. If any separate Trustee or Co-Trustee shall die, become incapable of acting, resign or be removed, all of his, her or its Estates, properties, rights, remedies and trusts shall vest in and be exercised by the Trustees, to the extent permitted by law, without the appointment of a new or Successor Trustee.

Section 5.10 Eligibility Requirements for Section 3.6(a) Trustees

Each Corporate Co-Trustee appointed pursuant to Section 3.6(a) herein shall at all times be a corporate Trustee that: (a) is authorized to exercise corporate trust powers, (b) has a combined capital and surplus of at least Fifty Million Dollars (\$50,000,000), and (c) is subject to supervision or examination by Federal or State authorities. If such corporation shall publish reports of condition at least annually, pursuant to law or the requirements of any supervising or examining authority, then for the purpose of this Section 5.10, the combined capital and surplus of such corporation shall be deemed to be its combined capital and surplus as set forth in its most recent report of condition so published. If at any time any such Trustee shall cease to be eligible in accordance with the provisions of this Section 5.10, such Trustee shall resign immediately in the manner and with the effect specified in Section 5.7 herein.

ARTICLE 6. TERMINATION OF AGREEMENT

Section 6.1 Termination of Agreement

- (a) This Agreement and the Trust shall terminate and be of no further force or effect upon the final distribution by the Trustees of all monies or other property or proceeds of the assets of the Trust Estate in accordance with the terms of this Agreement (the Trust Termination Date).
- (b) No person shall be entitled to revoke or terminate the Trust, except as provided in Section 6.1(a) herein.

- (c) Any funds remaining in the Trust after such Trust Termination Date shall be deemed property of the applicable Plan; provided, however, that in no case will any property of the Trust be distributed to an entity that is not: (i) a state, (ii) a political subdivision of a state, or (iii) an entity the income of which is excluded from gross income under Section 115 of the Code.

ARTICLE 7. MISCELLANEOUS

Section 7.1 No Legal Title to the Trust Assets; No Diversion of Trust Assets

PCHS shall not have legal title to any part of the Trust Estate. No transfer, by operation of law or otherwise, of any right of PCHS hereunder shall operate to terminate this Agreement or the Trusts hereunder or entitle any transferee to an accounting or to the transfer to it of the legal title to any assets of the Trust. Without limitation on the following provisions, all assets of the Trust Estate shall be held in trust for the exclusive purpose of providing post-employment health care and related benefits to the applicable Plan for distribution to eligible PCHS retirees and their dependents to the extent said retirees and dependents are entitled to receive such benefits under such Plan and defraying the reasonable administrative, legal, actuarial audit, reporting and compliance expenses of such Plan.

Section 7.2 Limitations on Rights of Others; Exclusive Benefit

Except as expressly provided herein, the provisions of this Agreement are solely for the benefit of the Trustees, including the Corporate Co-Trustee, the Plans and PCHS, and nothing in this Agreement, whether express or implied, shall be construed to give to any other Person any legal or equitable right, remedy or claim in the Trust Estate or under or in respect of this Agreement or any covenants, conditions or provisions contained herein; provided, however, that in all events the assets of the Trust shall be held in trust for the exclusive purpose of providing post-employment health care and related benefits to the applicable Plan for distribution to eligible PCHS retirees and their dependents pursuant to PCHS's policies and applicable collective bargaining agreements, and defraying the reasonable expenses associated with the providing of such benefits, and shall not be used for or diverted to any other purpose.

Section 7.3 Notices

All demands, notices and communications upon or to PCHS or the Trustees under this Agreement shall be in writing, personally delivered, sent by electronic mail or mailed by first class mail or sent overnight courier, and shall be deemed to have been duly given upon receipt:

- (a) In the case of PCHS at the following address:

Palisades Charter High School
Attention: Director of Fiscal Services
15777 Bowdoin Street
Pacific Palisades, CA 90272

- (b) In the case of the Trust or the Trustees, to the Trustees at the Trust Office and any additional office designated in writing by any Trustee to all Trustees; and
- (c) In the case of the Corporate Co-Trustee to the office of the Corporate Co-Trustee designated in writing by such Trustee.

