Palisades Charter High School

Board Meeting

Date and Time

Tuesday September 22, 2026 at 5:00 PM PDT

Location

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 Boar d of Palisades Charter High School may request assistance by contacting the Main Office at (310) 230-6623 at l east 24 hours in advance.

SUPPORTING DOCUMENTATION:
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Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior no tice. All items may be heard in a different order than listed on the agenda.

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Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:00 PM**
	Opening Items			
A.	Call the Meeting to Order		Amir Ebtehadj	
B.	Record Attendance and Guests			2 m
	Board Member attending remotely: Pemra Ornek - 2793 Woodwardia Dr, Los Angeles, CA 90077			
C.	Public Comment			30 m

"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).

Google Form Public Comment Procedure: A Google form is available 24 hours prior to the meeting for Public Comment. Please 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

		Purpose	Presenter	Time
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D.	Approve Minutes	Approve Minutes	Amir Ebtehadj	2 m
	Approve minutes for Board Meeting on August 25, 2026			
II.	**Finance**			**5:34 PM**
A.	FY27 Palisades Charter High July Financials	FYI	Marie Arce, Charter Impact and Alexis Duston	10 m
B.	Prop 28 Annual Report	Vote	Marie Arce, Charter Impact and Alexis Duston	10 m
	"Motion to Approve the Prop 28 Annual Report."			
C.	OPEB Trust Transfer Completion	FYI	Alexis Duston	10 m
D.	Investment Account Proposals	Vote	Alexis Duston	10 m
	"Motion to Approve the Investment Account Proposals."			
E.	Fiscal Policy Revision	Vote	Alexis Duston	10 m
	"Motion to Approve the Fiscal Policy Revision."			
F.	Foster Youth Transportation Memorandum of Understanding	Vote	Mr. Joe Clausi	10 m
	"Motion to approve the Foster Youth Transportation Memorandum of Understanding"			
III.	**Organizational Reports**			**6:34 PM**
A.	Student Report	FYI	Jackson Richmond	3 m
B.	Parent Report	FYI	Neegen Ben-Cohen, Azadeh Lavi, Pemra Ornek	3 m
C.	Community Report	FYI	Amir Ebtehadj	3 m

		Purpose	Presenter	Time
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, Minh Ha Ngo, Ed Sugden	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	3 m
J.	Director of Development Report	FYI	Rene Rodman	3 m
K.	Executive Director/Principal (EDP) Report	FYI	Dr. Pam Magee	5 m
IV.	**Board Committees (Stakeholder Board Level Committees)**			**7:11 PM**
A.	Academic Accountability Committee Update Discuss Committee Goals and Action Plan	FYI	Negeen Ben-Cohen	10 m
B.	Budget & Finance Committee Update	FYI	Sara Margiotta	10 m
C.	Election Committee Update There is nothing to report at this time.	FYI	Maggie Nance	5 m
D.	Charter Committee Update There is nothing to report at this time.	FYI	Maggie Nance	5 m
V.	**Board Committees (Board Members Only)**			**7:41 PM**
A.	Board Members Only - Committee Updates • Audit Committee • Survey Committee	FYI	Various	5 m
VI.	**Academic Excellence**			**7:46 PM**

		Purpose	Presenter	Time
A.	Virtual Academy Presentation	FYI	Randy Tenan-Snow and Amie Whiteley	20 m
B.	College Center Presentation	FYI	Karen Ellis	20 m

VII. Consent Agenda — 8:26 PM

A.	Finance Items: School Organized Conferences/Trips	Vote	Amir Ebtehadj	5 m

September 13-15 | CBB Tour of Colleges - Portland, ME | Attendee(s): Karen Ellis
October 7-10 | 2026 NACAC Conference - Minneapolis, MN | Attendee(s): Karen Ellis and Jennifer Boa
November 11-14 | Hubert Easton Scout Reservation - Cedar Glen, CA | Supervising Teacher(s): Steve Engelmann

B.	Personnel Items	Vote	Dr. Martha Monahan	5 m

There is nothing to report at this time.

VIII. Additional HR Updates — 8:36 PM

A.	Biennial Review of Conflict of Interest Code	Vote	Dr. Martha Monahan	5 m

"Motion to approve the Biennial Review of the Conflict of Interest Code."

IX. Governance — 8:41 PM

A.	Board of Trustees Organizational Plan and Overview	FYI	Amir Ebtehadj	10 m
B.	Additional Schoolwide Goal Setting Plan(s)	Discuss	Amir Ebtehadj	20 m

- Develop Short Term Goals for the 2026-2027 School Year
- Board of Trustees and Committee Goals and Expectations (Review Board and Committee Roles, Expectations, and Participation; Discuss how Academic Progress is Measured and Improved)

X. New Business / Announcements — 9:11 PM

		Purpose	Presenter	Time
A.	Announcements / New Business	FYI	Amir Ebtehadj	1 m

Next Monthly Board Meeting: Tuesday, October 20, 2026 at 5:00 PM in Gilbert Hall

XI. Closing Items — 9:12 PM

		Purpose	Presenter	Time
A.	Adjourn Meeting	FYI	Amir Ebtehadj	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 August 25, 2026

APPROVED

Palisades Charter High School

Minutes

Board Meeting

Date and Time
Tuesday August 25, 2026 at 5:00 PM

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

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Trustees Present

Amir Ebtehadj, Andrew Paris, Azadeh Lavi (remote), Ed Sugden, Fati Adeli, Jane Davis, Jeff Roepel, Maggie Nance, Minh Ha Ngo, Negeen Ben-Cohen, Pemra Ornek

Trustees Absent
None

Ex Officio Members Present
Dr. Pam Magee, Jackson Richmond

Non Voting Members Present
Dr. Pam Magee, Jackson Richmond

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 Aug 25, 2026 at 5:02 PM.

B. Record Attendance and Guests

C. Public Comment

Julie Benke - Biology teacher. 29 year teacher has been here since charter conversion. She is concerned with the school's trajectory and decision making processes. Overfilled classes. Contract provides that classes can be up to 40 but 36 has been the historical max because of lab functionality. We need enough classes to stay in that lower range. The recommended level is usually 32. She is also seeing faculty departures.

Paul Mittelbach - English teacher. 23 years at Pali. The Sears relocation was heroic. Now we are seeing elimination of systemic supports. Class sizes are excessive and compensation is too low. Our community needs to stand up for the vision in the original charter.

Stephen Berger - 19th year at Pali. He has never felt so devalued and disrespected as this year. He has over 50 more students than last year with no additional compensation or consideration. He doubts his ability to do his job as effectively. The parents and students and teachers deserve better.

Rick Steil -Palisades resident who lost his home. Building back. He has been teaching and coaching here for 19 years. He is so invested in this school and community. But now that we are back he is disappointed that his true income is actually lower than before because of inflation and cost of living. Worried about the direction of the school. His kids

succeeded here but now with packed classes and lower services we are going to lose students. The teachers are what make this place amazing.

David Carini - 12 years, social science department. Was impressed with how teachers advocated for their kids and how the administrative supported these efforts. Over the last few years he has seen a decline in the school. Teacher enthusiasm has turned to burnout. Class sizes, resources like printing and copying, less compensation now than LAUSD peers. He wants Pali to get back to the amazing place it was.

Shirin Ramzi - She is so grateful to be back on campus and working in person. She's been here for 25 years. Is so disheartened by the circumstances and the rift between teachers and admin. She believes everyone wants the best for our students. She thinks we are too reactionary not proactive enough. Schedules, planning, things are not organized enough. School needs to listen to the people who are working the most closely with our kids. We also need to do better with what we assume about each others intentions.

Steve Klima - English dept, 34 years at Pali. His own kids went through all the local schools and Pali. What has always stood out is quality of our teachers. Students were excited for these teachers. They don't come here for the administration. Teachers are what get enrollment up. It's shortsighted to have a compensation dispute now.

Michael Friedman - Dean. Issues that are not being handled properly. Copy machines. He has brought this up to the board and it's a bigger issue than ever with teachers going back to paper among oncerns about cheating. Insulting compensation offers. No reduction in admin personnel when AI could do their jobs. Security issues with keys being handed out. Class size issues set up kids for failure.

Rob King - teacher here since 1996. Was among the founders of the charter conversion. Our goal was to be a better school and we were promised by the first executive director that we would have salaries above LAUSD because we were above that but that's not the case anymore. We have had hard transitions with zooms, sears, coming back. We have been with the kids through all this to make sure they felt safe and could learn and we are just being told thank you. The compensation offer does not feel like a thank you.

Steve Engelman - Since 1995. Attended the school himself and his kids went here. What makes the school amazing and great is the teachers. That's what keeps the kids coming here. Attracting and retaining teachers has a lot to do with how they are treated and compensated. Comparisons to other conversion charters are shocking. We are trending in the wrong direction.

Alex Van Name -Biology and Anatomy and Physiology. Angry and concerned about the school's future. Admin always telling how much teachers are valued but it's just words not action. The offer we got is not a sign of value. Basic respect is also missing, gestures like

meals during PD days matter. Operational breakdown and classroom management. We don't have basic administrative planning. Scheduling failures. Just to get our kids to fulfill their basic reqs. We need copy machines and basic resources. We have quantity over quality.

Yash Pujara - He wants to share another angle. When you have too much on your plate, you don't do it well. We need to know things in advance to plan and prepare. We have a situation where we can't teach and support the kids. Poor planning by admin. If he new there were more kids he would have asked to rewire his class to provide more computers. We need funding to support computer science and tech since it's so important as a career path.

Brad Kolavo - 11 years here. He was always proud of this school. As of right now he doesn't feel appreciated or supported. Admin won't acknowledge him or his needs. Actions speak louder than words. He takes pride in everything he does and his teaching. He connects with his students and families. We have lost the pride in ourselves as a country and a school. He felt supported before when he started the business program but now he's thinking about leaving the school. Our students are the ones who will suffer at the end of the day.

Kevin Kung - 30th year as a teacher, 23 at Pali. He was willing to commute here because he thought the salary and community and school were better. But all these conditions have deteriorated. Class size issues. Special education issue because one student's aide does not fit in the class. Very disheartened. We know there are funds available.

Charlotte Kamdar - Second gen student. Her mom graduated in 2000. The teachers are what makes Pali. We thrived even at Sears because of our teachers. We need our teachers to be fairly educated. They are what makes our future.

1. Anonymous - A community member describes a wide divide between the current administration and teachers and urges administrators to be more visible on campus rather than staying in their offices. They call for negotiations to wrap up soon and for better communication, particularly about why classes are over-enrolled and when that will be fixed.
2. Anonymous (long-time teacher) - school morale has declined over the past ten years and that the current administration has made Pali a toxic place to work, causing teachers to stop volunteering and tutoring after hours. Strong academic leaders have left for other schools, which the writer blames entirely on administration, and asks the Board of Trustees to act. They sign as “one of the lowest paid teachers in the Los Angeles area.”
3. Anonymous - A parent notes that classes are so overcrowded that many students must sit on the floor or stand in the back of the room, which they consider unacceptable.

They warn this may lead them to withdraw their children from PCHS if the problem isn't fixed soon.

4. Anonymous - describes UTLA as manipulating teachers with misinformation and using students as pawns, and blames the union for bankrupting LAUSD. They express concern that the union will do the same to Pali and ask UTLA to stop what they characterize as hurting students.

5. Danna Rosenthal - parent says she supports fair teacher pay but believes UTLA's tactics — withholding letters of recommendation, pulling back clubs, and discouraging homework help — punish students rather than pressure the district. She is concerned about misinformation regarding PCHS's finances and reserves, and asks UTLA to negotiate in good faith using the school's actual numbers rather than risk a LAUSD-style financial crisis.

6. Anonymous - support for fair teacher pay paired with criticism of UTLA tactics (withholding letters of recommendation, pulling back clubs, discouraging homework help) as harmful to students. It raises concern about misinformation on PCHS finances and asks UTLA to negotiate based on the school's actual budget.

7. B. Ramin - new Pali parent, supporting fair teacher compensation while criticizing UTLA's tactics (withheld letters of recommendation, reduced clubs, discouraged homework help) as punishing students. The writer asks UTLA to negotiate in good faith using PCHS's actual financial numbers rather than risk a LAUSD-style crisis.

8. Anonymous (Pali parent) - support for fair teacher pay combined with criticism of UTLA's tactics (withheld recommendation letters, reduced clubs, discouraged homework help) as harmful to students rather than to the district. The writer asks UTLA to negotiate in good faith and base demands on PCHS's real finances.

9. Anonymous teacher (fears retaliation) - says the proposed raise is drastically low and would make Pali the lowest-paying conversion charter school in the LAUSD area, falling below the 4.3% LCFF funding increase despite the school's reserves. They also cite rising commuting costs and copiers that have remained offline since the school returned to campus in mid-January, saying morale is the lowest they've seen in over ten years.

10. Lisa Saxon - reports being repeatedly paid incorrectly — including a three-month wait for conference travel reimbursement, incorrect summer school pay, and no correct paycheck since April — and says Dr. Monahan has not responded to her requests for information needed to reconcile her account. She cites California Labor Code Sections 226 and 210 (as amended by AB 673), which set statutory penalties for inaccurate wage statements and late payment, and says she is still awaiting resolution.

11. Nick Albonico - the administration's offered 1.5% raise is less than half the rate of inflation since 2021 and feels inconsistent with administration's stated appreciation for teachers, especially given the school's strong finances. He notes that teachers who lost homes in the Palisades Fire still came to work, and urges the board to reconsider the offer, clarifying that by "administration" he means those who created it.

12. Dr. Woodward- files a formal complaint about overcrowded Honors Biology sections (38–41 students) in Room G-105, exceeding the National Science Teaching Association's recommended cap of 24 students per lab instructor and raising safety concerns around

lab equipment and evacuation. He proposes teaching an additional section during his open 4th-period conference period to reduce class sizes, and separately reports the room reached about 92°F after a portable AC request was denied, asking the board to review both issues promptly.

13. Anonymous (read on behalf of a summer school teacher) - this comment details payroll errors in the 2026 summer program — checks issued late and with incorrect rates, still uncorrected after HR follow-up — as well as rosters of 130–200 students given only limited instructional and prep time. It also describes inconsistent student drop/reinstatement policies and an administrator who was out of state during part of the program, and asks the board to formally review summer payroll, staffing ratios, and oversight practices.

14. Anonymous - This teacher's biggest concern is inadequate air conditioning and ventilation, noting their classroom stayed at 80°F all week despite Dr. Magee's claim that ventilation systems were running continuously; they cite California Education Code § 17002, which requires schools to maintain HVAC within normally acceptable ranges, and ask for portable or window AC units until permanent AC is installed. They also describe suffering heat-related illness in the same classroom as a first-year teacher and call the proposed 1.5% raise inadequate against a 4% cost-of-living increase.

15. Kevin Kung - In his 22nd year at Pali, Kevin Kung describes unmanageable class sizes — 39 students in a room with only 27 desks — that prevent an instructional aide from reaching the student they're assigned to support, in a room that reached 86°F amid a heat wave. He says Pali's traditional pay and working-condition advantage over LAUSD has disappeared, creating a retention crisis unless compensation, respect, and classroom conditions are addressed.

16. Steve Klima - a 34-year English teacher at Pali, argues that the quality of its teachers — not its administration — is what draws families to the school, citing years of praise from parents and students. He calls entering a contract dispute while trying to boost enrollment shortsighted and asks the board to offer a contract that shows teachers are valued.

17. Anonymous (withholds name to avoid retaliation) - sharply criticizes administrators by name (Pam Magee, Martha Monahan, and Diana Kim), calling them self-interested and describing an acronym ("Administrators are Bullies and Cunning") to characterize their leadership. They say the toxic environment has made Pali a school people no longer want to attend and call for the administrators to be replaced.

18. Paula Anderson - Special Education teacher and department co-chair, calls the pay increase insulting and says Pali pays the lowest salaries among LAUSD conversion charter schools. She describes unsustainable special-education caseloads (22–28 students per teacher), understaffed resource-specialist positions, and one AP English class with 56 students, and asks the board to reevaluate compensation and reduce class sizes and workloads.

19. Anonymous - objects to how the Special Education department is shifting paraprofessionals into Registered Behavior Technician (RBT) duties without the consent of the classified union (PESPU). They say HR required a mandatory 40-hour RBT training but is refusing to adjust pay or job titles even though staff are now expected to perform RBT-level work.

20. Julie Benke - National Board Certified AP/Honors Biology teacher in her 26th year at Pali, describes a pattern of poor administrative planning — delayed lab supply orders, a copier that was promised but not working at the start of the year, and Honors Biology sections of 39 students exceeding the prior 36-student cap — that pulls teacher time away from instruction. She calls the proposed 1.5% raise inadequate against roughly 4.5% cumulative cost-of-living increases and warns that continued administrative dysfunction is driving experienced teachers away and threatening the school's ability to recruit and retain talent.

21. Anonymous (Pali alumna) - says the school's once close-knit, community-oriented culture has given way to something more transactional, and credits teachers like Mr. Klima with inspiring her toward a career in education. She asks the board to remember that teachers and staff are the heart of the school and the reason students want to be there.

22. The Counselors - The Counseling Office describes rising workloads since being displaced by the fire, including losing two counselors (only one replaced), eliminated intervention positions, and a lost front-office role, leaving roughly 350 students per counselor versus the American School Counselor Association's recommended 250. They ask the board to recognize their sustained effort under difficult conditions and support a cost-of-living increase, framing counselor support as part of supporting students.

23. Alexander Van Name -25-year classroom teacher argues that the 1.5% raise offer and the removal of small perks like meals on Professional Development days contradict administration's stated appreciation for staff, and says Pali salaries lag more than 15% behind comparable charter conversion schools. He cites overcrowded classrooms (up to 41 students), a scheduling failure leaving a student unable to enroll in a required chemistry class, and broken copiers, and asks the board to livestream meetings for parents who can't attend in person.

24. Anna Ghaemi - current student says students are increasingly filling roles meant for paid staff, citing freshman orientation being run largely by roughly 80 student volunteers after no Link Crew coordinator was hired — which she says raised supervision concerns given she is sixteen. She reports that teachers' uncompensated extra work, such as clubs and letters of recommendation, is disappearing and falling onto students, and asks the board to negotiate a fair contract so students aren't substituting for staff.

25. Michael Friedman - raises a range of grievances: copier problems unresolved for over a year that force staff to make off-campus trips to FedEx, another school year starting without a faculty contract with an offer well below LAUSD's, and accounting he characterizes as designed to make funds appear scarcer than they are. He also flags security concerns (an outsourced company able to issue keys broadly), inadequate crowd-safety planning at football games, overcrowded classrooms and stadium seating, and unaddressed facility issues such as J-area shade and emergency egress.

26. Brad Kolavo - 11-year Pali teacher says he is now considering leaving the school for the first time, citing a lack of appreciation and support. He describes classroom sizes as intolerable for both students and teachers, with students being reassigned to classes they didn't choose, and says he feels helpless about the situation.
27. Anonymous - teacher says morale has steadily declined over the past three to four years and that staff feel undervalued and voiceless despite going above and beyond for students. They call the 1.5% raise proof that administration's stated appreciation is just words, pointing to still-broken copiers and unanswered emails, and note several colleagues have resigned or retired early due to the stress.
28. Angelica Pereyra- warns that failing to acknowledge the truth invites manipulation by those responsible. She asks the board to recognize and compensate staff contributions based on their collective effort and professionalism, not the lowest common denominator.
29. Ramona Bostic - 23-year Pali employee says classified staff — including PESPU members and Special Education instructional aides — feel undervalued, and that promotion decisions have often seemed influenced by favoritism rather than experience or merit. She asks the board for a fair, transparent hiring process and for classified employees to be recognized with the same respect, fairness, and compensation as other staff.
30. Taiyana Ballard, PESPU President - says employees have repeatedly raised concerns about poor communication, micromanagement, disorganization, and staff being placed in roles without adequate qualifications, and that these concerns have often gone unresolved, creating a stressful and hostile work environment. She calls for transparent dialogue with classified employees and their union on compensation, job classifications, and workloads, noting she has spent five years encouraging staff not to quit.

D. Approve Minutes

Maggie Nance made a motion to approve the minutes as amended from Special Board Meeting on 08-10-26.
Jane Davis seconded the motion.
Minh Ha Ngo - please add question to follow up on the ed fund balance and where it will be reflected in the budget and how much.
The board **VOTED** to approve the motion.

Roll Call

Maggie Nance	Aye
Minh Ha Ngo	Aye
Pemra Ornek	Aye
Andrew Paris	Aye
Amir Ebtehadj	Abstain
Fati Adeli	Aye
Azadeh Lavi	Aye
Jeff Roepel	Aye
Negeen Ben-Cohen	Aye
Ed Sugden	Aye
Jane Davis	Aye

E. Approve Minutes

Maggie Nance made a motion to approve the minutes from Governance Training on 08-05-26.
Negeen Ben-Cohen seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

Andrew Paris	Aye
Pemra Ornek	Aye
Amir Ebtehadj	Abstain
Fati Adeli	Aye
Azadeh Lavi	Aye
Negeen Ben-Cohen	Aye
Jane Davis	Aye
Jeff Roepel	Aye
Maggie Nance	Aye
Ed Sugden	Aye
Minh Ha Ngo	Aye

F. Approve Minutes

Maggie Nance made a motion to approve the minutes as corrected from Special Board Meeting on 07-20-26.
Amir Ebtehadj seconded the motion.
Correction - "not within the bounds of the agenda item that had been posted"

students voice support
The board **VOTED** to approve the motion.

Roll Call

Negeen Ben-Cohen	Aye
Fati Adeli	Aye
Ed Sugden	Aye
Maggie Nance	Aye
Pemra Ornek	Aye
Andrew Paris	Aye
Azadeh Lavi	Aye
Amir Ebtehadj	Aye
Minh Ha Ngo	Aye
Jane Davis	Aye
Jeff Roepel	Aye

G. Approve Minutes

Jane Davis made a motion to approve the minutes from Special Board Meeting on 06-29-26.

Amir Ebtehadj seconded the motion.
The board **VOTED** to approve the motion.

Roll Call	
Minh Ha Ngo	Abstain
Jane Davis	Aye
Jeff Roepel	Aye
Amir Ebtehadj	Aye
Fati Adeli	Aye
Andrew Paris	Aye
Pemra Ornek	Abstain
Azadeh Lavi	Abstain
Negeen Ben-Cohen	Aye
Maggie Nance	Abstain
Ed Sugden	Abstain

H. Approve Minutes

Jane Davis made a motion to approve the minutes from Board Meeting on 06-16-26.
Minh Ha Ngo seconded the motion.
students voice support
The board **VOTED** to approve the motion.

Roll Call	
Jane Davis	Aye
Maggie Nance	Abstain
Fati Adeli	Aye
Negeen Ben-Cohen	Aye
Andrew Paris	Aye
Jeff Roepel	Abstain
Amir Ebtehadj	Abstain
Pemra Ornek	Abstain
Minh Ha Ngo	Aye
Azadeh Lavi	Abstain
Ed Sugden	Abstain

II. Organizational Reports

A. Student Report

Jackson - excited to be back for his last year. First football game was last Friday, great turnout. Back to school night coming up

B. Parent Report

Negeen, Azadeh and Pemra -

- Class size issues are the biggest issue

- Scheduling challenges, frustration about counseling
- Would like improved communication especially for 9th grade families
- Would be helpful to have more info about team tryouts
- Concerns about the heat and availability of AC and fans.

C. Community Report

Amir - Happy for everyone to be back.
The football game last week was a big milestone. The school is a great beacon of hope for the community.
Fati enjoyed the new parent breakfast

D. Represented Classified Staff Report

Andy - nothing to report

E. Unrepresented Classified Staff Report

Jeff - nothing to report

F. Faculty Report

Ed Sugden - shout out to Robert and Andrea King who are in the 35th year of their careers. Also several of our other longtime teachers including Mr. Burr. Also Mr. Steil who lost his home and to Jordan Justice whose family was just able to move back into their home.
Would like to highlight 5 issues

1. Exorbitant class sizes. Many classes with 40 plus students.
2. Payroll errors over the summer - multiple employees have ongoing issues
3. Excessive heat in the classrooms - this is harmful especially in combination with the crowding
4. No working copy machines - This has been an issue since before the fire. Ed says in a recent meeting Jeff said he will address this.
5. Textbook and materials delays - still waiting on items ordered last spring

G. Human Resources Director (HR) Report

Martha -

- Summer payroll issues - We transitioned payroll system this summer. It was a major shift and they discovered some errors that were made in this process.
- July 10 paycheck was the first one sent to all certificated and classified staff. All certificated employee paychecks were correct. 40 teachers were missing 3 hours of auxiliary pay from that paycheck. That was fixed and paid on July 15.

- They also had not processed the June summer school hours and could not get those done in time so those went onto the July 15 paycheck.
- The payroll processed them at the wrong rate - 10 month versus 12 month rate. This was rectified on the next paycheck.
- July 25 payroll- all employee paychecks were accurate
- August 10 payroll - 26 employees did not have their rate go up to the correct 26-27 rate. Martha discovered this immediately and communicated to all employees that this had happened and their paychecks may not be correct. Each impacted employee was paid the missing amount to make them whole.
- They also rectified the summer school hours issue for the 3 teachers who were impacted by about $50 each.
- Looking ahead, they have also discovered the step/column payrate that was printed on the paychecks was incorrect. The actual pay rates are currently correct, this is just the printed display information. It will be correct on the next paycheck.
- Some employees were overpaid. They are doing an analysis through the collective bargaining agreement to see how that will be handled. The agreement allows teachers 3 years to repay.
- Martha thinks the new system will be much smoother and also empower teachers to control their paychecks more including for auxiliaries. Auxiliaries now will be automatically added to their paychecks when they clock in. This will reduce mistakes. The system will track attendance and employees can see the system.
- Minh Ha asks if they won't get paid for the periods they teach if they don't clock in. Martha says they will have to fix it to get paid.
- Jane asks about the system - Martha says there was a slow rollout last year. Now they are trying to use it for all employees and impose some organizational discipline. This will help keep track of absences, vacation days earned, etc. System is called INOVA
- Amir asks what was the biggest challenge in this transition. Can we pinpoint the source of the mistakes. Martha says we moved from 10-15 different documents/sheets that were tracking all these different things and it all got moved into 3 spreadsheets. It's much more clear now and there's more accountability. They know now what particular compensation is tied to - the date, the activity, etc.
- Amir asks if Charter Impact has been helpful with this on the back end. Martha says it's been bumpy. The old system was not set up well. Part of the challenge was that this transition started while we were at Sears and dealing with so much other stuff. The new people at Charter Impact are much better to work with now than the original team.
- Minh Ha -we should have done some unofficial test runs to identify issues before it actually impacts the employee paychecks. We should have been more proactive not reactive.
- All non employee board members need to complete mandated reporter training

H. Director of Operations Report

Rafael Negroe - his report was inadvertently omitted from the agenda. It's an 8 page report covering all aspects of the campus.