Section 7.4 Severability

If any one or more of the covenants, agreements, provisions, or terms of this Agreement shall be, for any reason whatsoever, held invalid, then such covenants, agreements, provisions or terms of this Agreement shall be deemed severable from the remaining agreements, provisions or terms of this Agreement and shall in no way affect the validity or enforceability of the other provisions of this Agreement.

Section 7.5 Amendments

This Agreement shall not be amended without the prior written consent of an Authorized Officer of PCHS; subject to the foregoing, this Agreement may be amended by the Trustees, and Corporate Co-Trustee, to the extent any interest, duty, liability or immunity or other provision of this Agreement may be affected thereby; provided, however, that the provisions of Section 4.2 herein shall not be amended without a legal opinion of nationally recognized counsel to the Trust, to the effect that such amendment, in and of itself, will not cause the Trust to become an entity, the income of which, is not exempt from Federal Income Taxation pursuant to Section 115 of the Code.

Section 7.6 Form of Amendments

- (a) Subject to the conditions and limitations provided in Section 7.5 herein, no amendment of this Agreement shall be effective unless it is contained in a writing executed by not less than two (2) Voting Trustees.
- (b) Promptly after the execution of any amendment pursuant to Section 7.5 herein and Subsection (a) above, the Trustees shall furnish full copies of such Amendment to each Trustee, not an original signatory to such amendment.
- (c) Prior to the execution of any amendment to this Agreement, the Trustees shall be entitled to receive and rely upon an opinion of counsel stating that the execution

of such amendment is authorized or permitted by this Agreement, including, but without limitation, the provisions of Section 7.5 herein. The Trustees may, but shall not be obligated to, enter into any such amendment that affects the Trustees' own rights, duties or immunities under this Agreement or otherwise.

Section 7.7 Counterparts

This Agreement may be executed by the parties hereto in separate counterparts, each of which, when so executed and delivered, shall be considered an original, but such counterparts shall together constitute one and the same instrument.

Section 7.8 Successors and Assigns

All covenants and agreements contained herein shall be binding upon, and inure to the benefit, of the Plans and the Trustees and Corporate Co-Trustee and their respective successors and permitted assigns, all as herein provided.

Section 7.9 Headings

The Headings of the various Articles and Sections herein are for convenience of reference only and shall not define or limit any of the terms or provisions hereof.

Section 7.10 Valuation

The Assets of the Trust shall be valued at their fair market value on the date of valuation, as determined by the Trustee, based upon such sources of information as it may deem reliable; provided, however, the PCHS or a Compliance Manager, if applicable, shall instruct the Trustee as to the valuation of assets which are not readily determinable on an established market. The Trustee may rely conclusively on such valuations provided by the PCHS or a Compliance Manager, as the case may be, and shall be indemnified and held harmless by PCHS with respect to such reliance. If neither PCHS nor any Compliance Manager provides such values, any Corporate Co-Trustee or any Voting Trustee may take whatever action it deems reasonable, including employment of attorneys, appraisers or other professionals, the expense of which will be the expense of administration of the Trust. Transactions in the Trust Account involving such hard-to-value assets shall be postponed until appropriate valuations have been received and no Trustee or Co-Trustee shall have any liability therefor.

Section 7.11 Governing Law

This Agreement shall be construed in accordance with the laws of the State, without reference to its conflict of law provisions, and the obligations, rights and remedies of the Articles hereunder shall be determined in accordance with such laws, provided, however, that any provision of this Agreement relating to the

exemption from Federal Income Taxation of Trust income under Section 115 of the Code shall be construed in accordance with the Federal laws of the United States.

IN WITNESS WHEREOF, the Grantor/Initial Co-Trustee and Initial Co-Trustee have caused the Trust Agreement to be duly executed, all as of the day and year first written above.