1. Impact of the proposed Sole Occupancy Agreement.

- This is essentially the standard agreement being offered to charter schools. He is just here to discuss operational impact
- Pali will assume greater responsibilty for maintaining an aging campus. LAUSD will retain ownership and is handling some capital projects but Pali will have to handle several major items now that we did not previously including fire sprinklers, roofs, electrical, plumbing, building systems. This will be an ongoing challenge as the campus continues to age.
- We cannot provide a long term cost analysis because we don't have a good inventory of existing items and systems or their age or condition. LAUSD was maintaining and monitoring all of this before.
- We have to build a system to document and track equipment history, condition, replacement needs, maintenance and replacement forecasting, etc. We cannot speculate as to these items now.
- This does not include IT equipment, tech infrastructure or low voltage systems that will be Pali's responsibility but are outside Rafael's purview.
- LAUSD is going to have broader oversight that will impact our long term planning.
- We need a long term asset stewardship program.
- We need to understand these impacts before moving forward

2. Parking

- Currently in talks with LAUSD regarding campus improvements including the new building construction. We will have impacts including loss of parking spaces. Stadium parking and upper ramp of student parking area will be unavailable. LAUSD as the property owner has the right to do this. LAUSD also does not provide student parking at most high school campus and approaches this project with that in mind. Rafael has made the parking concerns clear to them. We need to find practical solutions to minimize these parking impacts.
- We will have only 201 spaces. That's enough for staff members only. We usually have around 450.
- ASB has sold parking permits only through December.
- Ed - the Pali Academy location is designated as contractor parking. Can we negotiate to have that for students? Rafael is negotiating and has proposed to have the construction people shuttle instead of students.
- Rafael says it will help to have community support. LAUSD may not agree to any of our proposed solutions.
- Ed - confused about Pali's assumption of costs for future capital improvements if LAUSD is the owner. How are they shifting this onto us.

3. AC Units and Fans

- All window fans installed during covid were discarded in the fire cleanup. All portable AC units. All floor fans.
- Insurance reimbursements provided for those to be cleaned not disposed, but the cleaning company threw them out. We are stuck in the middle. We have purchased new AC units and installed all but 4. We want to order another 20 for new requests beyond what we had before the fire, and insurance has agreed to pay. Issues are that portable units are not designed to cool rooms in extreme heat with windows or doors open, and only meant for 500 sq ft. Also issues of electrical power overload that are already showing up. We are actively mitigating the heat wave.
- Maggie - When will central AC be installed in all rooms? Rafael -This winter they will start trenching, installation of electrical systems, and install the system over the next 2 years. They will start on the west side buildings and move east.

Ed asks about classroom security and how we can secure doors in an emergency. Rafael has a proposal for it.
Amir - do we have mitigation strategies for El Nino if there's flooding? Rafael is already meeting with the city and LAUSD about mitigation of the Sunset hillside.

I. Director of Information Technology Report

Report stands as submitted.

Ed - wants Jeff to provide info about the copier room problems. Jeff says he dropped the ball. He did not prioritize this because there were issues he thought were more urgent and there was a backup plan in place for this. Is there an anticipated timeline? Jeff says ASAP.

J. Director of Development Report

Rene Rodman -
We have raised $23,000 from 20 families. This is a great start compared to all the uncertainty last year after the fires. We were at $18k this time last year. Our best year was 2024, we had $86k.
New parent breakfast was a great success with over 300 attending. We had information tables with admin teach and staff there to answer questions and meet the families. This always helps with fundraising and also helps answer questions before they flood the office.
Back to School night, booster club
PCHS Fund allocations - counseling office, math support, team competitions, transportation, AP prep, Naviance for the college center. The goal is $400k.

Fundraising Policies - Budget and Finance committee is asking for a legal review. Looking at best practices at public, private and charter schools and universities - 3 main

areas to improve are gift acceptance policy, guidelines for ASB fundraising and for affiliated non-profits. They also want to create more detailed procedures that will be more efficient. We will have more detail about these items next time.

The policy was requested in the spring to help organize efforts.

Minh Ha requested a visual report with the numbers. Referenced the PCHS fund balance transfer from the June 9 meeting, Rene will follow up directly with Minh Ha.

Minh Ha - Asking where the minutes are accessible on the website.

K. Chief Business Officer (CBO) Report

L. Executive Director/Principal (EDP) Report

Dr. Magee -

- Thank you to all who have come and who have stayed to hear the reports and budget information.
- There were lots of comments tonight about Pali in the past. There have been huge changes in the world and huge challenges to our school over the past few years. There is no question that our students are at the heart of our school.
- Our admin team is only 7 people. We are spread very thin. We own up to mistakes as Jeff and Martha both shared tonight and we will work to get things better.
- We are facing uphill battles going into charter renewal and some of our issues in budget and finance are tied to our charter authorizer. We have extreme circumstances that we will have to address.
- We had a budget freeze and then an unfreeze and these issues impacted materials coming in on time for the school year.
- Class sizes and enrollment are very closely linked. We have a new admin Joe Clausi. We are trying to increase enrollment but also daily attendance.
- We are in the 5th day of school. We always have balancing to do at this point but it was exacerbated this year. We had 200 additional kids enroll unexpectedly but now we are seeing student losses. It's a seesaw that makes things very challenging. People says be prepared and plan ahead which we did, and we decide to be conservative instead of having to collapse classes later because they are under enrolled.
- We know this is straining everyone and that is not the intent but there is a method to the madness. We will not leave classes at these extraordinary sizes. Thank you for being patient while we work through this.
- Upcoming parent and community events including back to school night.
- We are all working to make Pali the best it can be.
- Ed - several department chairs feel cut out of the loop with the master schedule building. They anticipated some of the issues that have arisen but were not heard. They blame this on Amie Whitely. Dr Magee says yes we have had a change in the

process. This contributed to having overly small classes in the past. It's a pendulum that has swung too far the opposite way this year. Amie has heard this and is working to level everything out.

III. Board Committees (Stakeholder Board Level Committees)

A. Academic Accountability Committee Update

Randy Tenansnow and Michael Friedman - first meeting is this Thursday.
Will select officers and committee members
Have requests from families for a zoom option for this committee and for electronic public comment.
Department chairs have to give their reports Friday to help see how they will address issues that came up in the process last year.
Board will give the committee some direction about what to focus on this year. Board retreat will set some items.

B. Budget & Finance Committee Update

Sara Margiotta

Health benefits trust monies were transferred and are being invested with Merrill Lynch
Budget this year had additional $1 mm for OPEB funding.
Income for 2026-27 includes an arts and music grant which is restricted. We need to look at how to allocate those monies so we don't have to return them.

C. Election Committee Update

Nothing to report

D. Charter Committee Update

We have to begin working on the renewal.
Greta Proctor will guide our board in how to approach this.
LAUSD will tell us when everything is due, but it will be early in the fall next year.
Renewal is normally 6 year cycle but we had 2 one year extensions because of COVID and then the fire.
We have to begin working on the renewal.
Greta Proctor will guide our board in how to approach this.
LAUSD will tell us when everything is due, but it will be early in the fall next year.
Renewal is normally 6 year cycle but we had 2 1 year extensions because of COVID and then the fire.

IV. Academic Excellence

A.

SMC Dual Enrollment Agreement

Dr Magee - this is a renewal of something we have in place every year.

Pemra - would be helpful for new students to receive more info about this and other dual enrollment options.
Discussion of dual enrollment options and how cumbersome it is to sign up. West LACC rep is coming out to talk to the kids soon.
Maggie Nance made a motion to Approve SMC Dual Enrollment Agreement.
Amir Ebtehadj seconded the motion.
The board **VOTED** to approve the motion.

Roll Call	
Jeff Roepel	Aye
Ed Sugden	Aye
Andrew Paris	Aye
Maggie Nance	Aye
Jane Davis	Aye
Minh Ha Ngo	Aye
Negeen Ben-Cohen	Aye
Amir Ebtehadj	Aye
Azadeh Lavi	Aye
Pemra Ornek	Aye
Fati Adeli	Aye

B. Academic and Intervention Presentation

Diana Kim -

- Summer Dolphin Leadership Academy - 9th grade bridge program. 114 students participated. 99 completed the program and received an elective credit.
- 17 incoming 9th graders took accelerated geometry over the summer. They will all be in Algebra 2 now.

Testing -

- Fall NWEA scheduled week of September 14.
- Winter will be week of January 26
- Spring will be week of March 15, that will also be CAASPP week for Juniors.

3 years of test results to review trends.

- Negeen - Trends in several areas are negative. Diana attributes much of this to challenges from the fire, lack of resources at Sears, loss of teaching materials.
- Minh Ha asks if these trends are showing up in grades and AP pass rates too? Diana does not have the data on hand. She thinks it was less of an issue with the kids in AP classes who are stronger academically overall.

- Maggie - many kids just don't care about these tests because it doesn't have any impact on them if they do well or poorly.
- Diana says they will work with ASB to find ways to improve engagement.
- Maggie asked about comparison of virtual students compared to those who attend in person. Diana doesn't have that data but says virtual students came in person for these assessments.
- Pemra - we need more data to identify causes of these declines and strategies to improve this.
- Negeen - We had discussed last year that we need to improve academic admin engagement with the departments. Is there a plan now for that? Diana says they are having meetings and doing classroom observations. Dr. Magee instructed all the academic admins what they need to do. Dr. Magee says there's a meeting tomorrow to work on developing metrics to track progress so department chairs and admins have a common system.
- Math department data shows continuing issues in getting kids comfortable with using math in life and in class.
- Achievement levels dropped last spring when we came back to campus compared to the fall in Sears. Diana has no explanation. Maggie says it ties back to the instability of our school last year.
- Dr. Magee says now that we are back in a stable environment we can dig into issues and see what needs attention and improvement.

Intervention Planning -

- Professional Development in MTSS Intervention
- In class Tier 2 & 3 intervention in small groups and 1 on 1
- Pali Period
- Teachers' Office Hours
- Study Center J104 with a teacher and peer tutors
- Math Lab - paraprofessionals Ethan & Leyla are back. Before school, lunch and after school. They will also be in the Algebra 1 and Geometry Classes
- Will explore offering some online support options

IB Program

- We have certificate only students and we have Diploma Program. 7 teachers, 7 courses.
- The classes are relatively small now.
- We anticipate the program will continue to grow.
- Minh Ha - how many students in the diploma program? Diana says 9. This is significantly lower than we anticipated and we had a whole year to prepare for this. Diana says the certificate only students customarily make up a bigger portion of these programs. And it takes time to ramp up new programs. Minh Ha says we are closing other classes outside the IB program that are small and it's disappointing

that this program is not carrying the numbers we thought it would. Pemra says there's a lot of parents who need more communication about IB.

- Negeen asks about how long we will invest in this program under the financial constraints we are experiencing now. Diana says it's a 2 year program, Dr Magee thinks we will have an uptick in enrollment and the training has been good for the teachers.
- Azadeh asked for an overview of the program and methodology. Diana gave a summary

C. Counseling Center Updates

Dear Members of the Board,
We are speaking today as the Counseling Office because we believe it is important for you to understand what our current working conditions look like and what they mean for our students.
Our school community has already endured extraordinary circumstances. After the fire, we were displaced to a department store, where 14 members of our counseling team worked together in one large room. We did everything we could to support our students, but the environment was chaotic, disruptive, and exhausting. We made it work because our students needed us.
Since then, our workload has continued to increase while our support has decreased. This past year, we lost two counselors and only replaced one. Our intervention positions were eliminated, including the support that helped coordinate SSTs, triage students, and manage credit recovery, work that directly impacts student success and graduation. We also lost a front-office position when someone retired, leaving counselors to absorb additional administrative responsibilities.
The American School Counselor Association recommends approximately 250 students per counselor. We have approximately 350 students per counselor in a high-needs community.
We are being asked to provide excellence under conditions that make excellence increasingly difficult to sustain.
We want to be clear: we are dedicated to our students, and we will continue to do everything we can to support them. But we do not believe that dedication should be mistaken for an unlimited capacity to absorb more.
Our students deserve counselors who have the time and capacity to truly counsel them. They deserve timely support, meaningful intervention, and adults who can be fully present when they need help. And the people providing that support deserve to be cared for, respected, and fairly compensated.
We are asking the Board to recognize the extraordinary work our staff has continued to provide and to support the cost-of-living increase we desperately need. Taking care of the people who take care of students is part of taking care of students. We want to continue giving our students the excellence they deserve. We simply need the support, resources, and respect necessary to make that possible.

Thank you.

2026 Summer School Report stands as submitted.
Schedule Change Requests, Counselor Availability, and Class Size Management - report stands as submitted.
Negeen - We need to find a way to use technology to make the whole scheduling process better. Take some of the pressure off of the counselors so they can focus on the kids.

Maggie and Dr. Magee discussing the issue of summer school being online and questions about the integrity of the work completed.
Minh Ha - Credit recovery is a goal but is there actual learning going along with it?

V. 2025-2026 Annual Performance-Based Oversight Visit Report

A. 2025-2026 LAUSD Annual Performance-Based Oversight Visit Report

Report stands as submitted

Performance summaries:

- Governance - 2, Developing
- Student Achievement and Educational Performance - 4, Accomplished
- Organizational Management, Programs, and Operations - 3, Proficient
- Fiscal Operations - 2, Developing

Includes review of fiscal duties and financial management. This was an area of weakness. We got penalized for a late report. We hired Charter Impact and have overhauled financial oversight.
We were penalized on independent studies because we lost records in the fire.

Our school charter requires that we have a balanced budget projected for 5 years out.

VI. Finance

A. Fiscal Year 2026 Unaudited Actuals

Negeen Ben-Cohen made a motion to approve the FY 2026 Unaudited Actuals.
Jane Davis seconded the motion.
Questions about cash reserves - Jane explains the cash balance does not reflect reserves because there are unpaid liabilities. And the number is subject to many potential adjustments by auditors. So these are soft numbers. The $30 mm number is not reserves. We do not have that money. Budget committee has discussed being more explicit about what is restricted, what is unrestricted, what is set aside in the long term health insurance fund for retiring employees. Numbers have been thrown around recently

that look bigger than what they are and we should be more explicit about the financial picture.
Maggie asks what of the $30 m is liquid? Jane says she does not have those numbers.
Jim says net assets are $12.5 at the highest level. Jane says that includes $5-6 million in fixed assets. That's equipment, furniture, computers, etc. Not cash.
Discussion of the required net reserves. Jim says 5% and that figure is probably after you remove fixed assets.
Jim - There's also an issue of the time lag between when cash is earned from the state and when it's actually received. We need to manage liquidity.
Jane says we also need to think about fiscal cliff and about future growth of the school so we should be thinking about more than 5%.
Maggie wants clarification of what is actually cash and what is the actual reserve for emergencies and what we really have.
Jeff- there's also other money that's restricted and funding sources that's restricted like ASB and arts/music funds. We can't treat any of that as available cash.
Jane - she is an experienced financial professional and she has trouble with these reports. We really need more clear and better financial reports.
Jeff - the OPEB funds are a huge part of everything. And there's a huge timing issue with funds coming in from the state.
Jane - her expectation was that we were going to get a presentation of the info we are looking for but that did not show up in the board agenda. Asking Sara why we are not seeing that data now. Sara thinks what they discussed in budget committee yesterday was not possible for Jim to pull together for today in such a short time.
Jane says we have made multiple requests for more info and more clarity. Sara suggests a meeting with Jane, Alexis and Dr. Magee and Charter Impact to delineate everything we need and expect.
Jane says there's a lot of misinformation and some of this is because people are cherry picking the Charter Impact reports and it makes it look like we have more money than what we really have. Teachers are understandably upset because the information is unclear and misleading.
They've never called out restricted money in any reports.

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

Roll Call

Amir Ebtehadj	Aye
Negeen Ben-Cohen	Aye
Maggie Nance	Aye
Jeff Roepel	Aye
Fati Adeli	Aye
Azadeh Lavi	Aye
Andrew Paris	Abstain
Ed Sugden	Abstain
Minh Ha Ngo	Aye
Jane Davis	Aye

Roll Call

Pemra Ornek	Abstain

B. Fiscal Year 2026 EPA Actuals

Maggie Nance made a motion to approve the FY 2026 Education Protection Account Actuals.
Negeen Ben-Cohen seconded the motion.
This is part of our per pupil funding. Increases in funding were tied to guarantees of them being spent on education purposes. So this is just documenting how much of the per pupil funding was used in this way.
The board **VOTED** to approve the motion.

Roll Call

Fati Adeli	Aye
Amir Ebtehadj	Aye
Ed Sugden	Aye
Azadeh Lavi	Aye
Maggie Nance	Aye
Andrew Paris	Abstain
Jeff Roepel	Aye
Pemra Ornek	Abstain
Minh Ha Ngo	Aye
Jane Davis	Aye
Negeen Ben-Cohen	Aye

VII. Master Cooperative Purchasing Agreement – OMNIA Partners & PCHS

A. Adoption and Approval of the Master Intergovernmental Cooperative Purchasing Agreement between the OMNIA Partners and Palisades Charter High School

Negeen Ben-Cohen made a motion to approve the signing of the Master Intergovernmental Cooperative Purchasing Agreement between Palisades Charter High School and OMNIA Partners and approve the application submission to OMNIA Partners.
Minh Ha Ngo seconded the motion.
Jeff - This has no downside. It just offers us opportunities at cost savings. It is a traditional co-op agreement open only to public agencies
The board **VOTED** to approve the motion.

Roll Call

Maggie Nance	Aye
Pemra Ornek	Aye
Jeff Roepel	Abstain
Amir Ebtehadj	Aye
Ed Sugden	Aye
Jane Davis	Aye
Fati Adeli	Aye
Azadeh Lavi	Aye

Roll Call	
Andrew Paris	Aye
Minh Ha Ngo	Aye
Negeen Ben-Cohen	Aye

VIII. Consent Agenda

A. Finance Items: School Organized Conferences/Trips

Nothing to report

B. Personnel Items

Maggie Nance made a motion to Approve the HR Consent Agenda.
Amir Ebtehadj seconded the motion.
These are the new hires and the departing employees
The board **VOTED** unanimously to approve the motion.

Roll Call	
Andrew Paris	Aye
Jane Davis	Aye
Ed Sugden	Aye
Amir Ebtehadj	Aye
Minh Ha Ngo	Aye
Fati Adeli	Aye
Negeen Ben-Cohen	Aye
Maggie Nance	Aye
Jeff Roepel	Aye
Pemra Ornek	Aye
Azadeh Lavi	Aye

IX. Additional HR Updates

A. Commission on Teacher Credentialing (CTC) Declaration of Need

Maggie Nance made a motion to approve the Declaration of Need (DON) Authorization of the Local Assignment Option for Certificated Employees.
Negeen Ben-Cohen seconded the motion.
Martha - approving three employees to work outside their single subject credentials
Minh Ha asked about tier 2 math for Mr. Laterzo. Martha clarified he will not be teaching that at Pali.
The board **VOTED** to approve the motion.

Roll Call	
Negeen Ben-Cohen	Aye
Maggie Nance	Aye
Azadeh Lavi	Aye
Jane Davis	Aye

Roll Call

Amir Ebtehadj	Aye
Pemra Ornek	Aye
Minh Ha Ngo	Aye
Jeff Roepel	Aye
Andrew Paris	Aye
Fati Adeli	Aye
Ed Sugden	Aye

B. Biennial Review of Conflict of Interest Code

Vote will be deferred because the code was not attached to the agenda for tonight

X. Governance

A. Board of Trustees Organizational Plan and Overview

Deferred to next meeting

B. Board on Track Review

If any of us need some information about how it works and the resources it provides we can schedule to have a training.

C. Election of Board Officer - Board Chair

Maggie - there's an executive committee of the board. The main thing is you sit in on agenda setting meetings. Those meetings are not governed by the Brown Act. She believes a good executive board should have interested and non interested parties on it. There are challenges about having an employee be the board chair because of the dynamic between chair and Dr. Magee as CEO and openness of communication and feedback.
Negeen Ben-Cohen made a motion to Elect Amir Ebtehadj as Board Chair.
Jane Davis seconded the motion.
Ed asked Amir to speak to his experience and qualification.
Amir spoke about his time as a student graduating in 2018 and subsequently as a community member. He is also on other community boards. He believes based on this experience that he can understand and speak to the students and advocate for them and also for the community. This is his 3rd year on the board.
Negeen - We appreciate Maggie's leadership over the past year and her role in the school but had concerns about interested party challenges.
The board **VOTED** to approve the motion.

Roll Call

Azadeh Lavi	Aye
Ed Sugden	Aye
Jeff Roepel	Aye
Maggie Nance	Aye

Roll Call	
Minh Ha Ngo	No
Fati Adeli	Aye
Andrew Paris	Aye
Jane Davis	Aye
Negeen Ben-Cohen	Aye
Pemra Ornek	Aye
Amir Ebtehadj	Aye

D. Election of Board Officer - Board Vice Chair

Fati Adeli made a motion to Elect Jane Davis as Board Vice Chair.
Maggie Nance seconded the motion.
Jane has expertise in fiscal management, school management, participation in other boards. 40 years of experience. She is the CFO of the Archer School
The board **VOTED** to approve the motion.

Roll Call	
Maggie Nance	Aye
Negeen Ben-Cohen	Aye
Jane Davis	Aye
Ed Sugden	Aye
Amir Ebtehadj	Aye
Fati Adeli	Aye
Azadeh Lavi	Aye
Minh Ha Ngo	Aye
Andrew Paris	Aye
Jeff Roepel	Aye
Pemra Ornek	Aye

E. Election of Board Officer - Board Secretary

Minh Ha Ngo made a motion to Elect Negeen Ben-Cohen for Board Secretary.
Fati Adeli seconded the motion.
The board **VOTED** to approve the motion.

Roll Call	
Azadeh Lavi	Aye
Minh Ha Ngo	Aye
Pemra Ornek	Aye
Andrew Paris	Aye
Jeff Roepel	Aye
Jane Davis	Aye
Ed Sugden	Aye
Maggie Nance	Abstain
Negeen Ben-Cohen	Aye
Fati Adeli	Aye
Amir Ebtehadj	Aye

F. Committee Selection

Budget & Finance - Jane Davis, Fati Adeli, Negeen Ben-Cohen, Minh Ha Ngo (pending confirmation that teachers can participate)
Academic Accountability - Negeen, Azadeh, Fati, Pemra
Elections - Amir, Azadeh, Pemra
Charter - Amir, Negeen, Ed
Grade Appeal (ad hoc) - All Faculty (alternating), Andy Paris, Amir, Fati
Risk Management - Jane, Amir, Negeen
Evaluation - all non interested
Bargaining - all non interested
Survey - Maggie, Minh Ha, Jeff, Azadeh
Audit - non interested
Investment (ad hoc) - tbd
Maggie Nance made a motion to Approve the Board Committee Selections for Stakeholder Board-Level and Board Member-Only Committee.
Amir Ebtehadj seconded the motion.
The board **VOTED** to approve the motion.

Roll Call	
Jane Davis	Aye
Minh Ha Ngo	Aye
Negeen Ben-Cohen	Aye
Jeff Roepel	Aye
Pemra Ornek	Aye
Ed Sugden	Aye
Fati Adeli	Aye
Andrew Paris	Aye
Maggie Nance	Aye
Azadeh Lavi	Aye
Amir Ebtehadj	Aye

XI. New Business / Announcements

A. Announcements / New Business

goal setting board retreat September 19 on campus
Tuesday September 22 next regular meeting

XII. 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 9:21 PM.

Respectfully Submitted,
Negeen Ben-Cohen

Coversheet

FY27 Palisades Charter High July Financials

Section: II. Finance
Item: A. FY27 Palisades Charter High July Financials
Purpose: FYI
Submitted by:
Related Material:
FY27 Palisades Charter High School_July_Board Financial Presentation_rev09_21_2026.pdf

CHARTER IMPACT

BOARD FINANCIALS

PALISADES CHARTER HIGH SCHOOL

Monthly Finance Update up to July 30, 2026

HIGHLIGHTS

- Revenues are Forecasted to be **$46.5M** at year end
- Expenses are projected to be **$44.6M** at year end
- Year end Surplus/[deficit] is Projected to be **$1.9M**
- Budgeted Enrollment/ADA: 2,400 & 2,208.75[93% ADA]

REVENUE

Revenues are Forecasted to be **$46,546,187**

FY26/27 Super COLA 4.31%

Manage Rising costs, including absorbing the new mandate of paid pregnancy disability leave, and declining enrollment costs.