Dated: May _____, 2026

Pamela Magee, Co-Trustee
Executive Director

Dated: May _____, 2026

Alexis Duston, Co-Trustee
Director of Fiscal Services

Dated: May _____, 2026

Neegan Ben-Cohen, Secretary/Parent

Coversheet

2026-2027 Textbook Budget

Section:	VII. Finance
Item:	B. 2026-2027 Textbook Budget
Purpose:	Vote
Submitted by:	
Related Material:	2026-27 Textbook Requests_Revised_05_15_26.pdf

2026-27 Textbook Requests
Budget & Finance Committee Meeting
05/18/26

2026-27 Textbooks - Historical Data

Expense	22-23 Textbooks Actual	23-24 Textbooks Actual	24-25 Textbooks Actual	25-26 Actuals to Date	26-27 Textbook Requests
AA Team					
AP/Main Office					
Athletics					
Athletic Director					
Attendance					
Career Center					
College Center					
Counseling					
Deans					
EL Program		\$ 1,306	\$ 1,868		
English	\$ 9,894	\$ 6,825	\$ 2,480	\$ 575	\$ 22,030
Finance					
Fuerza Unida					
Health (Nurse's Office)					
HR					
Intervention					
Library	\$ 5,503	\$ 4,509	\$ 2,544	\$ 3,027	\$ 12,000
Math	\$ 38,806		\$ 25,889		\$ 69,000
Pali Academy					\$ 2,130
Science	\$ 226,390	\$ 7,235	\$ 29,342	\$ 17,055	\$ 25,564
Social Science	\$ 119,922	\$ 17,302	\$ 4,171	\$ 685	\$ 9,750
SPED				\$ 122	
TECH ED	\$ 832	\$ 7,162			\$ 23,500
VAPA			\$ 6,137	\$ 21,582	\$ 4,000
VAPA CTE					\$ 275
World Languages		\$ 45,795			
Virtual Academy					
Class Expansion/Master Schedule Changes					
IB					\$ 19,600
GRAND TOTAL	\$ 401,347	\$ 90,135	\$ 72,431	\$ 43,046	\$ 187,849

2026-27 Textbook Requests
Budget & Finance Committee Meeting
05/18/26

2026-27 Summary of Requests by Department

Row Labels	Sum of Requested
English	\$22,030.00
IB	\$19,600.00
Library	\$12,000.00
Math	\$69,000.00
Pali Academy	\$2,130.00
Science	\$25,564.00
Social Science	\$9,750.00
TechEd	\$23,500.00
VAPA	\$4,000.00
VAPA CTE	\$275.00
Grand Total	\$187,849.00

2026-27 Textbook Requests
Budget & Finance Committee Meeting
05/18/26

2026-27 All Textbook Requests - Detail

Item	Description	Textbook Title	Rationale of Expense	Units	Dollars	Requested	Department
Textbooks	Replenish and Changes	Macbeth	10th grade required curriculum, need additional copies, normal wear and tear, some not returned students, etc	30	\$13.00	\$390.00	English
Textbooks	Replenish and Changes	Blink	New Book for 11th Grade AP Lang, class set only	40	\$16.00	\$640.00	English
Textbooks	11th Grade Anthology	Norton Anthology of Literature	Destroyed in fire, but book is no longer available, English department selected a new text	150	\$70.00	\$10,500.00	English
Textbooks	Additional Freshman Class Novels	Ex: Raisin in the Sun, Animal Farm, Romeo & Juliet, Lord of the Flies, Fahrenheit 451	Increase freshman class novel inventory (larger class)	140	\$75.00	\$10,500.00	English
Textbooks	Purchase of library non-fiction books	E-Books	As I've started to weed our collection to make a smaller non-fiction section in our library but we will starting an online Ebook non-fiction program. (Ebooks)	1	\$8,000.00	\$8,000.00	Library
Textbooks	Purchase of library fiction books	library fiction books	As language and world events evolves, we need to continue to add to our fiction section to make it relevant to today's students. Trends in reading continue to change as more LGBTQ story lines become available. Approximately 120 books	1	\$4,000.00	\$4,000.00	Library

2026-27 Textbook Requests
Budget & Finance Committee Meeting
05/18/26

2026-27 All Textbook Requests - Detail

Item	Description	Textbook Title	Rationale of Expense	Units	Dollars	Requested	Department
Textbooks	Precalculus Textbooks	Precalculus with Trig Concepts	need to replace ancient textbook; textbooks are falling apart. Confirmed 7 sections, average 32 students per section	230	\$300.00	\$69,000.00	Math
Textbooks	English, Class set of novels	1 set of Blueford Series (20-book set)	Class set of novels	20	\$5.00	\$100.00	Pali Academy
Textbooks	English, Class set of novels	145th street: Short stories by Jason Reynolds	Class set of novels	35	\$12.00	\$420.00	Pali Academy
Textbooks	English, Class set of novels	Her Lovely Bones by Alice Sebold	Class set of novels	35	\$20.00	\$700.00	Pali Academy
Textbooks	English, Class set of novels	Game 7 by Paul Volponi	Class set of novels	35	\$18.00	\$630.00	Pali Academy
Textbooks	English, Class set of novels	Shakespeare Bats Cleanup by Koertge	Class set of novels	35	\$8.00	\$280.00	Pali Academy
Textbooks	Campbell Biology In Focus, 4e ©2025 AP® Edition (HS Binding) + Modified, Mastering with Pearson eText--6 year	Campbell Biology In Focus, 4e ©2025 AP® Edition (HS Binding) + Modified, Mastering with Pearson eText--6 year	Bundled biology textbook for AP Biology.	108	\$235.00	\$25,380.00	Science
Textbooks	AP Chemistry textbook and digital bundle from Cengage.	Chemistry AP Edition	Teacher resources, test bank	1	\$184.00	\$184.00	Science
Textbooks	African American Books, adding an additional section	Freedom on My Mind: A History of African Americans, With Documents, Updated for the AP® Course	Additional section for 26-27 school year, never purchased a book, first time text	75	\$130.00	\$9,750.00	Social Science

2026-27 Textbook Requests
Budget & Finance Committee Meeting
05/18/26

2026-27 All Textbook Requests - Detail

Item	Description	Textbook Title	Rationale of Expense	Units	Dollars	Requested	Department
Textbooks	Media Arts Textbook,	Unity Certification Material for Game Design II	With unreliable internet and after the fires, we need these textbooks in order to accommodate our lessons in the classroom	1	\$2,500.00	\$2,500.00	TechEd
Textbooks	AP Business Finance Textbooks	Business with Personal Finance for thr AP Course	New course 26-27	80	\$187.50	\$15,000.00	TechEd
Textbooks	AP Cyber Security	No official book approved by college board yet	New course 26-27	40	\$150.00	\$6,000.00	TechEd
Textbooks	Allison - Guitar	Consonus Music Institute.pdf	Teacher Edition, \$275. CMI Learn Guitar textbook & workbook for teacher. INVOICE_4926_from_Consonus Music Institute.pdf	1	\$275.00	\$275.00	VAPA CTE
Textbooks	Theatre - Smith	Theatre, Brief 13th Edition (Digital LMS	Theatre Textbook (Theatre, Brief 13th Edition (Digital LMS access & connect per student x 50) \$4,000	1	\$4,000.00	\$4,000.00	VAPA
Textbooks	IB Text Books	IB Spanish - Spanish for the IB Diploma	Manadatory curriculum based text from IB	30	\$80.00	\$2,400.00	IB
Textbooks	IB Text Books	IB Math - Oxford IB Diploma Program - Math	Manadatory curriculum based text from IB	35	\$80.00	\$2,800.00	IB
Textbooks	IB Text Books	IB Environmental Science - Oxford IB Environmental Systems & Societies	Manadatory curriculum based text from IB	30	\$80.00	\$2,400.00	IB
Textbooks	IB Text Books	Theory of Knowledge - Oxford TOK Course Guide	Manadatory curriculum based text from IB	30	\$80.00	\$2,400.00	IB
Textbooks	IB Text Books	Extended Essay for the IB Diploma	Manadatory curriculum based text from IB	30	\$80.00	\$2,400.00	IB
Textbooks	IB Text Books	IB Social Studies - History for the IB Diploma	Manadatory curriculum based text from IB	30	\$80.00	\$2,400.00	IB