	Year-to-Date			Annual/Full Year		
	Actual	Forecast	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ -	$ -	$ -	$ 30,742,565	$ 30,742,565	$ -
Federal Revenue	-	-	-	1,367,176	1,367,176	-
Other State Revenue	-	-	-	9,811,933	9,811,933	-
Other Local Revenue	842,379	2,891,732	(2,049,353)	4,624,513	4,624,537	(24)
Total Revenue	**$ 842,379**	**$ 2,891,732**	**$(2,049,353)**	**$ 46,546,187**	**$ 46,546,211**	**$ (24)**

MYP- RESTRICTED REVENUE

FY 2026-27 Palisades Charter High School
Restricted Revenue
Unaudited
As of: *7/31/2026*

	Resource Code		2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	
	7435	Learning Recovery Educational Block Grant	$88,314	$88,314					*one-time temporary funding; FY2026-27 funds to be spent on additional student support*
	6387	CTEIG	278,000	278,000	$278,000	$278,000	$108,000	$0	*one-time and subject to Pali submitting an application; FY 2026-27 funds are to be spent on Coordinator salary and supplies/programming for +15 teachers*
	3550	Perkins	40,695	40,695	40,695	40,695			*one-time and subject to Pali submitting an application*
	6021	Student Support & PD Discretionary Block Grant	567,383	824,130	350,000	966,246	-	-	*one-time temporary funding*
	6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	580,181	512,010	341,720	347,092	347,496	345,418	*$380k of Prop 28 must be spent in 26/27 or funds will be returned; Ongoing; restricted to arts and music; supplement not supplant*
	9951	LAUSD TEA Grant	100,000	100,000	100,000	100,000	100,000	100,000	*Restriced to SPED, funding is an estimate based on prior apport. Funding to be determined based on CY student pop.*
	9026	SWP-The Healing Kitchen: Revitalizing Culinary Arts for Student (Rnd 8 (25/26)	355,000	120,000					*one-time restricted to expenses idenified in the grant*
	0000	Hold Harmless	3,600,000	3,600,000	3,600,000				*FY 26/27 HH 10.8M spread across 3-years. / No HH projected in future years*
	9001	Pali Fund [Ed Foundation]	300,000						Restricted Fundraising from PCHS
			$5,909,573	$5,563,149	$4,710,415	$1,732,033	$555,496	$445,418	

Restricted revenue is revenue that is earmarked to be spent on specific expenditures and is not available to fund operational expenses unless expressly stated

EXPENSES

- Expenses are Forecasted to be **$44,630,066**

	Year-to-Date			Annual/Full Year		
	Actual	Forecast	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 1,134,448	$ 208,951	$ (925,497)	$ 14,637,295	$ 14,560,521	$ (76,774)
Classified Salaries	236,626	239,409	2,784	4,276,400	4,279,184	2,784
Benefits	284,285	536,193	251,908	10,435,386	10,341,831	(93,555)
Books and Supplies	147,327	86,851	(60,476)	2,410,115	2,410,139	24
Subagreement Services	-	-	-	2,377,744	2,377,744	-
Operations	2,186	240,648	238,462	2,929,732	2,929,732	-
Facilities	175	84,829	84,654	1,017,952	1,017,952	-
Professional Services	7,549	293,760	286,211	5,486,219	5,481,219	(5,000)
Depreciation	87,852	77,492	(10,360)	1,059,224	929,900	(129,324)
Interest	-	-	-	-	-	-
Total Expenses	**$ 1,900,448**	**$ 1,768,134**	**$ (132,314)**	**$ 44,630,066**	**$ 44,328,221**	**$ (301,846)**

FUND BALANCE

- The Surplus/(deficit) is forecasted to be **$1,916,121**

  - Fund Balance is **32%** of Annual Expenses
  - The Year End Fund Balance[Net Asset]is Projected to be **$14.2M**

	Year-to-Date			*Annual/Full Year*		
	Actual	Forecast	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	$ (1,058,070)	$ 1,123,598	$(2,181,667)	$ 1,916,121	$ 2,217,990	$ (301,870)
Beginning Fund Balance [Net Asset]	12,350,877	12,350,877		12,350,877	12,350,877	
Total Ending Fund Balance [Net Asset]	$ 11,292,808	$ 13,474,475		$ 14,266,998	$ 14,568,867	
Restricted Fund Balance [Net Asset]				1,595,364		
Unrestricted Fund Balance [Net Asset]				12,671,634		
As a % of Annual Expenses	*25.3%*	*30.4%*		*32.0%*	*32.9%*	

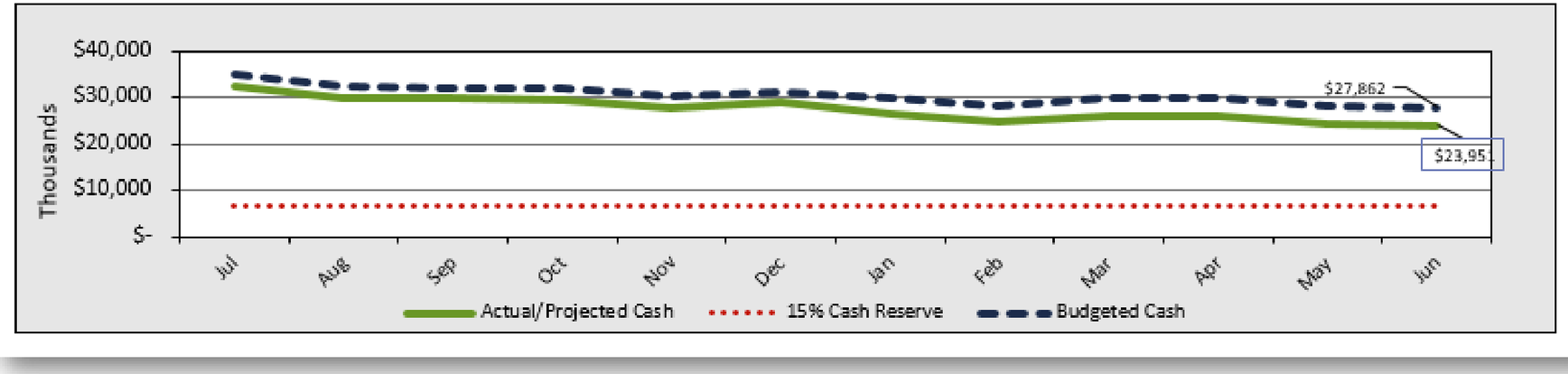
Fund Balance is calculated as the cumulative effect of all prior years revenue minus expenses. It represents assets minus liabilities and is not the same as the cash balance. This year's fund balance includes approximately $7M in fixed assets (equipment and building expenses).

*** Ending fund balance does not include impact of future OPEB actuarial study [lifetime health benefits] or ASB****

CASH BALANCE

- The Cash Balance is forecasted to be **$23.9M**

- The July Cash Balance was **$32,378,147**
  - Restricted **$25M** [cafeteria, fundraising, drama, permit, ed foundation, transportation, pool and OPEB]
  - Unrestricted **$7M** [operating]



CASH BALANCE–CONT.

Other Post Employment Benefits [OPEB]/Lifetime Health Benefits

As of 6-30-25 [audited]

Total Liability $20,722,893

Total Assets $5,576,203

Total Liability $15,146,780

Palisades Charter High School
For the period ended July 31, 2026
Unaudited

	Other Postemployement Benefits	Palisades Charter High School	All Locations	Unrestricted	Restricted Grants	Lifetime Health Benefits [OPEB]-Restricted	Restricted Bank Accounts	** Restricted accounts are limited to the purposes of the intended use of the funds from the donor/agencies**
Assets								
Current Assets								
Cash & Cash Equivalents								
Cash - CB - Op x6940	**$ (500,481)**	**$ 8,240,483**	**$ 7,740,002**	$ 6,144,637	1,595,365			*deferred revenue*
Cash - CB - Cafeteria x6850	-	1,731,301	1,731,301				1,731,301	
Cash - CB - Fundraising x6885	-	139,258	139,258				139,258	
Cash - CB - Drama x6869	-	1,281	1,282				1,282	
Cash - CB - Permit x6877	-	1,458,617	1,458,616				1,458,616	
Cash - CB - Ed Foundation x6893	-	2,860,448	2,860,448				2,860,448	
Cash - CB - Transportation x0440	-	1,755,342	1,755,342				1,755,342	
Cash - CB - Pool x6923	-	1,449,171	1,449,171				1,449,171	
Cash - CB - Investment x6958	-	9,954	9,954				9,954	
Cash - Treasury	**(1,344,638)**	**17,579,251**	**16,234,613**			16,234,613		
Fair Value Adjustment to Cash in County Treasury	33,377	(522,196)	(488,819)				(488,819)	
Cash & Cash Equivalents	**(1,811,742)**	**34,702,910**	**32,891,168**	**$6,144,637**	**1,595,365**	**16,234,613**	**8,916,553**	
Liabilities								
Retirement Plan Payable	14,831,653	47,343	14,878,996			14,878,996		*Lifetime Health Benefits [OPEB]-Restricted liability*
Net				$ 6,144,637	1,595,365	1,355,617	8,916,553	
Total Unrestricted				***$6,144,637***		***1,355,617***		***$ 7,500,254***
Total Restricted					***1,595,365***	***14,878,996***	***8,916,553***	***25,390,914***
Total Cash								***32,891,168.00***

BALANCE SHEET

Palisades Charter High School

Unaudited

For the period ended July 31, 2026

Restricted [deferred] Revenue

Resource Code		
7435	Learning Recovery Educational Block Grant	88,314.00
6019	Student Support & PD Discretionary Block Grant	644,979.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	795,569.73
0000	Unrestriced	66,406.75
7028	KIT-Kitchen Infrastructure & Equipment	95.52
		1,595,365.00

Palisades Charter High School

Statement of Financial Position

For the period ended July 31, 2026

	Other Postemployement Benefits	Palisades Charter High School	All Locations
Assets			
Current Assets			
Cash & Cash Equivalents	$ (1,811,742)	$ 34,189,889	$ 32,378,147
Accounts Receivable	-	1,338,456	1,338,457
Public Funding Receivables	-	40,850	40,849
Prepaid Expenses	-	3,945	3,945
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)	35,783,136	33,971,395
Long-term Assets			
Property & Equipment, Net	-	7,032,111	7,032,111
Deposits	-	400,000	400,000
Total Long-term Assets	-	7,432,111	7,432,111
Total Assets	**$ (1,811,742)**	**$ 43,215,247**	**$ 41,403,506**
Liabilities			
Current Liabilities			
Accounts Payable	-	481,177	481,177
Accrued Liabilities	14,777,457	4,097,643	18,875,099
Deferred Revenue	-	1,595,364	1,595,365
Total Current Liabilities	14,777,457	6,174,184	20,951,641
Total Liabilities	**14,777,457**	**6,174,184**	**20,951,641**
Net Asset	**(16,589,198)**	**37,041,063**	**20,451,865**
Liabilities & Net Assets	**$ (1,811,742)**	**$ 43,215,247**	**$ 41,403,506**

Appendix

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

FY26-27 Palisades Charter High School

Monthly Cash Flow/Forecast FY26-27

Revised 9/10/26

Actuals Through: 7/31/2026

ADA = 2208.75

CHARTER IMPACT

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
Revenues																ADA =	2208.75
State Aid - Revenue Limit																	
8011	LCFF State Aid	-	568,834	568,834	1,023,901	1,023,901	1,023,901	1,023,901	1,023,901	1,010,567	1,010,567	1,010,567	1,010,567	1,010,567	**11,310,004**	11,310,004	-
8012	Education Protection Account	-	-	2,365,124	-	-	2,365,124	-	-	2,365,124	-	-	-	2,365,124	**9,460,496**	9,460,496	-
8096	In Lieu of Property Taxes	-	601,851	1,203,702	802,468	802,468	802,468	802,468	802,468	1,384,725	692,362	692,362	692,362	692,362	**9,972,065**	9,972,065	-
		-	1,170,685	4,137,659	1,826,368	1,826,368	4,191,492	1,826,368	1,826,368	4,760,415	1,702,929	1,702,929	1,702,929	4,068,053	**30,742,565**	**30,742,565**	-
Federal Revenue																	
8181	Special Education - Entitlement	-	-	-	-	-	-	-	-	-	-	-	-	616,214	**616,214**	616,214	-
8220	Federal Child Nutrition	-	-	-	21,527	40,902	40,902	40,902	40,902	40,902	40,902	40,902	40,902	81,804	**430,547**	430,547	-
8290	Title I, Part A - Basic Low Income	-	-	55,385	-	-	166,156	-	-	-	-	-	-	-	**221,541**	221,541	-
8291	Title II, Part A - Teacher Quality	-	-	9,565	-	-	28,694	-	-	-	-	-	-	-	**38,259**	38,259	-
8296	Other Federal Revenue	-	-	4,980	10,174	-	14,940	10,174	-	-	10,174	-	-	10,174	**60,615**	60,615	-
		-	-	69,930	31,701	40,902	250,692	51,076	40,902	40,902	51,076	40,902	40,902	708,191	**1,367,176**	**1,367,176**	-
Other State Revenue																	
8311	State Special Education	-	183,929	183,929	331,072	331,072	331,072	331,072	331,072	331,072	331,072	331,072	331,072	331,072	**3,678,581**	3,678,581	-
8520	Child Nutrition	-	-	-	2,038	3,871	3,871	3,871	3,871	3,871	3,871	3,871	3,871	7,743	**40,752**	40,752	-
8550	Mandated Cost	-	-	-	-	-	134,373	-	-	-	-	-	-	-	**134,373**	134,373	-
8560	State Lottery	-	-	-	-	-	-	151,080	-	-	151,080	-	-	298,619	**600,780**	600,780	-
8599	Other State Revenue	-	7,178	7,178	1,316,391	12,921	12,921	1,316,391	12,921	12,921	1,316,391	12,921	12,921	1,316,391	**5,357,447**	5,357,447	-
		-	191,108	191,108	1,649,501	347,865	482,238	1,802,415	347,865	347,865	1,802,415	347,865	347,865	1,953,825	**9,811,933**	**9,811,933**	-
Other Local Revenue																	
8634	Food Service Sales	(24)	1,988	3,777	3,777	3,777	3,777	3,777	3,777	3,777	3,777	3,777	3,777	-	**39,734**	39,758	(24)
8660	Interest Revenue	698	45,898	45,898	45,898	45,898	45,898	45,898	45,898	45,898	45,898	45,898	45,898	-	**505,579**	505,579	-
8670	Transportation Revenue	84,662			171,000			171,000			171,000			86,338	**684,000**	684,000	-
8689	Other Fees and Contracts	-									98,400	98,400	98,400	-	**295,200**	295,200	-
8697	Insurance Revenue	750,000												2,050,000	**2,800,000**	2,800,000	-
8699	School Fundraising	7,042	26,633	26,633	26,633	26,633	26,633	26,633	26,633	26,633	26,633	26,633	26,633	-	**300,000**	300,000	-
		842,379	74,519	76,308	247,308	76,308	76,308	247,308	76,308	76,308	345,708	174,708	174,708	2,136,338	**4,624,513**	**4,624,537**	**(24)**
Total Revenue		**842,379**	**1,436,311**	**4,475,005**	**3,754,878**	**2,291,443**	**5,000,730**	**3,927,167**	**2,291,443**	**5,225,490**	**3,902,127**	**2,266,404**	**2,266,404**	**8,866,407**	**46,546,187**	**46,546,211**	**(24)**
Expenses																	
Certificated Salaries																	
1100	Teachers' Salaries	855,634	984,880	984,880	984,880	984,880	984,880	984,880	984,880	984,880	984,880	984,880	-	(855,634)	**9,848,797**	9,848,797	-
1170	Teachers' Substitute Hours	-	37,076	37,076	37,076	37,076	37,076	37,076	37,076	37,076	37,076	37,076	37,076	(0)	**407,840**	407,840	-
1175	Teachers' Extra Duty/Stipends	-	6,911	6,911	6,911	6,911	6,911	6,911	6,911	6,911	6,911	6,911	6,911	6,911	**82,931**	82,931	-
1200	Pupil Support Salaries	125,551	199,342	199,342	199,342	199,342	199,342	199,342	199,342	199,342	199,342	199,342	145,432		**2,264,404**	2,170,010	(94,394)
1300	Administrators' Salaries	75,578	87,111	87,111	87,111	87,111	87,111	87,111	87,111	87,111	87,111	87,111	87,111	-	**1,033,794**	1,045,327	11,532
1900	Other Certificated Salaries	77,685	83,807	83,807	83,807	83,807	83,807	83,807	83,807	83,807	83,807	83,807	83,772	-	**999,529**	1,005,616	6,087
		1,134,448	1,399,127	1,399,127	1,399,127	1,399,127	1,399,127	1,399,127	1,399,127	1,399,127	1,399,127	1,399,127	360,302	(848,723)	**14,637,295**	**14,560,521**	**(76,774)**
Classified Salaries																	
2100	Instructional Salaries	29,744	105,172	105,172	105,172	105,172	105,172	105,172	105,172	105,172	105,172	105,172	100,391	-	**1,181,858**	1,251,596	69,738
2200	Support Salaries	-	3,985	3,985	3,985	3,985	3,985	3,985	3,985	3,985	3,985	3,985	3,985	-	**43,830**	47,814	3,985
2300	Classified Administrators' Salaries	-	27,352	27,352	27,352	27,352	27,352	27,352	27,352	27,352	27,352	27,352	27,352	-	**300,870**	328,222	27,352
2400	Clerical and Office Staff Salaries	145,869	169,742	169,742	169,742	169,742	169,742	169,742	169,742	169,742	169,742	169,742	108,675	-	**1,951,963**	1,882,243	(69,720)
2900	Other Classified Salaries	61,013	70,442	70,442	70,442	70,442	70,442	70,442	70,442	70,442	70,442	70,442	32,443	-	**797,879**	769,309	(28,570)
		236,626	376,693	376,693	376,693	376,693	376,693	376,693	376,693	376,693	376,693	376,693	272,844	-	**4,276,400**	**4,279,184**	**2,784**
Benefits																	
3101	STRS	208,377	265,832	265,832	265,832	265,832	265,832	265,832	265,832	265,832	265,832	265,832	68,457	-	**2,935,149**	2,781,059	(154,089)
3202	PERS	56,398	99,512	99,512	99,512	99,512	99,512	99,512	99,512	99,512	99,512	99,512	72,078	-	**1,123,592**	1,129,704	6,112
3301	OASDI	14,037	23,370	23,370	23,370	23,370	23,370	23,370	23,370	23,370	23,370	23,370	16,927	-	**264,666**	265,309	643
3311	Medicare	19,680	25,649	25,649	25,649	25,649	25,649	25,649	25,649	25,649	25,649	25,649	9,145	-	**285,311**	273,176	(12,136)
3401	Health and Welfare	(14,885)	379,997	379,997	379,997	379,997	379,997	379,997	379,997	379,997	379,997	379,997	379,997	365,112	**4,530,189**	4,559,958	29,769
3501	State Unemployment	679	45	45	45	45	45	224	179	90	45	45	45	-	**1,531**	897	(634)
3601	Workers' Compensation	-	24,764	24,764	24,764	24,764	24,764	24,764	24,764	24,764	24,764	24,764	8,829	-	**256,472**	263,756	7,284
3901	Other Benefits	-	100,273	100,273	100,273	100,273	100,273	100,273	100,273	100,273	100,273	100,273	35,751	-	**1,038,476**	1,067,971	29,495
		284,285	919,440	919,440	919,440	919,440	919,440	919,620	919,575	919,485	919,440	919,440	591,228	365,112	**10,435,386**	**10,341,831**	**(93,555)**
Books and Supplies																	
4100	Textbooks and Core Curricula	3,775	16,734	16,734	16,734	16,734	16,734	16,734	16,734	16,734	16,734	16,734	16,734	-	**187,849**	187,849	-
4200	Books and Other Materials	-	147	147	147	147	147	147	147	147	147	147	147	-	**1,620**	1,620	-
4302	School Supplies	-	16,063	16,063	16,063	16,063	16,063	16,063	16,063	16,063	16,063	16,063	16,063	-	**176,695**	176,695	-
4305	Software	143,552	40,801	40,801	40,801	40,801	40,801	40,801	40,801	40,801	40,801	40,801	40,801	-	**592,364**	592,364	-
4310	Office Expense	-	627	627	627	627	627	627	627	627	627	627	627	-	**6,900**	6,900	-
4311	Business Meals	-	327	327	327	327	327	327	327	327	327	327	327	-	**3,600**	3,600	-
4313	Operating/Other Supplies	-	23,524	23,524	23,524	23,524	23,524	23,524	23,524	23,524	23,524	23,524	23,524		**258,769**	258,769	-
4400	Noncapitalized Equipment	-	61,026	61,026	61,026	61,026	61,026	61,026	61,026	61,026	61,026	61,026	61,026	-	**671,285**	671,285	-
4700	Food Services	-	46,458	46,458	46,458	46,458	46,458	46,458	46,458	46,458	46,458	46,458	46,458	-	**511,033**	511,057	24
		147,327	205,708	205,708	205,708	205,708	205,708	205,708	205,708	205,708	205,708	205,708	205,708	-	**2,410,115**	**2,410,139**	**24**
Subagreement Services																	
5102	Special Education	-	20,455	20,455	20,455	20,455	20,455	20,455	20,455	20,455	20,455	20,455	20,455	-	**225,000**	225,000	-
5103	Substitute Teacher	-	7,973	7,973	7,973	7,973	7,973	7,973	7,973	7,973	7,973	7,973	7,973	-	**87,700**	87,700	-
5104	Transportation	-	128,504	128,504	128,504	128,504	128,504	128,504	128,504	128,504	128,504	128,504	128,504	-	**1,413,540**	1,413,540	-
5105	Security	-	51,500	51,500	51,500	51,500	51,500	51,500	51,500	51,500	51,500	51,500	51,500	-	**566,504**	566,504	-
5106	Other Educational Consultants	-	-	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	8,500	-	**85,000**	85,000	-
		-	208,431	216,931	216,931	216,931	216,931	216,931	216,931	216,931	216,931	216,931	216,931	-	**2,377,744**	**2,377,744**	**-**
Operations and Housekeeping																	
5201	Auto and Travel	-	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	2,382	-	**26,200**	26,200	-

FY26-27 Palisades Charter High School

Monthly Cash Flow/Forecast FY26-27

Revised 9/10/26

Actuals Through: 7/31/2026

ADA = 2208.75

		Jul-26	Aug-26	Sep-26	Oct-26	Nov-26	Dec-26	Jan-27	Feb-27	Mar-27	Apr-27	May-27	Jun-27	Year-End Accruals	Annual Forecast	Original Budget Total	Favorable / (Unfav.)
5300	Dues & Memberships	-	3,574	3,574	3,574	3,574	3,574	3,574	3,574	3,574	3,574	3,574	3,574	-	**39,316**	39,316	-
5400	Insurance	-	141,132	141,132	141,132	141,132	141,132	141,132	141,132	141,132	141,132	141,132	141,132	-	**1,552,451**	1,552,451	-
5501	Utilities	-	51,964	51,964	51,964	51,964	51,964	51,964	51,964	51,964	51,964	51,964	51,964	-	**571,600**	571,600	-
5502	Janitorial Services	2,186	59,166	59,166	59,166	59,166	59,166	59,166	59,166	59,166	59,166	59,166	59,166	-	**653,015**	653,015	-
5900	Communications	-	6,491	6,491	6,491	6,491	6,491	6,491	6,491	6,491	6,491	6,491	6,491	-	**71,400**	71,400	-
5901	Postage and Shipping	-	1,432	1,432	1,432	1,432	1,432	1,432	1,432	1,432	1,432	1,432	1,432	-	**15,750**	15,750	-
		2,186	266,141	266,141	266,141	266,141	266,141	266,141	266,141	266,141	266,141	266,141	266,141	-	**2,929,732**	**2,929,732**	**-**
Facilities, Repairs and Other Leases																	
5602	Additional Rent	-	4,964	4,964	4,964	4,964	4,964	4,964	4,964	4,964	4,964	4,964	4,964	-	**54,600**	54,600	-
5603	Equipment Leases	-	4,795	4,795	4,795	4,795	4,795	4,795	4,795	4,795	4,795	4,795	4,795	-	**52,740**	52,740	-
5604	Other Leases	-	6,636	6,636	6,636	6,636	6,636	6,636	6,636	6,636	6,636	6,636	6,636	-	**73,000**	73,000	-
5610	Repairs and Maintenance	175	76,131	76,131	76,131	76,131	76,131	76,131	76,131	76,131	76,131	76,131	76,131	-	**837,612**	837,612	-
		175	92,525	92,525	92,525	92,525	92,525	92,525	92,525	92,525	92,525	92,525	92,525	-	**1,017,952**	**1,017,952**	**-**
Professional/Consulting Services																	
5801	IT	7,549	177	177	177	177	177	177	177	177	177	177	177	-	**9,500**	4,500	(5,000)
5802	Audit & Taxes	-	-	-	53,500	53,500	53,500	-	-	-	-	-	-	-	**160,500**	160,500	-
5803	Legal	-	7,936	7,936	7,936	7,936	7,936	7,936	7,936	7,936	7,936	7,936	7,936	-	**87,300**	87,300	-
5804	Professional Development	-	-	7,833	7,833	7,833	7,833	7,833	7,833	7,833	7,833	7,833	7,833	-	**78,330**	78,330	-
5805	General Consulting	(41,667)	-	47,777	47,777	47,777	47,777	47,777	47,777	47,777	47,777	47,777	47,777	-	**436,100**	436,100	-
5806	Special Activities/Field Trips	-	-	-	-	-	12,667	12,667	12,667	-	-	-	-	-	**38,000**	38,000	-
5807	Bank Charges	-	-	90	90	90	90	90	90	90	90	90	90	-	**900**	900	-
5808	Printing	-	-	120	120	120	120	120	120	120	120	120	120	-	**1,200**	1,200	-
5809	Other taxes and fees	-	-	980	980	980	980	980	980	980	980	980	980	-	**9,800**	9,800	-
5810	Payroll Service Fee	-	7,100	7,100	7,100	7,100	7,100	7,100	7,100	7,100	7,100	7,100	7,100	-	**78,100**	78,100	-
5811	Management Fee	41,667	46,687	46,687	46,687	46,687	46,687	46,687	46,687	46,687	46,687	46,687	46,687	-	**555,219**	555,219	-
5812	District Oversight Fee	-	14,048	49,652	21,916	21,916	50,298	21,916	21,916	57,125	20,435	20,435	20,435	48,817	**368,911**	368,911	-
5813	County Fees	-	-	-	350	-	-	350	-	-	350	-	-	350	**1,400**	1,400	-
5814	SPED Encroachment	-	36,786	36,786	66,214	66,214	66,214	66,214	66,214	66,214	66,214	66,214	66,214	189,457	**858,959**	858,959	-
5815	Public Relations/Recruitment	-	-	200	200	200	200	200	200	200	200	200	200	-	**2,000**	2,000	-
5816	Insurance Cost - Temp Relocation	-	127,273	127,273	127,273	127,273	127,273	127,273	127,273	127,273	127,273	127,273	127,273		**1,400,000**	1,400,000	-
5817	Insurance Cost - Replacement Exp	-	127,273	127,273	127,273	127,273	127,273	127,273	127,273	127,273	127,273	127,273	127,273		**1,400,000**	1,400,000	-
		7,549	367,280	459,883	515,426	515,076	556,124	474,593	474,243	496,785	460,445	460,095	460,095	238,624	**5,486,219**	**5,481,219**	**(5,000)**
Depreciation																	
6900	Depreciation Expense	87,852	88,307	88,307	88,307	88,307	88,307	88,307	88,307	88,307	88,307	88,307	88,307	-	**1,059,224**	929,900	(129,324)
		87,852	88,307	88,307	88,307	88,307	88,307	88,307	88,307	88,307	88,307	88,307	88,307	-	**1,059,224**	**929,900**	**(129,324)**
Interest																	
		-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses		**1,900,448**	**3,923,651**	**4,024,755**	**4,080,298**	**4,079,948**	**4,120,996**	**4,039,644**	**4,039,249**	**4,061,701**	**4,025,316**	**4,024,966**	**2,554,081**	**(244,987)**	**44,630,066**	**44,328,221**	**(301,846)**
Monthly Surplus (Deficit)		**(1,058,069)**	**(2,487,340)**	**450,250**	**(325,420)**	**(1,788,505)**	**879,734**	**(112,477)**	**(1,747,806)**	**1,163,789**	**(123,189)**	**(1,758,563)**	**(287,677)**	**9,111,394**	**1,916,121**	**2,217,990**	**(301,870)**
Cash Flow Adjustments																	
	Monthly Surplus (Deficit)	(1,058,069)	(2,487,340)	450,250	(325,420)	(1,788,505)	879,734	(112,477)	(1,747,806)	1,163,789	(123,189)	(1,758,563)	(287,677)	9,111,394	**1,916,121**		
	Cash flows from operating activities																
	Depreciation/Amortization	87,852	88,307	88,307	88,307	88,307	88,307	88,307	88,307	88,307	88,307	88,307	88,307	-	**1,059,224**		
	Public Funding Receivables	6,506,843	-	(653,054)	-	-	223,170	(2,764,110)	-	-	-	-	-	(8,866,407)	**(5,553,559)**		
	Grants and Contributions Rec.	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Due To/From Related Parties	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Prepaid Expenses	6,198	-	-	-	-	-	-	-	-	-	-	-	-	**6,198**		
	Other Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Accounts Payable	(1,187,403)	-	-	-	-	-	-	-	-	-	-	-	(244,987)	**(1,432,390)**		
	Accrued Expenses	(2,190,931)	-	-	-	-	-	-	-	-	-	-	-	-	**(2,190,931)**		
	Other Liabilities	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Deferred Revenue	37,447	-	-	-	-	-	-	-	-	-	-	-	-	**37,447**		
	Cash flows from investing activities																
	Purchases of Prop. And Equip.	-	(6,083)	(6,083)	(6,083)	(6,083)	(6,083)	(6,083)	(6,083)	(6,083)	(6,083)	(6,083)	(6,083)	-	**(66,917)**		
	Notes Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Cash flows from financing activities																
	Proceeds from Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Payments on Factoring	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
	Proceeds(Payments) on Debt	-	-	-	-	-	-	-	-	-	-	-	-	-	**-**		
Total Change in Cash		2,201,937	(2,405,117)	(120,580)	(243,197)	(1,706,281)	1,185,127	(2,794,364)	(1,665,583)	1,246,012	(40,966)	(1,676,339)	(205,454)				
Cash, Beginning of Month		30,176,210	32,378,147	29,973,029	29,852,449	29,609,252	27,902,971	29,088,098	26,293,734	24,628,151	25,874,163	25,833,197	24,156,858				
Cash, End of Month		**32,378,147**	**29,973,029**	**29,852,449**	**29,609,252**	**27,902,971**	**29,088,098**	**26,293,734**	**24,628,151**	**25,874,163**	**25,833,197**	**24,156,858**	**23,951,404**				

Palisades Charter High School

Financial Package

July 31, 2026

Presented by:

CHARTER IMPACT

Palisades Charter High School

Budget vs Actual

For the period ended July 31, 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	$ -	$ -	$ -	$ -	$ -	$ -	$ 11,310,004	0.0%
8012 - Economic Protection Account Funding	-	-	-	-	-	-	9,460,496	0.0%
8019 - State Aid - Prior Year	-	-	-	-	-	-	-	n/a
8096 - In Lieu of Property Taxes	-	-	-	-	-	-	9,972,065	0.0%
Total State Aid - Revenue Limit	**-**	**-**	**-**	**-**	**-**	**-**	**30,742,565**	**0.0%**
Federal Revenue								
8181 - Federal Special Education - IDEA	-	-	-	-	-	-	616,214	0.0%
8220 - Federal Child Nutrition	-	-	-	-	-	-	430,547	0.0%
8290 - Title I, Part A - Basic Low Income	-	-	-	-	-	-	221,541	0.0%
8291 - Title II, Part A - Teacher Quality	-	-	-	-	-	-	38,259	0.0%
8293 - Title III - Limited English	-	-	-	-	-	-	-	#DIV/0!
8296 - Other Federal Revenue	-	-	-	-	-	-	60,615	0.0%
8299 - Federal - Prior Year Adjustments	-	-	-	-	-	-	-	
Total Federal Revenue	**-**	**-**	**-**	**-**	**-**	**-**	**1,367,176**	**0.0%**
Other State Revenue								
8311 - State Special Education - AB602	-	-	-	-	-	-	3,678,581	0.0%
8520 - State - Child Nutrition	-	-	-	-	-	-	40,753	0.0%
8550 - State - Mandated Cost Reimbursement	-	-	-	-	-	-	134,372	0.0%
8560 - State - State Lottery	-	-	-	-	-	-	600,780	0.0%
8598 - Prior Year Revenues	-	-	-	-	-	-	-	
8599 - State - Other State Revenue	-	-	-	-	-	-	5,357,447	0.0%
Total Other State Revenue	**-**	**-**	**-**	**-**	**-**	**-**	**9,811,933**	**0.0%**
Other Local Revenue								
8634 - Food Service Sales	(24)	-	(24)	(24)	-	(24)	39,758	-0.1%
8650 - Lease and Rental Income	-	-	-	-	-	-	-	#DIV/0!
8660 - Interest Revenue	698	42,132	(41,434)	698	42,132	(41,434)	505,579	0.1%
8670 - Transportation Revenue	84,662	-	84,663	84,662	-	84,663	684,000	n/a
8689 - Other Fees and Contracts	-	24,600	(24,600)	-	24,600	(24,600)	295,200	
8690 - Other Local Revenue	-	-	-	-	-	-	-	n/a
8697 - Insurance Revenue	750,000	2,800,000	(2,050,000)	750,000	2,800,000	(2,050,000)	2,800,000	n/a
8698 - ASB Fundraising	-	-	-	-	-	-	-	
8699 - School Fundraising	7,043	25,000	(17,958)	7,043	25,000	(17,958)	300,000	2.3%
Total Other Local Revenue	**842,379**	**2,891,732**	**(2,049,353)**	**842,379**	**2,891,732**	**(2,049,353)**	**4,624,537**	**18.2%**
Total Revenue	**842,379**	**2,891,732**	**(2,049,353)**	**842,379**	**2,891,732**	**(2,049,353)**	**46,546,211**	**1.8%**
Expenses								
Certificated Salaries								
1100 - Certificated Teachers' Salaries	855,634	-	(855,634)	855,634	-	(855,634)	9,848,797	8.7%
1170 - Certificated Teachers' Substitute Hours	-	-	-	-	-	-	407,840	0.0%
1175 - Certificated Teachers' Extra Duties/Stipe	-	6,911	6,911	-	6,911	6,911	82,931	
1200 - Certificated Pupil Support Salaries	125,552	31,158	(94,394)	125,552	31,158	(94,394)	2,170,010	5.8%
1300 - Certificated Supervisors' and Administrat	75,578	87,110	11,532	75,578	87,110	11,532	1,045,327	7.2%
1900 - Other Certificated Salaries	77,684	83,772	6,088	77,684	83,772	6,088	1,005,616	n/a
Total Certificated Salaries	**1,134,448**	**208,951**	**(925,497)**	**1,134,448**	**208,951**	**(925,497)**	**14,560,521**	**7.8%**
Classified Salaries								
2100 - Classified Instructional Salaries	29,745	99,482	69,738	29,745	99,482	69,738	1,251,596	2.4%
2200 - Classified Support Salaries	-	3,985	3,984	-	3,985	3,984	47,814	0.0%
2300 - Classified Supervisors' and Administrator	-	27,351	27,352	-	27,351	27,352	328,221	0.0%
2400 - Clerical, Technical, and Office Staff Salari	145,868	76,149	(69,720)	145,868	76,149	(69,720)	1,882,243	7.7%
2900 - Other Classified Salaries	61,013	32,442	(28,571)	61,013	32,442	(28,571)	769,309	7.9%
Total Classified Salaries	**236,626**	**239,409**	**2,783**	**236,626**	**239,409**	**2,783**	**4,279,183**	**5.5%**
Benefits								
3101 - State Teachers' Retirement System, certi	208,377	39,910	(168,467)	208,377	39,910	(168,467)	2,781,059	7.5%
3202 - Public Employees' Retirement System, cl	56,398	63,204	6,807	56,398	63,204	6,807	1,129,705	5.0%
3301 - OASDI/Medicare/Alternative, certificatec	14,036	14,843	806	14,036	14,843	806	265,309	5.3%
3311 - Medicare certificated positions	19,680	6,502	(13,179)	19,680	6,502	(13,179)	273,176	7.2%
3401 - Health and Welfare Benefits, certificated	(14,884)	379,996	394,882	(14,884)	379,996	394,882	4,559,958	-0.3%

Palisades Charter High School

Budget vs Actual

For the period ended July 31, 2026

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget	% YTD
3501 - State Unemployment Insurance, certifica	678	45	(634)	678	45	(634)	897	75.6%
3601 - Workers' Compensation Insurance, certif	-	6,277	6,277	-	6,277	6,277	263,756	0.0%
3901 - Other Benefits, certificated positions	-	25,416	25,416	-	25,416	25,416	1,067,971	0.0%
Total Benefits	**284,285**	**536,193**	**251,908**	**284,285**	**536,193**	**251,908**	**10,341,831**	**2.7%**
Books & Supplies								
4100 - Textbooks and Core Curricula Materials	3,775	-	(3,775)	3,775	-	(3,775)	187,849	> 200%
4200 - Books and Other Reference Materials	-	324	324	-	324	324	1,620	n/a
4302 - School Supplies	-	14,725	14,725	-	14,725	14,725	176,694	0.0%
4305 - Software	143,553	49,364	(94,189)	143,553	49,364	(94,189)	592,364	n/a
4310 - Office Expense	-	575	575	-	575	575	6,900	0.0%
4311 - Business Meals	-	300	300	-	300	300	3,600	0.0%
4313 - Other/Operating Supplies	-	21,564	21,564	-	21,564	21,564	258,769	
4400 - Noncapitalized Equipment	-	-	-	-	-	-	671,285	0.0%
4700 - Food Services	-	-	-	-	-	-	511,058	0.0%
Total Books & Supplies	**147,328**	**86,852**	**(60,476)**	**147,328**	**86,852**	**(60,476)**	**2,410,139**	**6.1%**
Subagreement Services								
5101 - Nursing	-	-	-	-	-	-	-	n/a
5102 - Special Education	-	-	-	-	-	-	225,000	0.0%
5103 - Substitute Teacher	-	-	-	-	-	-	87,699	n/a
5104 - Transportation	-	-	-	-	-	-	1,413,540	0.0%
5105 - Security	-	-	-	-	-	-	566,504	0.0%
5106 - Other Educational Consultants	-	-	-	-	-	-	85,000	0.0%
5107 - Food Service Contract	-	-	-	-	-	-	-	
Total Subagreement Services	**-**	**-**	**-**	**-**	**-**	**-**	**2,377,743**	**0.0%**
Professional/Consulting Services								
5801 - IT	7,548	375	(7,174)	7,548	375	(7,174)	4,500	167.7%
5802 - Audit and Tax	-	-	-	-	-	-	160,500	0.0%
5803 - Legal	-	7,275	7,275	-	7,275	7,275	87,300	0.0%
5804 - Professional Development	-	-	-	-	-	-	78,330	0.0%
5805 - General Consulting	(41,667)	-	41,667	(41,667)	-	41,667	436,100	-9.6%
5806 - Special Activities	-	-	-	-	-	-	38,000	n/a
5807 - Bank Charges	-	-	-	-	-	-	900	n/a
5808 - Printing	-	-	-	-	-	-	1,200	n/a
5809 - Other Taxes and Fees	-	-	-	-	-	-	9,800	> 200%
5810 - Payroll Service Fee	-	6,508	6,509	-	6,508	6,509	78,100	n/a
5811 - Management Fee	41,667	46,268	4,601	41,667	46,268	4,601	555,219	7.5%
5812 - District Oversight Fee	-	-	-	-	-	-	368,911	0.0%
5813 - LACOE Fees	-	-	-	-	-	-	1,400	
5814 - SELPA Fees	-	-	-	-	-	-	858,959	0.0%
5815 - Public Relations	-	-	-	-	-	-	2,000	0.0%
5816 - Replacement Temp Facility	-	116,667	116,667	-	116,667	116,667	1,400,000	n/a
5817 - Insurance Replacements Expense	-	116,667	116,666	-	116,667	116,666	1,399,999	n/a
Total Professional/Consulting Services	**7,548**	**293,760**	**286,211**	**7,548**	**293,760**	**286,211**	**5,481,218**	**0.1%**
Facilities, Repairs & Other Leases								
5602 - Additional Rent	-	4,550	4,550	-	4,550	4,550	54,600	n/a
5603 - Equipment Leases	-	4,395	4,395	-	4,395	4,395	52,740	0.0%
5604 - Other Leases	-	6,083	6,084	-	6,083	6,084	73,000	n/a
5610 - Repairs and Maintenance	175	69,801	69,626	175	69,801	69,626	837,612	0.0%
5615 - Ins Claim Costs - Temp Reloc	-	-	-	-	-	-	-	#DIV/0!
Total Facilities, Repairs & Other Leases	**175**	**84,829**	**84,655**	**175**	**84,829**	**84,655**	**1,017,952**	**0.0%**
Operations & Housekeeping								
5201 - Auto and Travel Expense	-	-	-	-	-	-	26,200	0.0%
5300 - Dues & Memberships	-	3,276	3,276	-	3,276	3,276	39,316	0.0%
5400 - Insurance	-	129,371	129,371	-	129,371	129,371	1,552,451	0.0%
5501 - Utilities	-	47,633	47,633	-	47,633	47,633	571,600	0.0%
5502 - Janitorial/Trash Removal	2,186	54,418	52,232	2,186	54,418	52,232	653,015	0.3%
5516 - Miscellaneous Expense	-	-	-	-	-	-	-	#DIV/0!
5531 - ASB Fundraising Expenses	-	-	-	-	-	-	-	
5900 - Communications	-	5,950	5,950	-	5,950	5,950	71,400	0.0%

Palisades Charter High School

Budget vs Actual

For the period ended July 31, 2026

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget	% YTD
5901 - Postage and Shipping	-	-	-	-	-	-	15,750	> 200%
Total Operations & Housekeeping	**2,186**	**240,648**	**238,462**	**2,186**	**240,648**	**238,462**	**2,929,732**	**0.1%**
Depreciation								
6900 - Depreciation Expense	87,852	77,492	(10,360)	87,852	77,492	(10,360)	929,900	9.4%
Total Depreciation	**87,852**	**77,492**	**(10,360)**	**87,852**	**77,492**	**(10,360)**	**929,900**	**9.4%**
Total Expenses	**1,900,448**	**1,768,134**	**(132,314)**	**1,900,448**	**1,768,134**	**(132,314)**	**44,328,219**	**4.3%**
Change in Net Assets	**(1,058,069)**	**1,123,598**	**(2,181,667)**	**(1,058,069)**	**1,123,598**	**(2,181,667)**	**2,217,992**	
Net Assets, Beginning of Period	**38,099,132**	**0**	**(1,058,069)**	**38,099,132**	**0**	**(1,058,069)**	**0**	
Net Assets, End of Period	**$ 37,041,063**	**$ 1,123,598**	**$ (3,239,736)**	**$ 37,041,063**	**$ 1,123,598**	**$ (3,239,736)**	**$ 2,217,992**	

Palisades Charter High School

Budget vs Actual

For the period ended July 31, 2026

Location 102- OPEB

	Current Period Actual	Current Period Budget	Current Period Variance	Current Year Actual	YTD Budget	YTD Budget Variance	Total Budget	% YTD
Expenses								
Benefits								
3901 - Other Benefits, certificated positions	$ -	$ -	$ -	$ -	$ -	$ -	$ -	
Total Benefits	-	-	-	-	-	-	-	
Total Expenses	**-**	**-**	**-**	**-**	**-**	**-**	-	
Change in Net Assets	**-**	**-**	**-**	**-**	**-**	**-**	-	
Net Assets, Beginning of Period	**(16,589,198)**	**-**	**-**	**(16,589,198)**	**-**	**-**	-	
Net Assets, End of Period	**$ (16,589,198)**	**$ -**	**$ -**	**$ (16,589,198)**	**$ -**	**$ -**	**$ -**	

Palisades Charter High School

Statement of Financial Position

For the period ended July 31, 2026

	Other Postemployement Benefits	Palisades Charter High School	All Locations
Assets			
Current Assets			
Cash & Cash Equivalents	$ (1,811,742)	$ 34,189,889	$ 32,378,147
Accounts Receivable	-	1,338,456	1,338,457
Public Funding Receivables	-	40,850	40,849
Prepaid Expenses	-	3,945	3,945
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)	35,783,136	33,971,395
Long-term Assets			
Property & Equipment, Net	-	7,032,111	7,032,111
Deposits	-	400,000	400,000
Total Long-term Assets	-	7,432,111	7,432,111
Total Assets	**$ (1,811,742)**	**$ 43,215,247**	**$ 41,403,506**
Liabilities			
Current Liabilities			
Accounts Payable	-	481,177	481,177
Accrued Liabilities	14,777,457	4,097,643	18,875,099
Deferred Revenue	-	1,595,364	1,595,365
Total Current Liabilities	14,777,457	6,174,184	20,951,641
Total Liabilities	**14,777,457**	**6,174,184**	**20,951,641**
Net Asset	**(16,589,198)**	**37,041,063**	**20,451,865**
Liabilities & Net Assets	**$ (1,811,742)**	**$ 43,215,247**	**$ 41,403,506**

Palisades Charter High School

Statement of Cash Flows

For the period ended July 31, 2026

	Other Postemployment Benefits	Palisades Charter High School	All Locations
Cash Flows from Operating Activites			
Change in Net Assets	$ -	$ (1,058,069)	$ (1,058,069)
Adjustments			
Depreciation	$ -	$ 87,852	$ 87,852
(Increase) Decrease in Operating Assets			
Grants, Contributions & Pledges Receivable	-	6,506,843	6,506,843
Prepaid Expenses	-	6,198	6,198
Increase (Decrease) in Operating Liabilities			
Accounts Payable	-	(1,187,403)	(1,187,403)
Accrued Expenses	-	(2,190,931)	(2,190,931)
Deferred Revenue	-	37,447	37,447
Total Cash Flows from Operating Activites	**-**	**2,201,937**	**2,201,937**
Change in Cash and Cash Equivalents	**-**	**2,201,937**	**2,201,937**
Cash & Cash Equivalents, Beginning of Period	**(1,811,742)**	**31,987,952**	**30,176,210**
Cash & Cash Equivalents, End of Period	**$ (1,811,742)**	**$ 34,189,889**	**$ 32,378,147**

Palisades Charter High School

Check Register

For the period ended July 31, 2026

Check/Voucher No.	Vendor	Check Date	Amount Applied
10532	CHARTER SAFE	07/02/2026	$ 62,573.00
10533	CTI Group	07/02/2026	534,886.95
10534	DAVE SUAREZ	07/02/2026	956.25
10535	TYLER FARRELL	07/02/2026	12.90
10536	YARIJANIAN & ASSOC.	07/08/2026	8,000.00
10537	Pinedas Services Inc	07/08/2026	362.50
10538	ADMINISTRATIVE SERV. CO-OP	07/17/2026	14,570.50
10539	AKINS IT, INC.	07/17/2026	155,724.91
10540	AMAZON CAPITAL SERVICES, INC	07/17/2026	5,923.20
10541	ANTHEM SPORTS	07/17/2026	13,924.39
10542	ATKINSON, ANDELSON, LOYA, RUUD & ROMO	07/17/2026	5,845.33
10543	BSN Sports LLC	07/17/2026	5,123.59
10544	CTI Group	07/17/2026	5,272.73
10545	eDynamic Holdings LP	07/17/2026	3,775.00
10546	FedEx Office	07/17/2026	62.80
10547	Houghton Mifflin	07/17/2026	1,591.38
10548	KOHL BUILDING MAINTENANCE	07/17/2026	37,531.26
10549	LA Speech Pathology Services, Inc.	07/17/2026	18,400.00
10550	LOU'S GOLF CARTS INC	07/17/2026	13,777.65
10551	METRO TWO WAY COMMUNICATIONS	07/17/2026	1,212.89
10552	RENE RODMAN	07/17/2026	20,833.34
10553	SCHOLASTIC, INC.	07/17/2026	329.67
10554	SQUAREPLAY INC	07/17/2026	2,175.00
10555	The Surfer Foundation	07/17/2026	20,676.95
10556	WARD'S SCIENCE	07/17/2026	693.35
10557	AMERICAN HERITAGE LANDSCAPE LP	07/24/2026	2,600.00
10558	B&H PHOTO VIDEO	07/24/2026	48,826.74
10559	BEAUTY TREE SERVICE & MAINTENANCE INC	07/24/2026	2,800.00
10560	ECONOMY GLASS CO WEST INC	07/24/2026	3,005.74
10561	FedEx Office	07/24/2026	2,045.30
10562	FRONTLINE TECHNOLOGIES GROUP LLC	07/24/2026	21,683.24
10563	Infinite Campus, Inc.	07/24/2026	62,171.15
10564	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	07/24/2026	5,126.00
10565	Markeelectric	07/24/2026	1,225.00
10566	Nick Rail Music	07/24/2026	2,304.75
10567	TIER ONE MECHANICAL INC	07/24/2026	7,368.50

Palisades Charter High School

Check Register

For the period ended July 31, 2026

Check/Voucher No.	Vendor	Check Date	Amount Applied
10568	AFLAC	07/30/2026	2,926.83
10569	CTA MEMBERSHIP DEPARTMENT	07/30/2026	2,716.93
10570	UTLA	07/30/2026	12,235.62
10571	Allison S Avina-Wyant	07/31/2026	2,100.00
10572	Berkeley Research Group, LLC	07/31/2026	14,852.60
10573	CALIFORNIA DEPARTMENT OF EDUCATION	07/31/2026	134.55
10574	Ceasar Avina-Wyant Delgadillo	07/31/2026	1,500.00
10575	CHARTWELLS DINING SERVICE	07/31/2026	109,273.65
10576	CONTAINER ALLIANCE COMPANY	07/31/2026	1,023.36
10577	DAVID K. MEYERS	07/31/2026	750.00
10578	Donnisha Sanford	07/31/2026	8,325.00
10579	Educator Planning Partnerships, LLC	07/31/2026	1,250.00
10580	GA Advisory & Valuation Services, LLC	07/31/2026	5,725.00
10581	REGIS STAFFING GROUP	07/31/2026	5,066.90
10582	Return To Work Partners	07/31/2026	1,925.00
10583	Sue Limsukonth Selzer	07/31/2026	2,275.00
10584	SUPERFAST COPYING AND BINDING	07/31/2026	2,722.90
10585	WILLIAMS SCOTSMAN	07/31/2026	63,211.02
ACH	FREESTYLE PHOTOGRAPHIC SUPPLIES	07/02/2026	3,213.40
ACH	SISC FLEX	07/30/2026	5,311.57
ACH	SchoolsFirst Plan Administration, LLC	07/30/2026	52,493.65
ACH	AMERICAN TRANSPORTATION SYSTEMS	07/31/2026	16,560.00
ACH	INOVA	07/01/2026	30,694.25
ACH	INOVA	07/02/2026	469.85
ACH	INOVA	07/06/2026	387.39
ACH	PALISADES CHARTER H.S.	07/07/2026	309,299.67
ACH	INOVA	07/10/2026	1,209,534.20
ACH	US BANK CORPORATE PAYMENT SYSTEMS	07/13/2026	16,101.65
ACH	AKINS IT, INC.	07/14/2026	3,341.25
ACH	AKINS IT, INC.	07/14/2026	4,207.50
ACH	INOVA	07/14/2026	5,816.64
ACH	INOVA	07/15/2026	39,550.22
ACH	INOVA	07/17/2026	6,335.64
ACH	PALISADES CHARTER H.S.	07/20/2026	134,517.21
ACH	INOVA	07/20/2026	45.52
ACH	SELF-INSURED SCHOOLS OF CALIFORNIA	07/23/2026	364,950.60

Palisades Charter High School

Check Register

For the period ended July 31, 2026

Check/Voucher No.	Vendor	Check Date	Amount Applied
ACH	INOVA	07/23/2026	3,186.11
ACH	INOVA	07/24/2026	43,142.29
ACH	INOVA	07/28/2026	1,329.68
VOID	FedEx Office	07/21/2026	VOID
VOID	Pinedas Services Inc	07/07/2026	VOID
		Total Disbursements in July	**$ 3,581,894.61**