2026-27 Textbook Requests
Budget & Finance Committee Meeting
05/18/26

2026-27 All Textbook Requests - Detail

Item	Description	Textbook Title	Rationale of Expense	Units	Dollars	Requested	Department
Textbooks	IB Text Books	IB Music - IB Music Course Book, Music for the iB Diploma	Manadatory curriculum based text from IB	30	\$80.00	\$2,400.00	IB
Textbooks	IB Text Books	IB English - Languge & Literature for the IB Diploma	Manadatory curriculum based text from IB	30	\$80.00	\$2,400.00	IB
						\$187,849.00	

Coversheet

FY27 Spring ConApp Report & Application for Funding

Section:	VII. Finance
Item:	C. FY27 Spring ConApp Report & Application for Funding
Purpose:	Vote
Submitted by:	
Related Material:	FY27 PalisadesI-Spring ConApp Application for Funding Draft.pdf

California Department of Education**Consolidated Application**

Palisades Charter High (19 64733 1995836)

Status: Draft
Saved by: charter impact
Date: 5/13/2026 7:01 AM**2024–25 Title II, Part A Fiscal Year Expenditure Report, 24 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2024 through June 30, 2026.

CDE Program Contact:Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2024–25 Title II, Part A allocation	\$57,891
Transferred–in amount	\$0
Transferred–out amount	\$0
2024–25 Total allocation	\$57,891

Professional Development Expenditures

Professional development for teachers	\$44,689
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$0
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$13,202
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$57,891
2024–25 Unspent funds	\$0

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

Report Date:5/15/2026

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California Department of Education**Consolidated Application**

Palisades Charter High (19 64733 1995836)

Status: Draft
Saved by: charter impact
Date: 5/15/2026 10:33 AM**2025–26 Title II, Part A Fiscal Year Expenditure Report, 12 Months**

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2025 through June 30, 2026.

CDE Program Contact:Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov, 916-323-4636Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2025–26 Title II, Part A allocation	\$46,609
Transferred–in amount	\$0
Transferred–out amount	\$0
2025–26 Total allocation	\$46,609

Professional Development Expenditures

Professional development for teachers	\$0
Professional development for administrators	\$0
Consulting/Professional services	\$0
Induction programs	\$46,609
Books and other supplies	\$0
Dues and membership	\$0
Travel and conferences	\$0

Personnel and Other Authorized Activities

Certificated personnel salaries	\$0
Classified personnel salaries	\$0
Employee benefits	\$0
Developing or improving an evaluation system	\$0
Recruitment activities	\$0
Retention activities	\$0
Class size reduction	\$0

Program Expenditures

Direct administrative costs	\$0
Indirect costs	\$0
Equitable services for nonprofit private schools	\$0
Total expenditures	\$46,609
2025–26 Unspent funds	\$0

*****Warning*****

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Report Date:5/15/2026

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2025–26 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
 - b) Includes a dispute resolution process;
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Tyler
Homeless liaison last name	Farrell
Homeless liaison title	AP / Director of Admissions, Attendance, & Accountability
Homeless liaison email address (Format: abc@xyz.zyx)	tfarrell@palihigh.org
Homeless liaison telephone number (Format: 999-999-9999)	310-230-6623
Homeless liaison telephone extension	7256
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	1.0

Homeless Liaison Training Information

Warning

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2025–26 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	No
Attendance officers and registrars	Yes
Teachers and instructional assistants	No
School counselors	No

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	12/12/2023
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	Yes
Did your LEA administer the housing questionnaire to all student body during the school year	No

Title I, Part A Homeless Expenditures

2025–26 Title I, Part A LEA allocation	\$266,837
2025–26 Title I, Part A direct or indirect services to homeless children reservation	\$1

*****Warning*****

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2025–26 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Amount of 2025–26 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	\$1
Homeless services provided (Maximum 500 characters)	The school provided a housing questionnaire to assist with the identification of homeless youth as part of its enrollment package
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	PCHS identified three (3) homeless students in the 24-25 school year. Costs of personnel related to distributing homeless information and enrollment efforts were allocated from general/local funds. All Title I funds were applied to targeted assistance to eligible pupils