Palisades Charter High School

Accounts Payable Aging

For the period ended July 31, 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
ACCELERATE EDUCATION INCORPC	9478	08/22/2026	$ 1,000	$ -	$ -	$ -	$ -	$ 1,000
ACCELERATE EDUCATION INCORPC	9478	08/22/2026	52,500	-	-	-	-	52,500
ALLURE PEST MANAGEMENT INC	194163	06/11/2026	-	-	1,875	-	-	1,875
ALLURE PEST MANAGEMENT INC	197315	07/13/2026	-	175	-	-	-	175
American Red Cross	23183167	05/15/2026	-	-	-	34	-	34
American Red Cross	23300642	07/10/2026	-	272	-	-	-	272
American Red Cross	23300642	07/10/2026	-	432	-	-	-	432
Berkeley Research Group, LLC	10035437	02/14/2026	-	-	-	-	1,232	1,232
Berkeley Research Group, LLC	10035437	02/14/2026	-	-	-	-	1,875	1,875
Berkeley Research Group, LLC	10035437	02/14/2026	-	-	-	-	6,110	6,110
Berkeley Research Group, LLC	10035437	02/14/2026	-	-	-	-	6,176	6,176
Berkeley Research Group, LLC	10035437	02/14/2026	-	-	-	-	8,288	8,288
Berkeley Research Group, LLC	10035437	02/14/2026	-	-	-	-	18,624	18,624
Berkeley Research Group, LLC	10041927	05/19/2026	-	-	-	1,250	-	1,250
Berkeley Research Group, LLC	10041927	05/19/2026	-	-	-	1,437	-	1,437
Berkeley Research Group, LLC	10041927	05/19/2026	-	-	-	3,869	-	3,869
Berkeley Research Group, LLC	10041927	05/19/2026	-	-	-	5,333	-	5,333
Berkeley Research Group, LLC	10041927	05/19/2026	-	-	-	11,089	-	11,089
Berkeley Research Group, LLC	10041927	05/19/2026	-	-	-	26,363	-	26,363
CHARTWELLS DINING SERVICE	4254200254	05/31/2026	-	-	-	548	-	548
Keysi S. Sernas Lopez	07012026-12	07/01/2026	-	360	-	-	-	360
Keysi S. Sernas Lopez	07012026-12	07/01/2026	-	360	-	-	-	360
Keysi S. Sernas Lopez	07012026-12	07/01/2026	-	360	-	-	-	360
Keysi S. Sernas Lopez	07012026-12	07/01/2026	-	360	-	-	-	360
Keysi S. Sernas Lopez	07012026-12	07/01/2026	-	360	-	-	-	360
Keysi S. Sernas Lopez	07012026-12	07/01/2026	-	360	-	-	-	360

Palisades Charter High School

Accounts Payable Aging

For the period ended July 31, 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
Keysi S. Sernas Lopez	07012026-12	07/01/2026	-	360	-	-	-	360
Keysi S. Sernas Lopez	07012026-12	07/01/2026	-	360	-	-	-	360
Keysi S. Sernas Lopez	07012026-12	07/01/2026	-	360	-	-	-	360
Keysi S. Sernas Lopez	07012026-12	07/01/2026	-	360	-	-	-	360
Keysi S. Sernas Lopez	07012026-12	07/01/2026	-	360	-	-	-	360
Keysi S. Sernas Lopez	06022026-10	06/02/2026	-	-	3,240	-	-	3,240
Keysi S. Sernas Lopez	06152026-11	06/15/2026	-	-	3,600	-	-	3,600
Keysi S. Sernas Lopez	07012026-12	07/01/2026	-	360	-	-	-	360
KOHL BUILDING MAINTENANCE	111126	08/04/2026	976	-	-	-	-	976
KOHL BUILDING MAINTENANCE	110433	07/01/2026	-	25,094	-	-	-	25,094
KOHL BUILDING MAINTENANCE	110433	07/01/2026	-	4,392	-	-	-	4,392
KOHL BUILDING MAINTENANCE	110433	07/01/2026	-	2,627	-	-	-	2,627
KOHL BUILDING MAINTENANCE	110433	07/01/2026	-	547	-	-	-	547
KOHL BUILDING MAINTENANCE	110354	06/17/2026	-	-	137	-	-	137
KOHL BUILDING MAINTENANCE	110354	06/17/2026	-	-	4,880	-	-	4,880
KOHL BUILDING MAINTENANCE	110354	06/17/2026	-	-	2,918	-	-	2,918
KOHL BUILDING MAINTENANCE	110354	06/17/2026	-	-	766	-	-	766
KOHL BUILDING MAINTENANCE	110354	06/17/2026	-	-	260	-	-	260
KOHL BUILDING MAINTENANCE	110354	06/17/2026	-	-	27,511	-	-	27,511
REGIS STAFFING GROUP	114023	06/25/2026	-	-	1,210	-	-	1,210
REGIS STAFFING GROUP	114023	06/25/2026	-	-	1,210	-	-	1,210
The Law Offices of Clifford H. Youn	24SMCV02664	07/07/2026	-	58,500	-	-	-	58,500
WILLIAMS SCOTSMAN	9025634425	03/22/2026	-	-	-	-	130	130
WILLIAMS SCOTSMAN	9025634428	03/22/2026	-	-	-	-	23,000	23,000
WILLIAMS SCOTSMAN	9025634425	03/22/2026	-	-	-	-	300	300
WILLIAMS SCOTSMAN	9025634425	03/22/2026	-	-	-	-	400	400
WILLIAMS SCOTSMAN	9025634425	03/22/2026	-	-	-	-	600	600

Palisades Charter High School

Accounts Payable Aging

For the period ended July 31, 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
WILLIAMS SCOTSMAN	9025634425	03/22/2026	-	-	-	-	4,216	4,216
WILLIAMS SCOTSMAN	9025634425	03/22/2026	-	-	-	-	6,000	6,000
WILLIAMS SCOTSMAN	9025634425	03/22/2026	-	-	-	-	8,432	8,432
WILLIAMS SCOTSMAN	9025634425	03/22/2026	-	-	-	-	11,500	11,500
WILLIAMS SCOTSMAN	9025634422	03/22/2026	-	-	-	-	130	130
WILLIAMS SCOTSMAN	9025634422	03/22/2026	-	-	-	-	179	179
WILLIAMS SCOTSMAN	9025634422	03/22/2026	-	-	-	-	300	300
WILLIAMS SCOTSMAN	9025634422	03/22/2026	-	-	-	-	400	400
WILLIAMS SCOTSMAN	9025634422	03/22/2026	-	-	-	-	600	600
WILLIAMS SCOTSMAN	9025634422	03/22/2026	-	-	-	-	4,216	4,216
WILLIAMS SCOTSMAN	9025634422	03/22/2026	-	-	-	-	6,000	6,000
WILLIAMS SCOTSMAN	9025634422	03/22/2026	-	-	-	-	8,432	8,432
WILLIAMS SCOTSMAN	9025634422	03/22/2026	-	-	-	-	11,500	11,500
WILLIAMS SCOTSMAN	9025634421	03/22/2026	-	-	-	-	65	65
WILLIAMS SCOTSMAN	9025634421	03/22/2026	-	-	-	-	89	89
WILLIAMS SCOTSMAN	9025634421	03/22/2026	-	-	-	-	300	300
WILLIAMS SCOTSMAN	9025634421	03/22/2026	-	-	-	-	400	400
WILLIAMS SCOTSMAN	9025634421	03/22/2026	-	-	-	-	600	600
WILLIAMS SCOTSMAN	9025634421	03/22/2026	-	-	-	-	4,216	4,216
WILLIAMS SCOTSMAN	9025634421	03/22/2026	-	-	-	-	6,000	6,000
WILLIAMS SCOTSMAN	9025634421	03/22/2026	-	-	-	-	8,432	8,432
WILLIAMS SCOTSMAN	9025634421	03/22/2026	-	-	-	-	11,500	11,500
WILLIAMS SCOTSMAN	9025634427	03/22/2026	-	-	-	-	130	130
WILLIAMS SCOTSMAN	9025634427	03/22/2026	-	-	-	-	179	179
WILLIAMS SCOTSMAN	9025634427	03/22/2026	-	-	-	-	300	300
WILLIAMS SCOTSMAN	9025634427	03/22/2026	-	-	-	-	400	400
WILLIAMS SCOTSMAN	9025634427	03/22/2026	-	-	-	-	600	600

Palisades Charter High School

Accounts Payable Aging

For the period ended July 31, 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
WILLIAMS SCOTSMAN	9025634427	03/22/2026	-	-	-	-	4,216	4,216
WILLIAMS SCOTSMAN	9025634427	03/22/2026	-	-	-	-	6,000	6,000
WILLIAMS SCOTSMAN	9025634427	03/22/2026	-	-	-	-	8,432	8,432
WILLIAMS SCOTSMAN	9025634427	03/22/2026	-	-	-	-	11,500	11,500
WILLIAMS SCOTSMAN	9025634428	03/22/2026	-	-	-	-	65	65
WILLIAMS SCOTSMAN	9025634428	03/22/2026	-	-	-	-	65	65
WILLIAMS SCOTSMAN	9025634428	03/22/2026	-	-	-	-	89	89
WILLIAMS SCOTSMAN	9025634428	03/22/2026	-	-	-	-	89	89
WILLIAMS SCOTSMAN	9025634428	03/22/2026	-	-	-	-	216	216
WILLIAMS SCOTSMAN	9025634428	03/22/2026	-	-	-	-	216	216
WILLIAMS SCOTSMAN	9025634428	03/22/2026	-	-	-	-	300	300
WILLIAMS SCOTSMAN	9025634428	03/22/2026	-	-	-	-	400	400
WILLIAMS SCOTSMAN	9025634428	03/22/2026	-	-	-	-	400	400
WILLIAMS SCOTSMAN	9025634428	03/22/2026	-	-	-	-	600	600
WILLIAMS SCOTSMAN	9025634428	03/22/2026	-	-	-	-	8,732	8,732
WILLIAMS SCOTSMAN	9025634428	03/22/2026	-	-	-	-	12,000	12,000
WILLIAMS SCOTSMAN	9025634428	03/22/2026	-	-	-	-	17,464	17,464
WILLIAMS SCOTSMAN	9025634425	03/22/2026	-	-	-	-	179	179
Total Outstanding Invoices			**$ 54,476**	**$ 96,359**	**$ 47,608**	**$ 49,922**	**$ 232,813**	**$ 481,177**

Pali
September 2026
60-Day Compliance Calendar

Area	Due Date	Description	Completed By	Board Must Approve	Signature Required	Additional Information
FINANCE	Set by Authorizer	**Unaudited Actual Reports** - Annual unaudited financial statements for the preceding year are due by date set by the charter authorizer (no later than September 15th).	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/sf/fr/csalternative.asp
FINANCE	Board approval before Sept 30	**Prop 28 Annual Report -** This annual report must be board approved, submitted to the CDE through the Arts and Music in Schools Portal, and posted to the LEA's website. The mandated information for this report includes: The number of full-time equivalent teachers, classified personnel, and teaching aides; The number of pupils served; The number of school sites providing arts education programs with AMS funds.	Charter Impact with Pali support	Yes	No	https://www.cde.ca.gov/eo/in/prop28artsandmusicedfunding.asp
FINANCE	Sep-15	**Education Protection Account (EPA) Final Expenditures** - All charter schools are required to report on their websites an accounting of how much money was received from the EPA and how that money was spent. This is commonly approved by the school's Board following the Unaudited Actuals Report.	Charter Impact	Yes	No	https://www.cde.ca.gov/fg/aa/pa/pafaq.asp
FINANCE	Sep-30	**Arts, Music, and Instructional Materials Digital Final Expenditure Report -** A final expenditure report needs to be submitted to CDE no later than September 30, 2026, or, for a charter school that closes before June 30, 2026, within 60 days of ceasing operations. CDE will initiate collection of any unexpended funds. Any LEA that does not submit a final expenditure report forfeits all funds that were allocated.	Charter Impact	No	No	https://www.cde.ca.gov/ci/cr/cf/artsmusicimblockgrant.asp
FINANCE	Sep-30	**The Educator Effectiveness Funds (EEF) Annual Report** - Annual report due each year on Sep 30th through 2026. Funds may be expended during the 2021–22, 2022–23, 2023–24, 2024–25 and 2025–26 fiscal years. A final data and expenditure report will be due on or before September 30, 2026. Any funds not expended by June 30, 2026, must be returned to the CDE.	Charter Impact	No	No	https://www2.cde.ca.gov/eefannual/
DATA TEAM	Oct-07	**California Basic Educational Data System (CBEDS) Information Day -** The first Wed in Oct is CBEDS Information Day, used to collect information on student and staff demographics. Schools must complete the School Information Form (SIF). The SIF is used to report the count of classified staff, kindergarten program type, educational calendars, work visa applications, multilingual instructional programs, and languages of instruction. Data is due to CDE on **November 20th.**	Pali	No	No	http://www.cde.ca.gov/ds/dc/cb/
FINANCE	Oct-30	**ADA Report #1** - EDCOE SELPA requires the reporting of Enrollment/ADA 3 times a year for their planning and to better assist their charter members.	Charter Impact	No	No	https://charterselpa.org/
FINANCE	Oct-31	**LCAP Upload to the California School Dashboard** California Education Code Section 52065(c)(1) requires all LEAs upload their most recent Local Control and Accountability Plan (LCAP) to the California School Dashboard (Dashboard. The LCAP upload submission window will be open from October 13 through October 31, 2026. For further information regarding Dashboard Coordinators or the LCAP upload, please contact the Local Agency Systems Support Office by email at LCFF@cde.ca.gov.	Pali	No	No	
DATA TEAM	Oct-31	**CBEDS-ORA -** Collection of FTE of classified staff, estimated teacher hires, Kindergarten program types, H-1B work visa application, education calendar, multilingual instructional programs, languages of instruction and district of choice transfer requests and transportation data.	Pali	No	No	https://www.cde.ca.gov/ds/dc/cb/
FINANCE	Oct-31	**Federal Cash Management - Period 2 -** Charter schools that are awarded a grant under any of these programs: **Title I, Title II, Title III and Title IV** 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	http://www.cde.ca.gov/fg/aa/cm/
FINANCE	Oct-31	**Collect National School Lunch Program (NSLP) applications** - Schools must collect or receive National School Lunch Program (NSLP) applications by October 31. Schools may process those applications after October 31, and if students are found to be eligible for free or reduced-price meals (FRPMs), those schools may update FRPM program records for eligible students with a start date before Census Day.	Pali	No	No	https://www.cde.ca.gov/fg/aa/nt/index.asp?tabsection=1
DATA TEAM	Oct-31	**Complete 20-Day Attendance Report -** Charter schools in their first year of operation that begin instruction by September 30th, and continuing charter schools that are expanding by adding one or more grade levels, may apply for a special advance on their funding for LCFF State Aid and EPA State Aid. The special advance is based on actual ADA and pupil demographic data for the first 20 days of student instruction.	Pali	No	Yes	https://www.cde.ca.gov/fg/aa/pa/csfunding.asp?tabsection=2
DATA TEAM	Oct-31	**Collect Alternative Income Forms from Families** Alternative income forms can be used in place of, or in conjunction with, federal meal applications to determine students whose household income meets FRPM eligibility levels. Determination is required to calculate UPC (Unduplicated Pupil Count) for Supplemental and Concentration funding, as well as other state grants.	Pali	No	No	https://www.cde.ca.gov/fg/aa/pa/altincomeforms.asp
DATA TEAM	Nov-15	**Complete Nutrition Verification process (requirement of School Nutrition Program) -** Verification is the annual, mandatory process that confirms the eligibility of a sample of completed household meal eligibility applications in the National School Lunch and School Breakfast Programs. Each LEA must select and verify a sample of applications approved for free and reduced-price meal benefits. The required sample size of applications to be verified is based on the number of approved applications on file on October 1.	Pali	No	Yes	https://www.cde.ca.gov/ls/nu/sn/verificationreport.asp
FINANCE	Nov-15	**Review and/or Update Non-Profit IRS Form 990 Policies - although not required, it is recommended to review these policies annually.** The IRS Form 990 is the annual information return filed by most non-profit charter schools. The IRS Form 990 includes a Governance, Management and Disclosure section. Charter Schools are required to disclose the following policies: Conflict of Interest Policy, Whistleblower Policy, Document Retention and Destruction Policy, Expense Reimbursement Policy, Gift Receiving Policy, and Compensation Approval Policy. A Form 990 must be filed by the 15th day of the 5th month after the close of the NPO's fiscal year. **Most schools extend this deadline to the following May 15th.**	Pali	Yes	No	http://www.publiccounsel.org/useful_materials?id=0025
FINANCE	Set by Authorizer (by Dec 15)	**1st Interim Financial Report -** Local educational agencies (LEAs) are required to file two reports during a fiscal year (interim reports) on the status of the LEA's financial health. The first interim report for the period ending October 31 is due by the date set by the charter authorizer (no later than December 15th).	Charter Impact	Yes	Yes	https://www.cde.ca.gov/fg/fi/ir/interimstatus.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

Prop 28 Annual Report

Section: II. Finance
Item: B. Prop 28 Annual Report
Purpose: Vote
Submitted by:
Related Material: Prop 28 Annual Report.pdf

Proposition 28: Arts and Music in Schools Funding Annual Report
Fiscal Year 2026-27

Name: Palisades Charter High
CDS Code: 19647331995836
Charter School Number: 37
Allocation Year: 2025-26, 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

Proposition 28 funds expanded arts education opportunities for approximately 2,000 students through investments in industry-standard sound, lighting, stagecraft, and production equipment, along with specialized music coaching and instructional support. These investments increased student access to hands-on arts learning experiences, enriched performing arts instruction, and created sustainable opportunities for student participation in music, technical theater, and school productions for years to come.

2. Number of full-time equivalent teachers (certificated).	0.0
3. Number of full-time equivalent personnel (classified).	0.0
4. Number of full-time equivalent teaching aides.	0.0
5. Number of students served.	2,393
6. Number of school sites providing arts education.	1
Date of Approval by Governing Board/Body	9/18/2026 3:36:59 PM

Annual Report Data URL

https//www.palihigh.org/apps/pages/index.jsp?uREC_ID=469316&type=d

Submission Date 9/18/2026 3:42:10 PM

Coversheet

OPEB Trust Transfer Completion

Section: II. Finance
Item: C. OPEB Trust Transfer Completion
Purpose: FYI
Submitted by:
Related Material: PCHS-TransferLetter_OPEB Trust.pdf

MERRILL
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Edward Ahn
Financial Advisor
Merrill
9595 Wilshire Blvd Ste 1000
Beverly Hills, CA 90212
310-246-5821

August 14, 2026

Palisades Charter High
15777 Bowdoin St
Pacific Palisades, CA 90272

Dear Alexis (Trustee) and Pamela (Trustee),

Per your request, the following actions have been completed:

- ALL assets from the previous Palisades Charter High School accounts (XXX-X23804, XXX-X2310) have been transferred to the new Palisades Charter High School Trust accounts (XXX-X2383, XXX-X2384).
- The full title of the new accounts reflect – Palisades Charter High School Employee Retirement Healthcare Benefits Trust.
- The previous Palisades Charter High School accounts (XXX-X23804, XXX-X2310) have been closed. Please note these accounts are still visible to you through your MyMerrill ID, in case any old statements need to be accessed.

If you have any questions regarding the actions completed, please contact my Client Associate, Ashley Simmer. (ashley.simmer@ml.com | 310-246-5835)

Sincerely,

Edward Ahn
Financial Advisor

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BANK OF AMERICA

Coversheet

Investment Account Proposals

Section: II. Finance
Item: D. Investment Account Proposals
Purpose: Vote
Submitted by:
Related Material: Investment Account Comparison Matrix.pdf
Hanmi Bank Investment Proposal.pdf
Cathay Bank Investment Proposal.pdf
Merill Lynch_Brochure.pdf
Merrill Lynch Investment Proposal_July 2026.pdf
RVR Group Merrill 2026.pdf

Investment Account Comparison Matrix

Evaluation Criteria	Merrill Lynch (Recommended)	Cathay Bank	Hanmi Bank
Investment Structure	1-6 Month U.S. Treasury Ladder Portfolio	12-Month CDARS Account	ICS Money Market and/or CDARS CDs
Yield / Rate Offered	3.67% Yield to Worst (May 2026)	3.40% APY (12-Month CDARS)	Up to 3.60% MMA; 3.35% ICS MMA; 3.00% CDARS (12-Month)
Principal Protection	Invested in U.S. Treasury securities backed by the U.S. government	FDIC insurance through CDARS network	FDIC insurance through ICS/CDARS network
Liquidity	High; laddered maturities every 1-6 months provide ongoing access to cash	Low; funds committed for 12 months	High for MMA; moderate for CDs
Interest Rate Flexibility	Maturing Treasury bills can be reinvested at prevailing rates	Fixed rate for term	Variable rates subject to market changes
Diversification	Multiple Treasury holdings across maturity ladder	Deposits distributed among participating banks	Deposits distributed among participating banks
Administrative Simplicity	Dedicated advisor team and consolidated reporting	Single bank relationship and statement	Single bank relationship and statement
Investment Oversight	Merrill Chief Investment Office provides portfolio construction, due diligence, fixed-income strategy, and ongoing monitoring. [RVR Group...rrill 2026 | PDF], [Merill Lyn...ochure-ada | PDF]	Limited to deposit product administration. [Cathay Ban...t Proposal | PDF]	Limited to deposit product administration. [Hanmi Bank...t Proposal | PDF]
Research Resources	Access to BofA Global Research and CIO market analysis supporting investment decisions. [Merill Lyn...ochure-ada | PDF], [RVR Group...rrill 2026 | PDF]	Not specified.	Not specified.

Investment Account Comparison Matrix

Dedicated Service Team	Dedicated advisory team led by Edward Ahn, CRPC®, CPFA, Evan Rothstein, CIMA®, and the The RVR Group. [RVR Group...rrill 2026 | PDF]	Relationship manager assigned. [Cathay Ban...t Proposal | PDF]	Specialty Lending Department relationship management. [Hanmi Bank...t Proposal | PDF]
Fiduciary Capability	Can serve in a fiduciary capacity with duties of loyalty, care, conflict disclosure, and best-interest standards. [RVR Group...rrill 2026 | PDF]	Traditional banking relationship.	Traditional banking relationship.
Institutional Strength	Merrill supported by Bank of America platform with substantial research, investment, banking, and treasury resources. [Merill Lyn...ochure-ada | PDF], [RVR Group...rrill 2026 | PDF]	Regional commercial bank.	Regional commercial bank.
Cash Management Resources	Access to cash management services, treasury resources, and institutional banking support through Bank of America. [RVR Group...rrill 2026 | PDF]	Standard deposit services. [Cathay Ban...t Proposal | PDF]	Standard deposit services. [Hanmi Bank...t Proposal | PDF]
Best Overall Attribute	Highest combination of liquidity, safety, and yield	Full FDIC insurance and simplicity	Maximum liquidity through MMA accounts

HANMI BANK

Date: May 14, 2026
To: Sara Margiotta, Chair of Budget & Finance Committee, Palisades Charter High School
From: Ben Sottile, SVP & Specialty Lending Manager
Subject: Hanmi Bank Deposit Account and Rate Summary

Thank you for considering Hanmi Bank's Specialty Lending Department for your deposit needs for Palisades Charter High School.

This summarizes the options we have for your new interest-bearing deposit accounts with Hanmi Bank.

In all cases we are showing the options to provide full FDIC coverage for the total balance using ICS (for all DDA and MMA) and CDARS (for CD accounts) programs.

Onyx Money Market Account (Onyx MMA)

The standard rate on our Onyx MMA would be 3.35%. Generally, the client would keep up to $250,000 in the Onyx MMA and any funds over that amount are spread out into the ICS MMA program. The ICS MMA earns a standard rate of 3.10%.

If the client also maintains a DDA account with a minimum balance of $250,000 and total deposit balances (including MMA, CD's and ICS) at Hanmi Bank of a minimum of $1,000,000, each of the MMA will earn a bonus rate of 0.25%, resulting in Onyx MMA at 3.60% and ICS MMA at 3.35%.

Certificate of Deposit and CDARS Rate Options

Hanmi also offers the following fixed certificates of deposit option (CD's) and certificates of deposit with full FDIC coverage (CDARS, amount above $250,000) as follows:

Period	CD Rate	CDARS Rate
3 Months	3.75%	3.50%
6 Months	3.65%	3.40%
9 Months	3.50%	3.25%
12 Months	3.25%	3.00%

May 22, 2026

Re: Proposal for Investment Account Relationship with Palisades Charter High School

Proposed Investment Structure

- Product: CDARS Account
- Term: 12 months
- Interest Rate: 3.40% APY
- Rate Advantage: 15 bps higher than the current rate
- FDIC Insurance: Funds will be structured through the CDARS program to provide full FDIC insurance coverage

Under the CDARS structure, approximately $250,000 would remain with Cathay Bank, while the remaining balance would be allocated among participating network banks in increments below the FDIC insurance threshold. This structure allows Palisades Charter High School to receive full FDIC Insurance coverage on the entire deposit amount while maintaining a single banking relationship, consolidated statements, and streamlined administration through Cathay Bank.

You will also have the flexibility in selecting interest payment and maturity disbursement options based on operational needs.

- Interest Payment Frequency Options: Monthly, Quarterly, Semi-Annual, Annual or At Maturity
- Interest Disbursement Options: Credit to Principal, Check or Transfer to existing checking account
- Maturity Disbursement Options: Reinvestment, Check or Transfer to existing checking account
- Reinvestment options: Principal only or Principal and Interest

Applicable rates and terms available at Maturity will be discussed at the time of renewal.

We would welcome the opportunity to discuss the proposal further and answer any questions the committee may have.

Thank you,

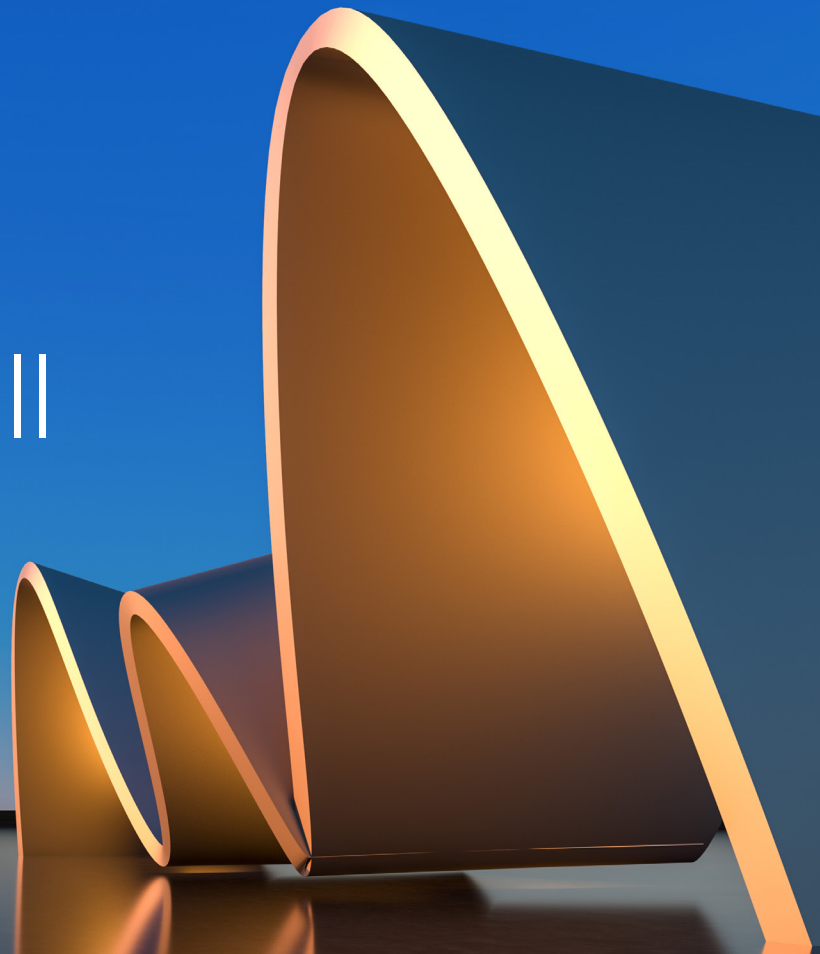
NVergara

Nina Vergara
VP, Client Service Manager
Commercial Banking Group
6300 Canoga Ave., Suite 620, Woodland Hills, CA 91367
Direct: 213.687.1243 **Email:**Nina.Vergara@CathayBank.com

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4 A leading investment provider for more than 110 years

5 We work with clients, just like you

6 Create a personalized investment approach

7 Tap into enhanced offerings as your needs become more complex

8 Access the full spectrum of investments

9 Gain access to our CIO's deep market insights and top tier research

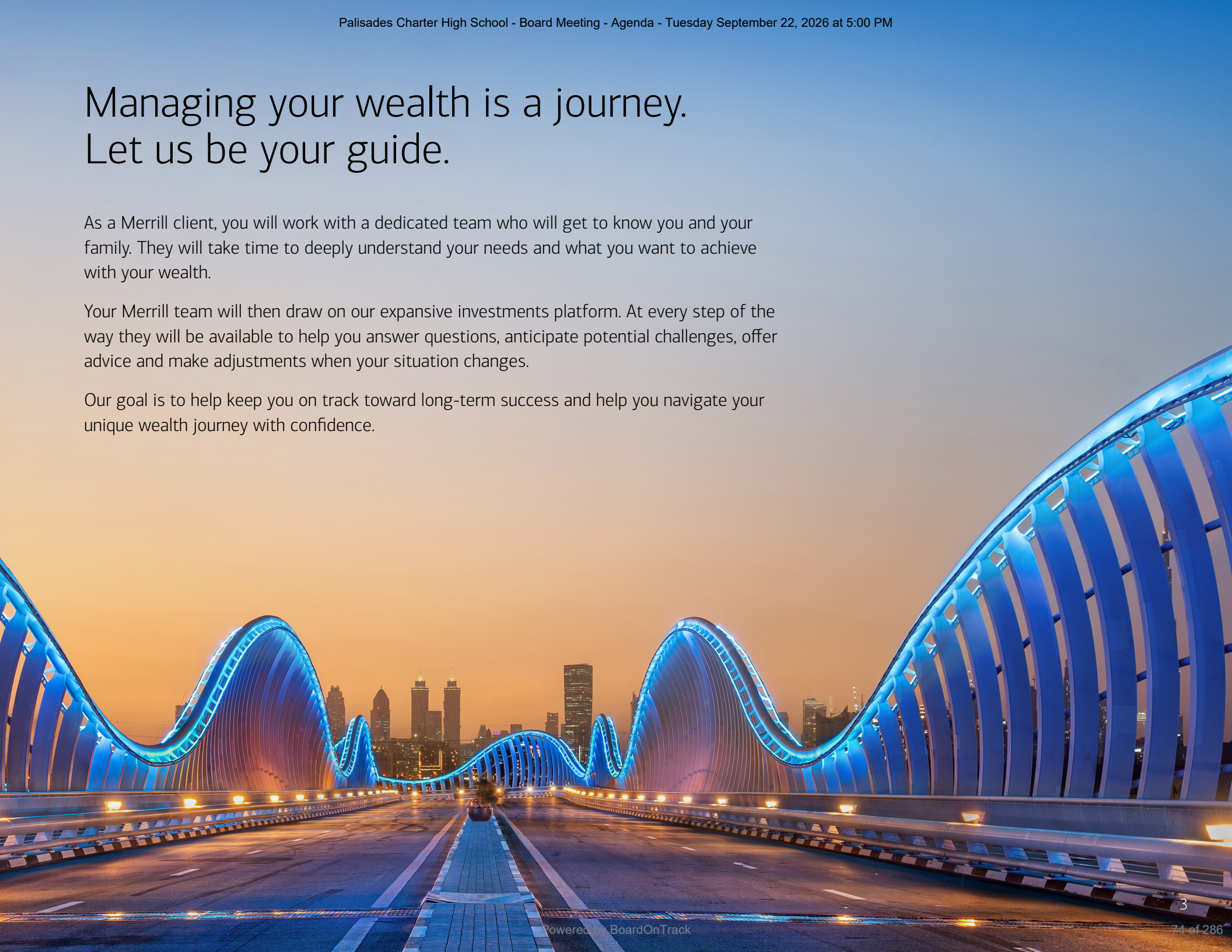
10 Plan for various aspects of your financial life

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Published on January 7, 2026. Rankings based on data as of March 31, 2025.

60%
of advisors named on Financial Planning's "2026 Top 40 Brokers under 40" list[9]

Published on February 10, 2026. Rankings based on data as of September 30, 2025.

341
advisors recognized in the 2026 Barron's "Top 1,500 Financial Advisors" list[10]

Published on March 20, 2026. Rankings based on data as of September 30, 2025.



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NANCY FAHMY
Head of the Investment Solutions Group and one of the Barron's 2026 Top 100 Most Influential Women in U.S. Finance[15]

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Alternative Investments are speculative and involve a high degree of risk. Alternative Investments are intended for qualified investors only. See page 13 for more information.

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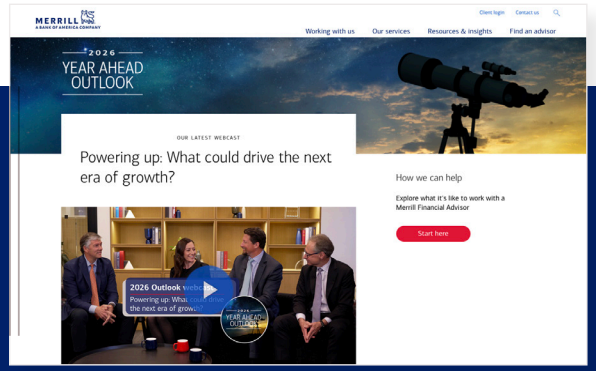
Gain access to our CIO's deep market insights and top tier research[2]

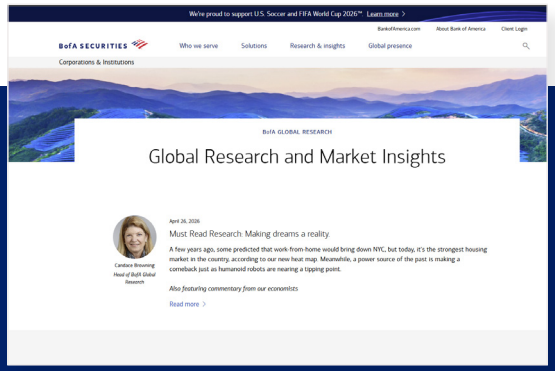
In addition to the ongoing advice and guidance of your dedicated Merrill advisor team, you'll also receive access to insights and exclusive content from our team of experts. We will help you stay on top of the latest market news and understand the potential impact on your investments through:

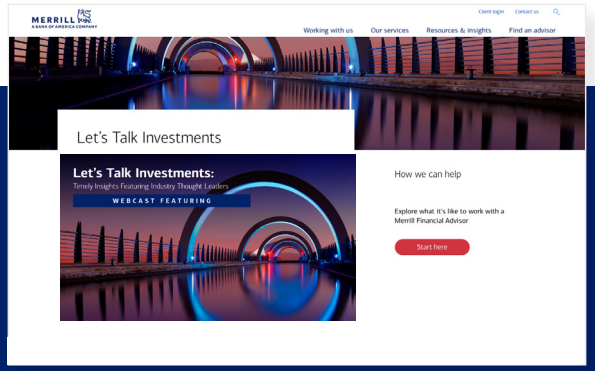
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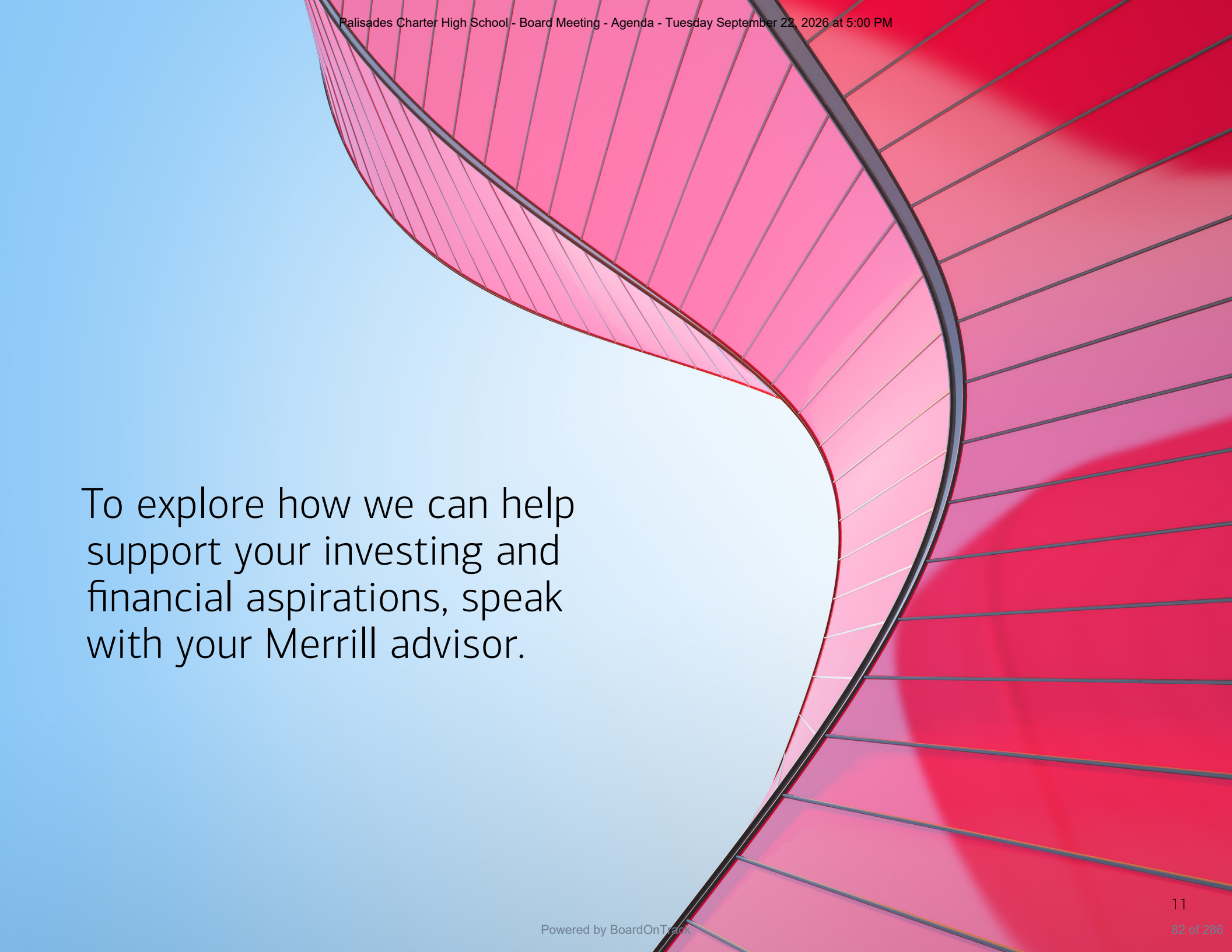
We will bring it all together with our digital-forward platform, making it easy to see where you stand, evaluate your options, create a plan and see how you are progressing towards your goals — empowering you and your Merrill advisor to put in place a holistic plan to manage your wealth.

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[1] Since the founding of Merrill in 1914.

[2] Bank of America Annual Report 2025. In 2025, our leadership was recognized by Extel (formerly Institutional Investor) with top rankings, including No. 2 Global Research Leader, No. 2 All-America Equity Research and No. 2 Global Fixed Income Research. BofA Global Research is research produced by BofA Securities, Inc. ("BofAS") and/or one or more of its affiliates. BofAS is a registered broker-dealer, Member SIPC and wholly owned subsidiary of Bank of America Corporation ("BofA Corp.").

[3] Source: Bank of America GWIM Human Resources. Data as of July 2025.

[4] Source: Bank of America GWIM Human Resources. Data as of April 2026.

[5] Data as of 12/31/2025. Investment Assets include AUM, Brokerage, and other assets (custody) at Merrill (Merrill Wealth Management (MWM) and Private Wealth Management (PWM)) and Bank of America Private Bank (PB). MWM includes custody of $48B, and PB includes custody of $131B.

[6] Cerulli Edge: *U.S. Managed Accounts Edition, The Financial Advice Issue* 1Q 2026.

[7] ISG Alternative Investments group. As of March 30, 2026, GWIM clients had client balances (Client Balances) of approximately $108.8 billion in their GWIM accounts invested in Alternative Investment products. Data reflects a combination of Merrill and Bank of America Private Bank, which are divisions of Bank of America Corporation Alternative Investment products include hedge funds, managed futures funds, private equity funds, and real assets. Client Balances includes assets invested (i) in funds or accounts under the discretionary management of GWIM entities (Assets Under Management); (ii) in products sponsored but not advised by GWIM entities; and (iii) in products sponsored or managed by unaffiliated third-party investment managers. Client balances invested in private equity funds include total committed but uncalled capital for funds in their initial commitment period.

[8] 2026 Forbes "Best-in-State Wealth Management Teams" list. Opinions provided by SHOOK* Research, LLC and is based on in-person, virtual and telephone due-diligence meetings and a ranking algorithm that measure best practices, client retention, industry experience, credentials, compliance records, firm nominations, assets under management and Firm-generated revenue (investment performance is not a criterion because client objectives and risk tolerance vary). SHOOK's rankings are available for client evaluation only, are not indicative of future performance and do not represent any one client's experience and available for investor help in evaluating the right financial advisor and not an endorsement of the advisor. Compensation was not received from anyone for the rankings study. Past performance does not guarantee future results. Details available at the SHOOK Research website. SHOOK is a registered trademark of SHOOK Research, LLC.

[9] 2026 Financial Planning's "Top 40 Brokers Under 40" list is compiled using data solicited from advisors' employers. Opinions provided by Financial Planning considered advisors under 40 years old who work at an employee brokerage firm. Primary ranking is based on trailing 12-month production for each advisor. Financial Planning is a national publication serving the wealth management industry and retail brokers working in the employee channel for wirehouses and regional broker-dealers. Financial Planning's rankings do not reflect all client experiences, endorse any advisor, indicate future performance or future success and are available for client evaluation only. Compensation was not received from anyone for the study. Financial Planning is a trademark of Arizent. All rights reserved.

[10] 2026 Barron's "Top 1,500 Financial Advisors" list. Opinions are Barron's who evaluated advisors with a minimum of seven years financial services experience and employed at their current firm for at least one year. Ranking spots determined by each state's population and wealth. Other quantitative and qualitative measures include assets under management, revenues generated for the firm, quality of practice, regulatory records, internal company documents and 100-plus points of advisor-provided data. Rankings do not reflect any one client's experience, endorse any advisor and do not guarantee future investment success. Compensation was not received from anyone for the study. Barron's is a trademark of Dow Jones & Company, Inc. All rights reserved.

[11] To invest, you must have at least $5 million in combined assets at Merrill and Bank of America OR over $10 million in investable assets (including assets outside of Merrill and Bank of America). For clients where Bank of America N.A. provides trust, fiduciary, and investment management services, the minimum is $20 million in combined assets at Merrill and Bank of America N.A.

[12] The Private Market Opportunities Program is available only to sophisticated, experienced investors who can perform their own due diligence, make their own investment decisions and negotiate their own investment terms with respect to each investment opportunity. The Program is only available to clients on an unsolicited basis. The Program is reserved for clients with at least $50 million in net worth.

[13] The Alts Expanded Access program is for ultra-high-net-worth clients with a net worth of at least $50 million and who meet the eligibility requirements of each fund.

[14] Direct Markets Coverage is for ultra-high-net-worth clients and family offices; eligible clients must have a net worth of at least $50 million.

[15] Published March 13, 2026. This is an unranked list. Selections are based on data as of December 31, 2025. Barron's 2026 "Top 100 Most Influential Women in U.S. Finance" list is chosen by a committee of Barron's journalists and is drawn from internal and external nominations. All honorees must work in the United States. This recognition does not reflect any one-client's experience, future performance or outcome, endorse any individual and are available for client evaluation only. Compensation was not received from anyone in exchange for rankings for the study. Barron's is a trademark of Dow Jones & Company, Inc. All rights reserved.

IMPORTANT INFORMATION

Investing involves risk, including the possible loss of principal. Past performance is no guarantee of future results.

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Options involve risk and are not suitable for all investors. Certain requirements must be met to trade options. Before engaging in the purchase or sale of options, investors should understand the nature of and extent of their rights and obligations and be aware of the risks involved in investing with options. Prior to buying or selling an option, clients must receive the options disclosure document "Characteristics and Risks of Standardized Options." This document is available by contacting your Merrill Wealth Management Advisor. A separate client agreement is needed.

Bank of America, Merrill, their affiliates, and advisors do not provide legal, tax, or accounting advice. Clients should consult their legal and/or tax advisors before making any financial decisions.

Risk management and diversification processes seek to mitigate, but cannot eliminate risk, nor do they imply low risk.

Asset allocation, diversification and rebalancing do not ensure a profit or protect against loss in declining markets.

Investments have varying degrees of risk. Some of the risks involved with equity securities include the possibility that the value of the stocks may fluctuate in response to events specific to the companies or markets, as well as economic, political or social events in the U.S. or abroad. Bonds are subject to interest rate, inflation and credit risks. Treasury bills are less volatile than longer-term fixed income securities and are guaranteed as to timely payment of principal and interest by the U.S. government. Investments in foreign securities (including ADRs) involve special risks, including foreign currency risk and the possibility of substantial volatility due to adverse political, economic or other developments. These risks are magnified for investments made in emerging markets. Investments in a certain industry or sector may pose additional risk due to lack of diversification and sector concentration. Investments in real estate securities can be subject to fluctuations in the value of the underlying properties, the effect of economic conditions on real estate values, changes in interest rates, and risk related to renting properties, such as rental defaults.

Investing in structured notes are not in the best interest of all investors. Before purchasing any structured notes, you should carefully read the relevant offering documents (such as the prospectus, pricing supplement, and other materials) for the specific structured note, including key risks of the structured note described in the offering documents. We recommend that you consult your own tax advisor regarding the tax consequences of investing in structured notes.

Alternative Investments are speculative and involve a high degree of risk.

Alternative investments are intended for qualified investors only. Alternative Investments such as derivatives, hedge funds, private market investments, and funds of funds can result in higher return potential but also higher loss potential. They may engage in leverage that can increase risk of loss, performance may be volatile and funds may have high fees and expenses that reduce returns. There generally are no readily available secondary markets, none are expected to develop and there may be restrictions on transferring fund investments. Before you invest in Alternative Investments, you should consider your overall financial situation, how much money you have to invest, your need for liquidity and your tolerance for risk. Alternative Investments are not in the best interest of all investors. Investors may lose all or a portion of the capital invested.

Hedging and Monetization strategies can result in higher return potential but also higher loss potential. Prospective investors are required to meet certain qualifications and acknowledge they understand the risks associated with certain hedging and monetization strategies that may not be in the best interest of all investors.

Private equity investments involve a significant degree of risk and should be regarded as speculative. They are only made available to qualified investors under the terms of a private offering memorandum. Holdings in a private equity fund may be highly leveraged and, therefore, more sensitive to adverse business or financial developments. Private equity investments are long term and unlikely to produce a realized return for investors for a number of years. Interests in a private equity investment are not transferable. The holdings of a private equity pool may be illiquid--very thinly traded or assets for which no market exists. A private equity investment may use leverage, which even on a short-term basis can magnify increases or decreases in the value of the private equity investment. The business of identifying private equity investment opportunities is competitive, and there is no assurance that the private equity pool will be able to complete attractive investments or fully commit its capital. In addition, a private equity fund's high fees and expenses may offset the fund's profits. Private equity investments should be discussed with financial, tax and legal professionals in light of an individual's objectives, liquidity needs and tolerance for risk.

Private investments involve significant risks, including those associated with companies with a limited operating history, securities that do not have a liquid market, and investments that are difficult to value. They are only appropriate for investors with substantial knowledge and prior experience in making private investments, who are capable of independently evaluating the merits and risks of such investments, and who have the wherewithal to bear investment losses.

Sustainable and Impact Investing and/or Environmental, Social and Governance (ESG) managers may take into consideration factors beyond traditional financial information to select securities, which could result in relative investment performance deviating from other strategies or broad market benchmarks, depending on whether such sectors or investments are in or out of favor in the market. Further, ESG strategies may rely on certain values based criteria to eliminate exposures found in similar strategies or broad market benchmarks, which could also result in relative investment performance deviating.

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CHIEF INVESTMENT OFFICE

CIO 6 Month Treasury Ladder (28S02757)

JUNE 2026

The Chief Investment Office (CIO) Treasury Ladder Model Portfolio is structured as a laddered model portfolio of U.S. Treasury Bills maintained by Bank of America, N.A.

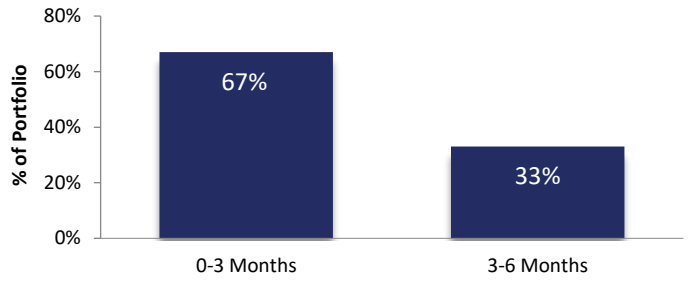
KEY FEATURES

- The model portfolio seeks to reduce interest rate risk and provide predictable income by investing in zero coupon Treasury Bills across the maturity range and reinvesting maturing securities at the longer end of the maturity ladder.
- The portfolio will target a 1–6-month ladder at initial investment with the objective of holding securities through maturity.
- The portfolio will consist entirely of U.S. Treasury securities.

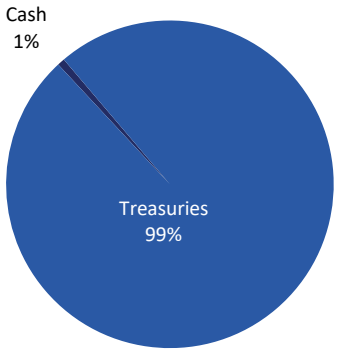
Portfolio Characteristics*

Number of Holdings	7
Average Price	99.04
Yield to Worst (YTW)	3.67
Effective Duration	0.18
Maturity (Average Life)	0.18
Average Credit Quality	AA+

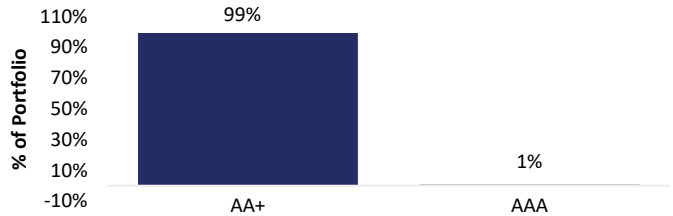
Maturity Distribution*



Sector Allocation*



Quality Distribution*



*Source: Chief Investment Office. All data is as of May 31, 2026. Portfolio characteristics are subject to change periodically and may not be representative of current characteristics. Model holdings are representative and account holdings may vary significantly from the model. **Please see page 2 for Important Information and Portfolio Characteristic Definitions.** For a complete description and disclosure information, please see the strategy's Investment Advisory Program (IAP) profile.

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The Global Wealth & Investment Management Investment Strategy Committee (GWIM ISC) is responsible for developing and coordinating recommendations for short-term and long-term investment strategy and market views encompassing markets, economic indicators, asset classes and other market-related projections affecting GWIM.

All recommendations must be considered in the context of an individual investor's goals, time horizon, liquidity needs and risk tolerance. Not all recommendations will be in the best interest of all investors.

Asset allocation, diversification and rebalancing do not ensure a profit or protect against loss in declining markets.

Investments have varying degrees of risk. Some of the risks involved with equity securities include the possibility that the value of the stocks may fluctuate in response to events specific to the companies or markets, as well as economic, political or social events in the U.S. or abroad. Bonds are subject to interest rate, inflation and credit risks. Treasury bills are less volatile than longer-term fixed income securities and are guaranteed as to timely payment of principal and interest by the U.S. government. Investments in foreign securities (including ADRs) involve special risks, including foreign currency risk and the possibility of substantial volatility due to adverse political, economic or other developments. These risks are magnified for investments made in emerging markets. Investments in a certain industry or sector may pose additional risk due to lack of diversification and sector concentration.

Investments focused in a certain industry may pose additional risks due to lack of diversification, industry volatility, economic turmoil, susceptibility to economic, political or regulatory risks and other sector concentration risks.