*****Warning*****

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Palisades Charter High (19 64733 1995836)

Status: Draft

Saved by: charter impact

Date: 5/15/2026 10:34 AM

2026–27 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Pamela Magee
Authorized Representative's Title	Executive Director Principal
Authorized Representative's Signature Date	
Comment	
If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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Report Date:5/15/2026

R02

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2026–27 LCAP Federal Addendum Certification**CDE Program Contact:**Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/17/2025
Authorized Representative's Full Name	Pamela Magee
Authorized Representative's Title	Executive Director Principal

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California Department of Education**Consolidated Application**

Palisades Charter High (19 64733 1995836)

Status: Draft
Saved by: charter impact
Date: 5/13/2026 6:59 AM**2026–27 Application for Funding****CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
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District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No
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Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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Palisades Charter High (19 64733 1995836)

Status: Draft
 Saved by: charter impact
 Date: 5/13/2026 6:59 AM

2026–27 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at <https://www.cde.ca.gov/fg/ac/sa/>.

2026–27 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No known deficiencies

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Report Date:5/15/2026

R02

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Coversheet

Personnel Items

Section:	VIII. Consent Agenda
Item:	B. Personnel Items
Purpose:	Vote
Submitted by:	
Related Material:	Consent Agenda HR Items 05_19_2026.pdf



PCHS BOARD CONSENT AGENDA: PERSONNEL ITEMS May 19, 2026

Approve/Ratify Certificated Employment

<u>NAME</u>	<u>POSITION</u>	<u>EFFECTIVE</u>
Unt, Ellen	Ceramics Teacher	8/12/26

Approve/Ratify Classified Employment

<u>NAME</u>	<u>POSITION</u>	<u>EFFECTIVE</u>
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Approve/Ratify Retirement/Resignation/Termination

<u>NAME</u>	<u>POSITION</u>	<u>EFFECTIVE</u>
Perez, Raquel	PSW	6/30/26
Lopez, Theodore	PSW	6/30/26
Lin, Michelle	English Teacher	6/30/26
Gomez, Frankie	Copy Clerk	5/13/26
Farrell, Tyler	Dir. Attendance, Admissions & Compliance	6/30/26
Riley, Syr	Special Ed Assistant	6/5/26
Ramirez, Joe	Payroll Specialist	6/30/26
Chin, Jason	Fiscal Specialist	6/30/26

Coversheet

Declaration of Need (DON) Authorization of Local Assignment Option for Certificated Employees

Section: IX. Additional HR Updates
Item: A. Declaration of Need (DON) Authorization of Local Assignment Option
for Certificated Employees
Purpose: Vote
Submitted by:
Related Material: LOA DON Resolution 05_19_2026.pdf



PALISADES

CHARTER HIGH SCHOOL

Empowering Educational Excellence.

Board of Trustees

Declaration of Need (DON) Authorization of Local Assignment Option for Certificated Employees

WHEREAS, Education Code and Title 5 Regulations provide local educational agencies (LEAs) with educator assignment options that may be used when an LEA is unable to assign a certificated employee with an appropriate credential for a specific course or assignment; and

WHEREAS, these Local Assignment Option (LAO) allows flexibility at the local level and are utilized solely at the discretion of the LEA; and

WHEREAS, annual approval by the Governing Board is required to ensure transparency in staffing assignments, as board agendas and actions are publicly accessible to parents and stakeholder groups; and

WHEREAS, Palisades Charter High School must remain in compliance with California Statewide Assignment Accountability System (CalSAAS) reporting requirements; and

WHEREAS, the following certificated employees require authorization under Local Assignment Option:

Teresa Rundstrom

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the Palisades Charter High School hereby approves the use of the Local Assignment Option for the employees listed above for the 2025–2026 school year.

AYES:

NOES:

ABSTAIN:

I, _____, Chair of the Board of Trustees of Palisades Charter High School, do hereby certify that the foregoing Resolution was regularly introduced, passed, and adopted by the Board of Trustees at its meeting held on May 19, 2026.

Chair, Board of Trustees
Palisades Charter High School