Bond ladder portfolios are subject to market risk and are not guaranteed. They do not offer downside protection. A prolonged decline in the bond market can result in a decline in price. Investing in fixed-income securities may involve certain risks, including the credit quality of individual issuers, possible prepayments, market or economic developments and yields and share price fluctuations due to changes in interest rates. When interest rates go up, bond prices typically drop, and vice versa.

Bond portfolio laddering does not reduce market risk, and the principal and yield of investment securities will fluctuate with changes in market conditions.

Generally, when interest rates decline, prepayments accelerate beyond the initial pricing assumptions, which could cause the average life and expected maturity of the securities to shorten. Conversely, when interest rates rise, prepayments slow down beyond the initial pricing assumptions and could cause the average life and expected maturity of the securities to extend and the market value to decline.

References to credit ratings are generally to the S&P ratings but are deemed to include equivalent ratings by Moody's and/or Fitch. The ratings represent their opinions as to the quality of the securities they rate. Ratings are relative and subjective and are not absolute standards of quality. The security's credit quality does not eliminate risk. For information regarding the methodology used to calculate the ratings, please visit Moody's at www.moodys.com, Fitch at www.fitchratings.com, or S&P at www.standardandpoors.com.

Portfolio Characteristic Definitions

Average Coupon is the weighted-average of the coupon rate of the portfolio. The coupon rate is the interest rate paid on a bond by its issuer for the term of the security.

Average Credit Quality is the average of the principal criteria for judging the investment quality of the underlying bonds in the models. Credit quality indicates a bond or bond portfolio's credit worthiness, or risk of default.

Average Price is the weighted price of each bond by its relative size in the portfolio. This number indicates whether bonds are selling at prices above or below face value.

Effective Duration is a duration calculation for bonds with embedded options. Effective duration takes into account that expected cash flows will fluctuate as interest rates change.

Maturity (Average Life) is the length of time the principal of a debt issue is expected to be outstanding. Average life is an average period before a debt is repaid through amortization or sinking fund payments.

Tax-Equivalent Yield is the pre-tax yield that a taxable bond must offer in order to equal the yield of a tax-exempt municipal bond.

Yield to Maturity (YTM) is the rate of return anticipated on a bond if it is held until the maturity date. YTM is considered a long-term bond yield expressed as an annual rate. The calculation of YTM takes into account the current market price, par value, coupon interest rate, and time to maturity. It is also assumed that all coupons are reinvested at the same rate.

Yield to Worst (YTW) is the lowest potential yield that can be received on a bond and is calculated by making worst-case scenario assumptions on the issue by calculating the return that would be received if the issuer uses provisions, including prepayments, calls or sinking funds. This metric is used to evaluate the worst-case scenario for yield to help investors manage risks and help ensure that specific income requirements will still be met even in the worst scenarios.

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Top 100 of 2025 Forbes "America's Top Wealth Management Teams High Net Worth" (#38)
2025 Forbes "Best-In-State Wealth Management Teams" (#4)

Edward Ahn, CRPC®, CPFA
Senior Vice President – Wealth Management
Retirement Benefits Consultant
Senior Financial Advisor

Evan Rothstein, CIMA®
Managing Director
Wealth Management Advisor

Mark Varo
Managing Director – Wealth Management
Private Wealth Advisor

Rebecca Rothstein
Managing Director – Wealth Management
Senior Consultant

John Vukson, CFA, CIMA®
Vice President
Private Wealth Manager
Global Institutional Consultant

Austin Pettibone, SE-AWMA®
Assistant Vice President
Senior Financial Advisor

Michael Williams, AAMS®
Officer, Registered Private Wealth Associate

Timothy Leonard, AWMA®
Vice President
Senior Private Wealth Relationship Manager

Jennifer Van Kleeck, AWMA®
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Ricky Yang, CFP®
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Private Wealth Relationship Manager

Ashley Simmer
Private Wealth Client Associate

Herman Quispe
Vice President
Senior Private Wealth Relationship Manager

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Business Banking

Global Commercial Banking

Global Corporate & Investment Banking

For Institutions

Global Markets

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Merrill Lynch Wealth Management clients work one-on-one with a dedicated advisor team who will help them build a comprehensive financial strategy and give recommendations to help grow and preserve their wealth.

GUIDED INVESTING

With **Merrill Guided Investing,** clients get a professionally managed portfolio aligned to their goals that is built, monitored and rebalanced by Merrill investment professionals, with the option to work with an advisor.

SELF-DIRECTED INVESTING

Merrill Edge Self-Directed is a self-directed investing platform that streamlines investing, giving clients access to research and insights, step-by-step guidance and flexible tools — all with low, flat-rate pricing.

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$3.0 trillion

in Wealth Management client balances*

Outstanding customer experience

Bank of America is the first financial services company to be both mobile app and online banking certified by J.D. Power[2]

Depth of BofA Global Research – Equity & FICC Platforms

Voted #2 Global Research firm for 2021, 2020, 2018 & 2017.*

#1 Global Research Firm for 7 consecutive recognized as one of the top Global Research firms (2011–2016, 2019) by Institutional Investor[3] *

Top wealth management mobile app

MyMerrill rated one of the top mobile apps in its category by J.D. Power[4]

#1 in Retail Banking Advice

Bank of America became the first financial services company to be certified for providing "An Outstanding Customer Experience" in its mobile app and online banking[2]

[2] J.D. Power 2019 Mobile App Certification Program℠ and 2019 Website Certification Program℠ recognition is based on successful completion of an audit and exceeding a customer experience benchmark through a survey of recent servicing interactions. For J.D. Power award information, visit jdpower.com/awards.

3 Institutional Investor: Based on surveys held throughout the year, Institutional Investor creates rankings of the top researd7 analysts in a wide variety of specializations, drawn from the choices of portfolio managers and other investment professionals at more than 1,000 firms. For more information about this award, go to: http:/ /www.institutionalinvestor.com/ Article/3646543/ResearchArticle.html. Source: BofA Global Research: March 2022.

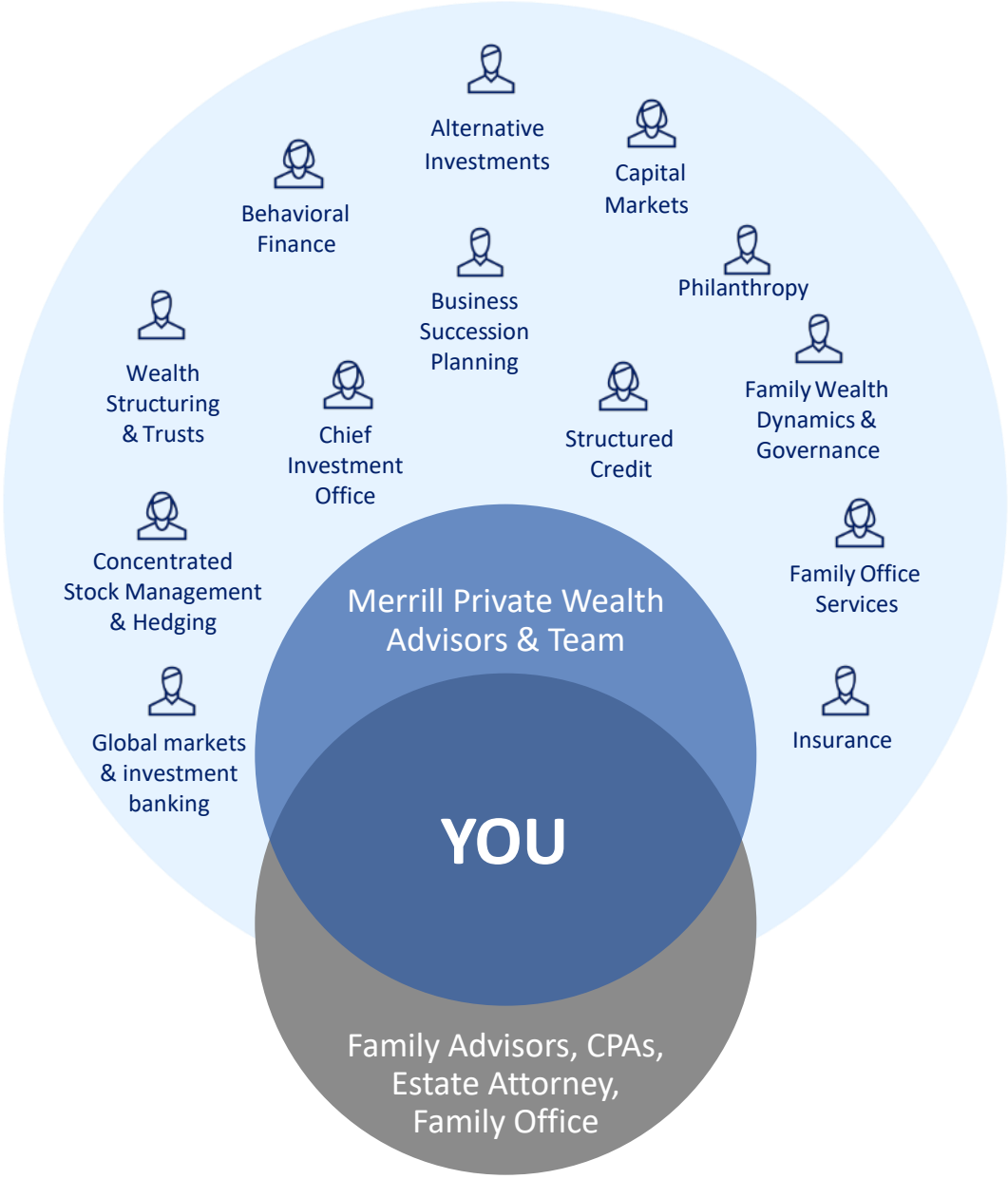
[4] J.D. power 2020 U.S. Credit Card Mobile App Satisfaction Study℠ and 2020 U.S. Online Credit Card Satisfaction Study℠ recognition is based on successful completion of an audit and exceeding a customer experience benchmark through a survey of recent servicing interactions. For J.D. Power award information, visit jdpower.com/awards.

* BofA Global Research: Latest available data as of March 2022.

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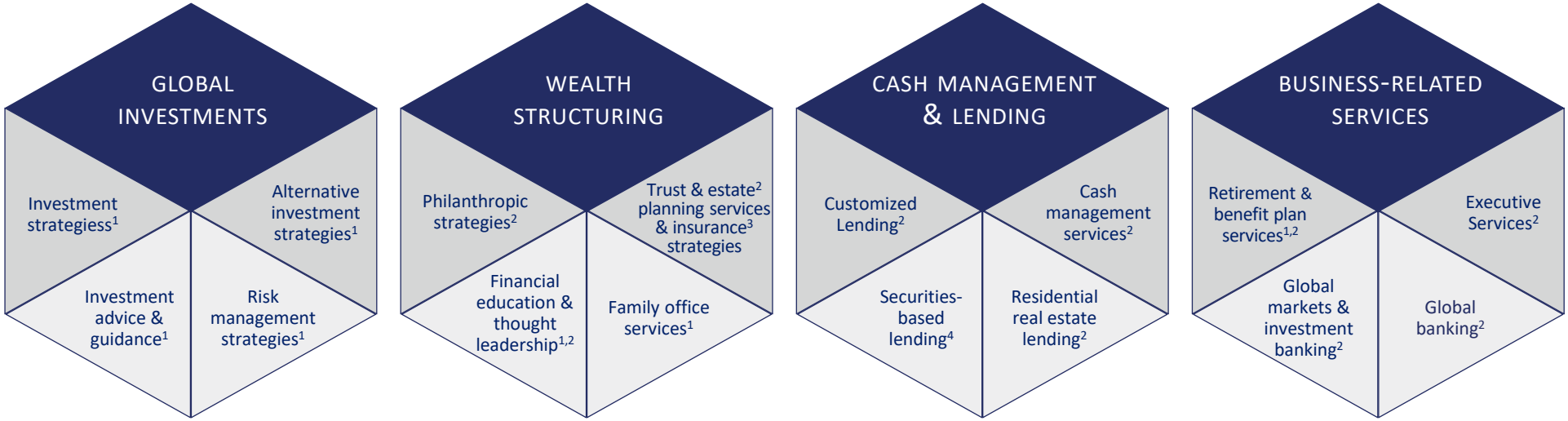
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As a client, you have access to an extended team of specialists with knowledge of complex subjects to help you develop a thoughtful approach that addresses your specific needs.



You have access to solutions aligned to your goals

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[2] Capability offered by Bank of America, N.A.

[3] Capability offered through Merrill Lynch Life Agency Inc. ("MLLA"), a licensed insurance agency and wholly owned subsidiary of BofA Corp.

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Your standard of care when we serve as a fiduciary

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If you choose, we can serve in a fiduciary capacity. In this role, your advisor has two key duties that are legally defined — showing loyalty to you above all other parties and delivering advice with the highest level of care.

Duty of Care

To **provide only appropriate investment advice** based on your financial situation and investment objectives.

To **obtain accurate and complete information** about you and the investments that are recommended, after reasonable due diligence.

Duty of Loyalty

To act in **your best interest.**

To avoid or mitigate and **disclose conflicts of interest.**

To **put your interests ahead** of the financial interests of Merrill.

To **not advantage any clients** over others.

Chief Investment Office — Who we are

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The Chief Investment Office (CIO) has a mission to perform for you — supporting your advisor with a disciplined investment process. We are committed to helping you achieve financial outcomes aligned to your personal goals, from leveraging actionable insights for setting capital market assumptions and asset allocation recommendations to conducting a rigorous due diligence and investment selection process and then building and measuring the continuing performance of our Chief Investment Office portfolios.

A team of experts serving your needs

Dedicated team members across specialties

235 members

- Investment Strategy
- Portfolio Construction & Administration
- Fixed Income Strategy & Execution
- National Wealth Strategy
- Due Diligence
- Sustainable & Impact Investing
- Solutions Oversight & Data Analytics

Degrees

65 Masters — Mathematics, Finance/Economics, Computer Science, Investment Management Engineering, Corporate Sustainability & Innovation

3 PhDs — Economics, Business Engineering, Mathematics

5[2] — Law degrees

Designations

~60 CFA®

~15 CAIA®

Experience

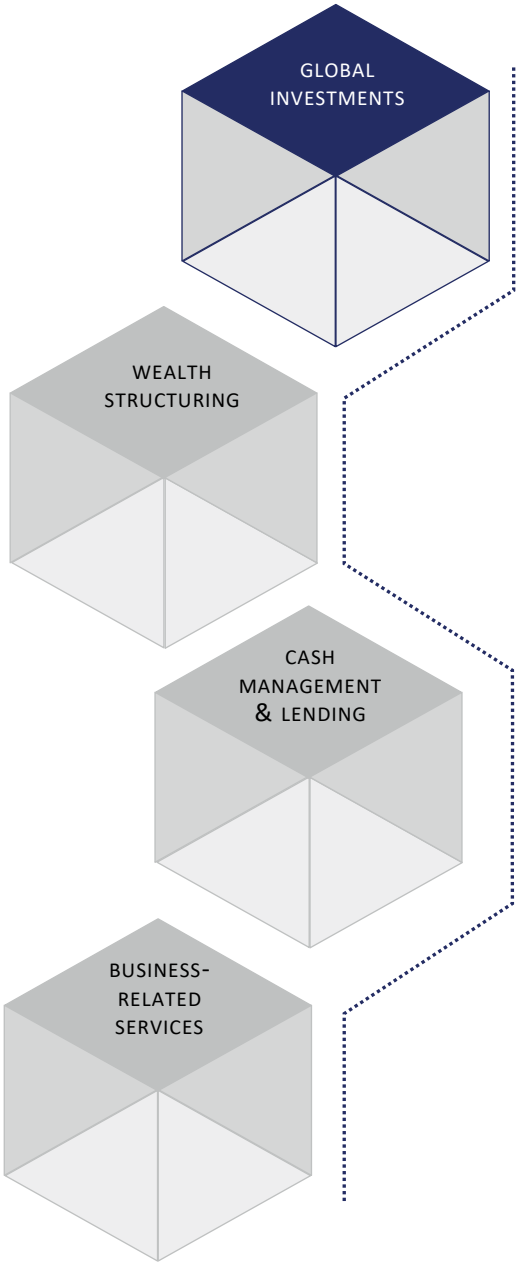
~18 Average years of experience per professional

Data as of January 31, 2023.
2Chief Investment Office associates do not provide legal or tax advice in their role at Bank of America.
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Global investment solutions to help you expand your opportunities

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Alternative investment strategies[1,5]	
• Credit-oriented solutions • Diversifying solutions	• Equity and growth-oriented solutions • Multi-solution approach
Risk management strategies[1]	
• Professionally managed equity overlay solutions • Concentrated stock solutions • Exchange funds	• Interest rate hedging • In-demand securities program • Foreign exchange • OTC equity derivative solutions
Investment advice & guidance[1]	
• Ultra-high-net-worth Chief Investment Office	• Global research
Investment strategies[1]	
• Ultra-structured solutions • Market-linked investments • Ultra-high-net-worth managed solutions • Block trading	• Municipal bonds and portfolios • Specialty asset management[2] • Sustainable and impact investing solutions • Stocks, options, certificates of deposit, exchange traded funds, mutual funds and more



[1] Capability offered by Merrill Lynch, Pierce, Fenner & Smith Incorporated.
[2] Capability offered by Bank of America, N.A.
[5] Refer to the "Important information" slide for alternative investment solutions disclosures.

Wealth structuring solutions to help you plan for your legacy and your family's future

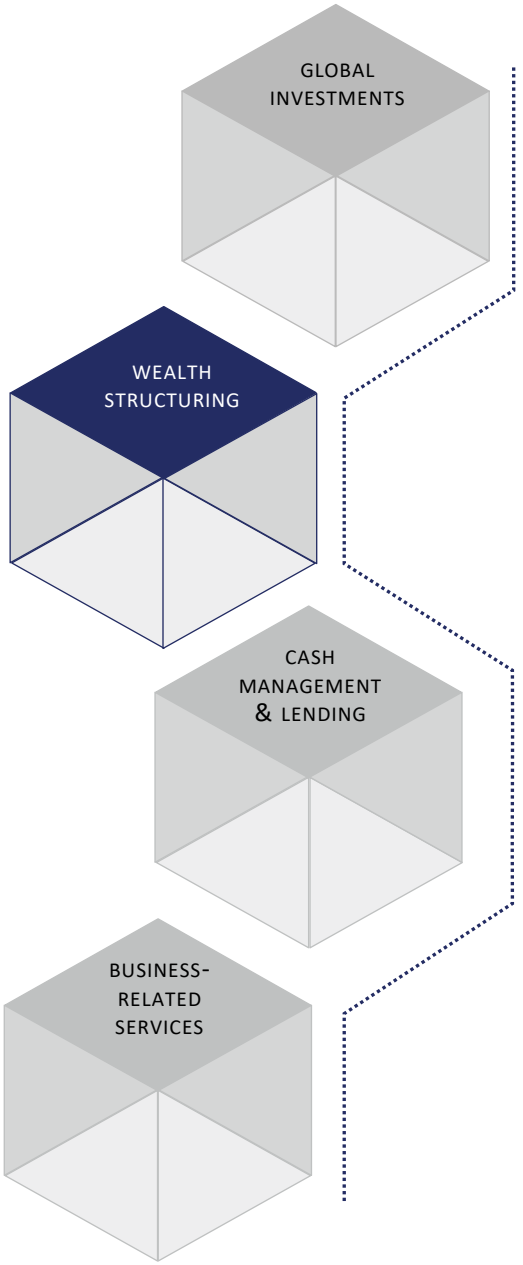
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Trust & estate[2] and insurance[3] strategies	
• Estate settlement services • Delaware Trust solutions[6] • Managed agency service (agent for trustee)	• Individual retirement account (IRA) solutions • Term and permanent life insurance, long-term care insurance and disability insurance

Family office services[1, 7]	
• Wealth transfer consulting • Income tax preparation and consulting • Financial and consolidated reporting	• Household accounting services • Global investments • Wealth structuring • Cash management & lending • Business-related services

Financial education & thought leadership[1,2]	
• Financial boot camps • Whitepapers	• Family meetings • Business owner meetings

Philanthropic strategies[2]	
• Donor-advised funds • Private philanthropic solutions • Private & family foundation	• Charitable trusts • Institutional philanthropic services

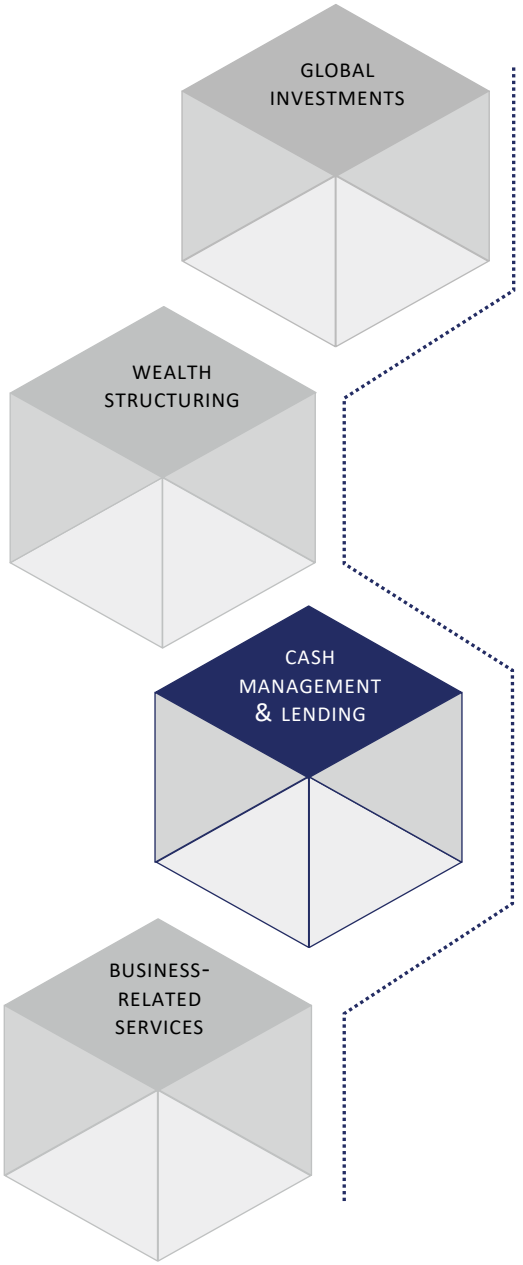


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Cash management & lending solutions to help you more effectively manage your wealth

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Cash management services[2]	
• FDIC insurance maximization • Transactional accounts • Savings solutions	• Term savings • Premium servicing
Residential real estate lending[2]	
• Custom residential real estate	• Home loan mortgages
Securities-based lending[4,8]	
• Loan management account® (LMA®) • Global investments • Wealth structuring	• Cash management & lending • Business-related services
Customized lending[2]	
• Hedge fund lending • Marketable securities lending • Unsecured financing • Aviation financing • Fine art lending	• Yacht financing • Investor commercial real estate • Concentrated stock lending • Hedging and risk management • Recreational real estate



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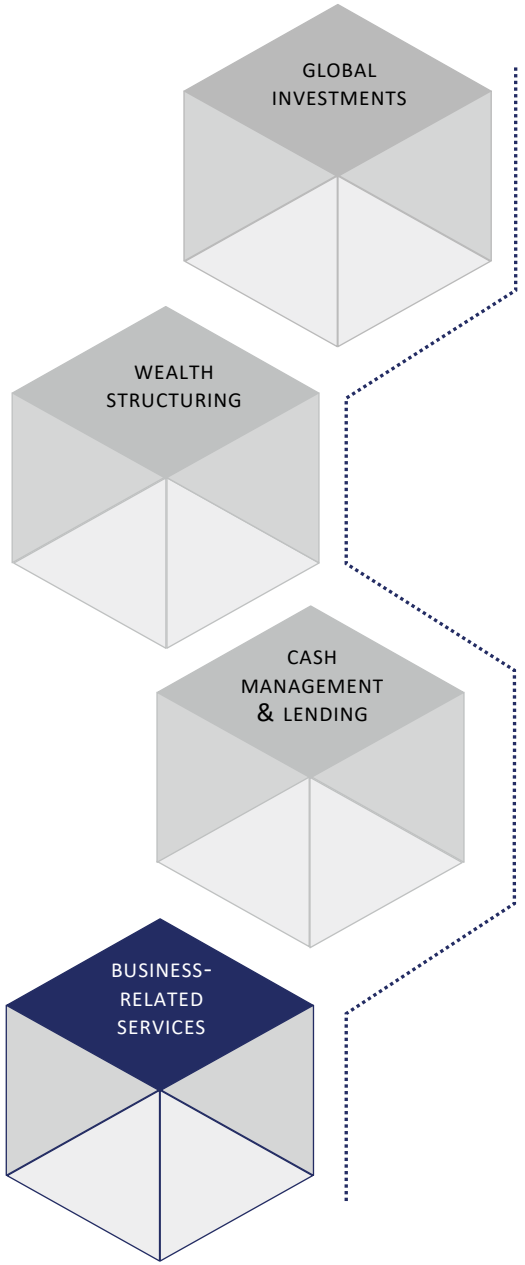
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Business-related services to help you tap into expertise for every aspect of your life

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Executive services[2]	
• Officer and Director equity services	• 10b5-1 trading plans[1]
Global banking[2]	
• Corporate lending • Treasury management • Global card services • Merchant services	• Currency, interest rate and commodity risk management • Employee banking
Global markets & investment banking[2]	
• Public debt/equity offerings • Private placements • Mergers and acquisitions • Initial public offerings	• Prime brokerage services • Sales, trading and research • Risk management tools • Private sales referral network
Retirement & benefit plan services[1,2]	
• Defined benefit plans • Defined contribution plans • Nonqualified deferred compensation plans	• Equity compensation plans • Rollover IRAs • Institutional trust services for defined benefit plans or pooled defined contribution plans



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Slide: Our teams have been recognized by the industry

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[3] *Forbes* "America's Top Women Wealth Advisors" ranking was developed by SHOOK Research and is based on in-person and telephone due diligence meetings and a ranking algorithm that includes: client retention, industry experience, review of compliance records, firm nominations; and quantitative criteria, including: assets under management and revenue generated for their firms. Investment performance is not a criterion because client objectives and risk tolerances vary, and advisors rarely have audited performance reports. Rankings are based on the opinions of SHOOK Research, LLC and not representative nor indicative of any one client's experience, future performance, or investment outcome. Neither Forbes nor SHOOK Research receives compensation in exchange for placement on the ranking. Rankings and recognition from *Forbes* are no guarantee of future investment success and do not ensure that a current or prospective client will experience a higher level of performance results and such rankings should not be construed as an endorsement of the advisor. Forbes is a trademark of Forbes Media LLC. All rights reserved.

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[5] I*nstitutional Investor* magazine announced BofA Merrill Lynch Global Research as the Top Global Research Firm in 2019 based on surveys held throughout the year. The magazine creates rankings of the top research analysts in a wide variety of specializations, drawn from the choices of portfolio managers and other investment professionals at more than 1,000 firms. BofA Merrill Lynch Global Research is research produced by BofA Securities, Inc. ("BofAS"), and/or one or more of its affiliates. BofAS is a registered broker-dealer, Member SIPC and wholly owned subsidiary of Bank of America Corporation. For more information about this award, go to http://details-he.re/OUtJ90. Rankings and recognition from *Institutional Investor* are no guarantee of future investment success and do not ensure that a current or prospective client will experience a higher level of performance results, and such rankings should not be construed as an endorsement.

[6] *The Financial Times* "Top 400 Financial Advisors" (FT 400) is an independent listing produced by the Financial Times (March, 2018). The FT 400 is based on data gathered from firms and verified by broker-dealer home offices, regulatory disclosures, and the FT's research. The listing reflects each advisor's performance in six primary areas, including assets under management, asset growth, compliance record, experience, credentials and accessibility as identified by the FT. Neither the brokerages nor the advisors pay a fee to The Financial Times in exchange for inclusion in the FT 400. Rankings and recognition from *Financial Times* are no guarantee of future investment success and do not ensure that a current or prospective client will experience a higher level of performance results and such rankings should not be construed as an endorsement of the advisor.

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Coversheet

Fiscal Policy Revision

Section: II. Finance
Item: E. Fiscal Policy Revision
Purpose: Vote
Submitted by:
Related Material: PCHS_2026_Fiscal_Policies_Procedures_DRAFT_09_11_2026.pdf

PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

FISCAL POLICIES AND PROCEDURES

Working Draft - Not Board Approved
September 14, 2026

Document Status and Review Notes

This Draft is intended to function as a near-final policy document for Budget & Finance Committee, and Board review. Board-level policy establishes authority, required controls, thresholds, oversight, and accountability.

- Administrative procedures may implement these policies in greater operational detail without contradicting Board policy.
- Charter Impact is the current Back-Office Services Provider. The policy uses the generic term so the handbook remains usable if providers change.
- Associated Student Body (ASB) funds will be governed by a separate PCHS ASB fiscal policy/procedures manual.

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1. Purpose, Scope and Governing Principles

The Governing Board of Palisades Charter High School (PCHS), a California nonprofit public benefit corporation operating a public charter school, adopts these Fiscal Policies and Procedures to safeguard public funds; promote fiscal accountability, transparency and accuracy; establish clear authority; support compliance with applicable law, the PCHS charter, grant requirements and authorizer expectations; and maintain effective internal controls.

- The Board retains final authority over PCHS fiscal matters.
- Financial duties shall be segregated so that no individual has incompatible control over authorization, custody, recording, disbursement, and reconciliation.
- All expenditures must have a valid public-school/business purpose, be allowable under the applicable funding source, and be supported by appropriate documentation.
- Electronic approval records in an approved PCHS system constitute written documentation when the system preserves the approver, date, amount, supporting records and audit trail.
- No employee or agent may circumvent these policies by splitting transactions, using personal funds, using a School credit card, changing payment method, or otherwise restructuring a transaction.

2. Fiscal Governance and Oversight

2.1 Governing Board

The Board shall:

- Adopt the annual budget and material budget amendments requiring Board action.
- Approve matters reserved to the Board under these policies, including qualifying contracts, unbudgeted expenditures, loans, bank accounts and authorized bank signers.
- Receive regular financial reporting, including check registers and other reports presented by administration.
- Select or oversee selection of the independent auditor and approve the final annual audit.
- Require timely corrective action for audit findings, oversight concerns and material internal-control deficiencies.

2.2 Budget & Finance Committee

The Budget & Finance Committee serves as the Board's fiscal review and advisory committee. It reviews monthly financial information and may approve such recurring financial statements to the extent authorized by Board practice. For contracts, unbudgeted expenditures, policy changes and other matters reserved to the Board, the Committee reviews the matter and makes a recommendation; the Board retains final approval authority.

2.3 Executive Director

The Executive Director (ED) is the senior PCHS administrator responsible for fiscal administration under Board policy, including high-level authorization, budget oversight, escalation of material fiscal issues, approval of bank reconciliations, and execution of contracts within delegated authority.

2.4 Fiscal Director

The Fiscal Director is PCHS's primary internal fiscal operations officer and principal liaison to the Back-Office Services Provider. The Fiscal Director administers day-to-day purchasing and accounts-payable processes, coordinates fiscal reporting, reviews accounts-payable aging and check-register activity, reviews bank reconciliations, monitors compliance with these policies, and elevates unusual, material or unresolved matters to the ED.

The Fiscal Director's operational role shall not be interpreted to permit the Fiscal Director to independently authorize, disburse, record and reconcile the same transaction.

2.5 Back-Office Services Provider

The Back-Office Services Provider performs contracted non-customer-facing accounting and disbursement functions, including general-ledger accounting, review of coding and supporting documentation, payment batching and internal payment review, disbursement of fully approved payments, payroll/accounting support, preparation of monthly financial reports, and bank reconciliations. The provider does not replace PCHS's responsibility to authorize transactions, receive goods/services, monitor compliance or exercise governance oversight.

3. Roles, Responsibilities and Segregation of Duties

PCHS shall maintain segregation of duties appropriate to its staffing and outsourced accounting structure. At a minimum, the functions of initiating a transaction, approving it, receiving goods/services, recording/accounting, disbursing funds, preparing reconciliations and reviewing/approving reconciliations shall be separated to the extent practicable.

- No employee may approve a payment or reimbursement payable to themselves.
- A check signer may not sign a check payable to themselves.
- Being a bank/check signer does not, by itself, create authority to approve the underlying expenditure.
- System access shall be limited according to job responsibilities and reviewed when responsibilities or employment status change.
- Shared credentials are prohibited. Electronic approvals must be attributable to the actual approver.

4. Delegation and Approval Authority

PCHS shall use the following general expenditure approval structure, subject to the more specific rules for reimbursements, contracts, unbudgeted expenditures and restricted funds.

Transaction Amount	Required Approver	Scope / Condition
$0-$1,000	Department Chair / Department Manager	Within assigned department and available budget.
$1,001-$5,000	Administrator/Assistant Principal	Within delegated responsibility and available budget.
$5,001-$10,000	Board-designated Check Signer other than ED	General approval tier; signer must also have delegated expenditure authority.
Up to $10,000	Director of Operations	Within Operations area of responsibility and approved budget. "Approve in accordance with budgeted line items"
Up to $10,000	Director of IT	Within Information Technology area of responsibility and approved budget. "Approve in accordance with budgeted line items"
Over $10,000	Executive Director	Subject to contract, budget and Board-reserved authorities.
Over $30,000 AND unbudgeted	Budget & Finance Committee -> Board	Committee reviews/recommends; Board approval required before commitment.

5. Budget Development, Monitoring and Amendments

The ED, Fiscal Director and Back-Office Services Provider shall coordinate preparation of the annual budget and multiyear projections using reasonable enrollment, attendance, revenue, staffing, fixed-cost and discretionary-spending assumptions. The Budget & Finance Committee shall review the proposed budget and budget-development calendar as applicable, and the Board shall adopt the annual budget before the applicable deadline.

- Monthly financial reports shall compare actual results to budget and identify material variances.
- Material variances and cash-flow concerns shall be investigated and addressed promptly.
- Unbudgeted expenditures exceeding $30,000 require Budget & Finance Committee review/recommendation and Board approval before PCHS incurs the obligation.
- The ED and Fiscal Director may administer lesser budget adjustments within delegated authority, provided the adjustment does not violate funding restrictions or a Board-reserved authority.

6. Banking and Financial Institutions

PCHS funds shall be maintained in Board-authorized accounts at federally insured financial institutions, the County Treasury, or other legally permissible non-speculative accounts or instruments.

- The Board shall authorize opening and closing bank accounts.
- The Board shall approve all bank/check signers.
- The ED shall be a standing authorized signer. Two additional employees shall be designated by the Board as authorized signers.
- Any authorized signer may physically sign a printed check, subject to the underlying expenditure having been approved under these policies.
- Checks may not be written to cash, bearer or petty cash, and blank checks shall never be signed.
- PCHS shall promptly notify financial institutions of changes in authorized signers.

7. Procurement and Purchasing

7.1 General Rule and Financial System(s)

PCHS shall use a Board/administratively approved electronic procurement platform, “Financial System(s), that has the capacity to document purchase requests, required approvals, purchase orders, receiving, invoices, reimbursements and credit-card activity. The electronic audit trail shall serve as the primary record of approval.

7.2 Pre-Approval

Employees must obtain required approval before committing PCHS funds or directing a vendor to provide goods or services. Purchases made without required pre-approval may be denied and may become the employee's personal responsibility, subject to applicable law and any approved emergency exception.

7.3 Required Purchase Documentation

- Vendor and vendor contact information.
- Business purpose and description of goods/services.
- Estimated total cost and funding/budget source.
- Quotes, proposals or competitive-procurement documentation when required.
- Required approvals under the Approval Authority Matrix.
- Purchase order or other authorized commitment record before purchase, except approved exceptions.

7.4 Receiving and Invoice Matching

The requestor or designated receiver shall document receipt and acceptance of goods or services in the Financial System. Invoices shall be matched to the approved request/PO and receiving documentation before payment. Discrepancies, missing items or disputed services must be resolved or documented before payment unless the Fiscal Director approves a documented exception.

7.5 Exceptions

Emergency, sole-source, compatibility/standardization and other noncompetitive exceptions must be documented in writing, identify the reason normal procurement could not be followed, and receive approval at the level applicable to the total transaction.

8. Contracts and Competitive Procurement

PCHS shall use written contracts for consultants, independent contractors, subcontractors and other services when appropriate. Contracts shall clearly identify scope, term, compensation, deliverables, termination rights and other material terms. Applicable licensing, insurance, bonding, W-9 and conflict-of-interest documentation shall be obtained before payment.

8.1 Proposed Contract Authority

Contract / Commitment	Proposed Authority
Unbudgeted contract/expenditure up to $10K	EDP within delegated amendment authority
Unbudgeted contract/expe... $10K - under $30K	EDP within delegated amendment authority and reported to B&F and Board at their next meetings
Unbudgeted Contract/... $30K and over	Budget and Finance review/approval and Board approval

Loan/dept obligation Budget and Finance and Board before execution - Legal review required
In the above, I would also suggest calling it a Acceptable Loan/Dept obligation as outlined in the Charter as the Charter has very clear guidelines for this.

8.2 Proposed Competition Standards

Estimated Value	Proposed Competition Standard
Under $5,000	Reasonable and prudent pricing; comparison encouraged when practical.
$5,000-$10,000	Documented price comparison when practicable.
$10,001-$30,000	Three written quotes/proposals when practicable.
Over $30,000	Formal competitive procurement/RFP/IFB as appropriate, unless documented exception applies.

9. Accounts Payable and Payment Disbursement

9.1 PCHS Authorization

PCHS shall complete the required purchase approval, PO, receiving and invoice approval in the Financial Systembefore an invoice is released for payment, except for documented recurring or exception transactions authorized under written procedures.

9.2 Back-Office Processing

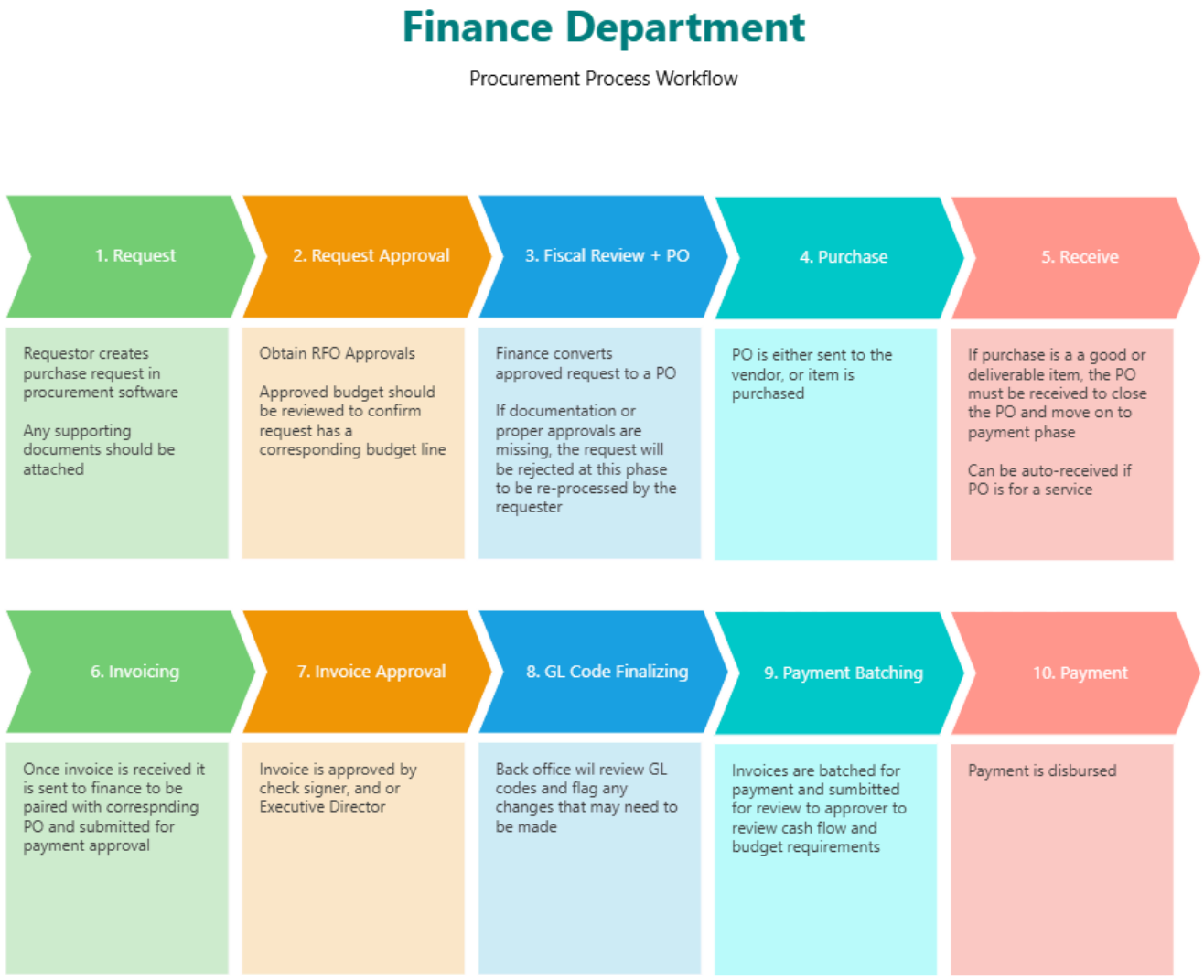
After PCHS has fully approved the request, PO and invoice, the Back-Office Services Provider shall review accounting/GL coding and supporting documentation, record the transaction in Sage Intacct or the applicable accounting system, prepare payment batches, perform its internal review and disburse payment.

9.3 PCHS Post-Processing Oversight

The Back-Office Services Provider shall provide the Fiscal Director an accounts-payable aging and check/payment register. The Fiscal Director shall review the reports for unusual, duplicate, stale, overdue, unsupported or otherwise questionable items and shall investigate or escalate exceptions.

- Payment method does not change the required underlying authorization.

- Recurring expenses may use documented standing authorization when the vendor, purpose, account and reasonable dollar range are established and reviewed at least annually.
- The Board may review/approve check registers consistent with Board practice and applicable governance requirements.



10. Employee Reimbursements

PCHS expects School purchases to be made through normal procurement methods. Employee reimbursement is an exception and shall not be used as a substitute for a purchase order, School credit card, direct vendor payment or other established procurement method.

10.1 Required Pre-Approval

Except for a documented emergency or other approved exception, an employee must obtain pre-approval before using personal funds for a PCHS expense. The reimbursement request must identify the business purpose, amount, funding source and supporting documentation.

10.2 Reimbursement Approval - Options for Board Consideration

Because PCHS has historically elevated higher-dollar personal reimbursements to the Board, Draft 02 intentionally presents two policy options rather than eliminating Board review without a formal decision.

Amount	Option A - Administrative Control (Recommended)	Option B - Board-Escalation Control
$0-$500	Administrator/Assistant Principal approval.	Administrator approval.
$501-$1,500	Board-designated Check Signer approval.	Board-designated Check Signer approval.
Over $1,500	ED approval ONLY when documented pre-approval was obtained before expenditure; no self-approval.	Board approval required. Employee must obtain documented pre-approval before expenditure; reimbursement is not guaranteed until Board action.
ED reimbursement	Board approval for amounts over $1,500; independent signer for lesser amounts.	Board approval for amounts over $1,500; independent signer for lesser amounts.

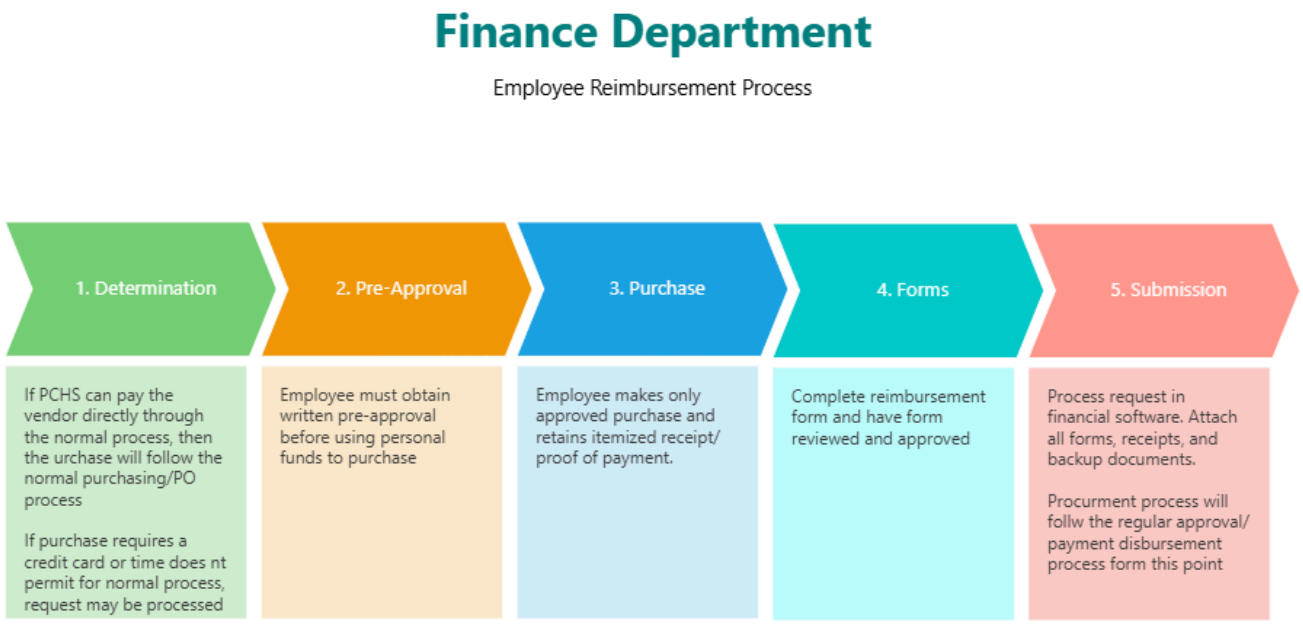
Under either option, no employee may approve their own reimbursement. The purpose of the elevated control is to prevent employees from bypassing procurement by committing personal funds and later seeking reimbursement.

10.3 Documentation and Timing

- Itemized receipt or equivalent proof of purchase and payment.
- Filled and administratively signed PCHS Expense Report
- Business purpose and names/participants where required for meals or events.
- Evidence of required pre-approval.
- Submission through the Financial System within the three months of receipt or invoice date and no later than 30 days after the end of a fiscal year (June 30th).
- Missing documentation must be resolved under a written exception process; repeated noncompliance may result in denial or other corrective action.

10.4 Annual Reimbursement Limit

Draft 02 proposes retaining the existing $5,000 cumulative annual employee reimbursement limit, with any exception requiring documented ED pre-approval and compliance with the approval level otherwise applicable to the transaction.



11. Credit and Charge Cards

PCHS currently maintains two School credit cards: an Executive Director card and a general PCHS card.

11.1 Executive Director Card

- The ED is the authorized cardholder.
- Each transaction must have required pre-approval and supporting documentation in the Financial System.

- The ED may not finally approve the ED's own card activity; another authorized Check Signer shall approve the charges.

11.2 General PCHS Card

- The Fiscal Director maintains custody of the general PCHS card but does not use the card independently merely by virtue of custody.
- The underlying request must follow the same approval route applicable to the expense.
- The individual responsible for the purchase must provide the receipt and business-purpose documentation.

11.3 General Card Controls

- Personal use is prohibited.
- Gift cards and cash-equivalent purchases are prohibited unless expressly authorized under a separate Board-approved program or policy.
- Card use may not circumvent PO, procurement, competition or approval requirements.
- Cardholders and custodians shall protect card information and promptly report loss, theft or suspected fraud.
- The Back-Office Services Provider shall record/reconcile card activity; PCHS shall review unresolved or unsupported charges.

12. Bank Reconciliations and Aged Items

12.1 Monthly Reconciliation

The Back-Office Services Provider shall prepare a reconciliation of each PCHS bank account at least monthly. The reconciliation shall compare bank activity and balances to the general ledger and identify outstanding checks, deposits in transit, transfers, adjustments and other reconciling items.

12.2 Required Review and Sign-Off

1. The Back-Office Services Provider prepares the reconciliation and supporting schedule.
2. The Fiscal Director reviews the completed reconciliation, supporting bank activity, outstanding items, unusual entries and material discrepancies, and documents the review.
3. The Executive Director performs secondary review and documents approval/sign-off.
4. Exceptions remain on a tracking schedule until resolved.

12.3 Aged Reconciling Items

Age	Required Action
30+ days	Identify and document the item and expected resolution.
60+ days	Investigate; document cause, responsible party and proposed resolution.
90+ days	Fiscal Director escalates unresolved material or unusual items to the ED.
180+ days	Formal disposition required. Unresolved material items are reported to Budget & Finance with corrective-action status.

Outstanding checks shall be separately reviewed for stale-dated status, reissuance, voiding and any applicable unclaimed-property requirements. Aged general-ledger or other reconciling entries shall not be treated as ordinary stale checks merely because they are old.

13. Cash Receipts, Fundraising, Gifts and Donations

PCHS shall maintain controls over cash and checks received from fundraising, ticket sales, donations and other activities. Cash handling shall use dual counts, signed count documentation, secure storage, timely deposit and segregation between custody and accounting. Departments shall not maintain petty cash accounts or other cash repositories of School funds. All cash and cash equivalents must be deposited, recorded, safeguarded, and managed in accordance with School fiscal procedures.

- Two individuals shall count cash together and document/sign the count when practicable.
- Funds shall not be taken home or left unsecured in a classroom or other location.
- Cash awaiting deposit shall be stored in a secure locked location with restricted access.

- Deposits shall be made timely and intact; cash receipts shall not be used to pay expenses.
- The deposit package shall be provided to the Back-Office Services Provider for accounting and reconciled to the applicable activity.

13.1 Gifts and Donations Palisades Charter High School (PCHS) Development/Fundraising Policy

Policy Purpose

The purpose of this policy is to establish clear standards for the solicitation, acceptance, administration, acknowledgment, recording, stewardship, and when necessary, refusal of charitable gifts. Further, this policy outlines fundraising rules for ASB Activities and Affiliated Support Organizations as defined below.

Scope

This policy applies to all charitable gifts made to or for the benefit of PCHS, including gifts solicited or received by the Development Office, Executive Director/Principal, the PCHS Board of Trustees (“Board”), trustees, committees, employees, students, volunteers, ASB Activities, or Affiliated Support Organizations as defined below.

Gift Acceptance

The Board authorizes the solicitation and acceptance of charitable gifts that support PCHS’ mission, strategic priorities, and long-term financial sustainability.

Acceptable Gifts

PCHS may accept gifts of cash and cash equivalents (including electronic bank transfers), credit card payments, publicly traded securities, matching gifts, grants, bequests, and other charitable contributions that can be administered responsibly.

Tangible Personal Property/In-Kind Gifts

PCHS may accept in-kind gifts only when they are useful to the school, are free of unreasonable conditions, and do not impose disproportionate storage, maintenance, insurance, or disposition burdens.

Authority

The Board delegates day-to-day responsibility for gift solicitation and administration to the Executive Director/Principal, Development Office, and Finance Office, which shall work collaboratively to process, document, acknowledge, account for, and steward gifts in accordance with this policy and related administrative procedures.

Gift Approval

Any gift (or combination of gifts) from a single donor to PCHS in excess of $_____ in a given school year must be approved by the Executive Director/Principal. The same is required for gift(s) to a single ASB Activity or Affiliated Support Organization as defined below.

Donor Intent and Gift Documentation

PCHS will honor lawful donor intent when documented in writing and approved by PCHS. Restricted (other than those designated for an ASB Activity as defined below), endowed, named, or otherwise material gifts shall be documented in a written gift agreement or other written instrument approved by the Executive Director/Principal and the Board. Naming recognition does not confer ownership or governance rights.

Gifts Requiring Additional Review

PCHS shall maintain an administrative review process for gifts that are unusual, complex, or high risk, including but not limited to gifts of real estate, closely held securities, cryptocurrency, life insurance, planned gifts, anonymous gifts with special conditions, and gifts involving significant restrictions or long-term financial obligations. No one may commit PCHS to accept a restricted, named, endowed, deferred, unusual, or otherwise material gift without complying with this policy and the required PCHS review process. PCHS may require review by legal counsel, tax advisors, auditors, or other specialists before accepting or administering a gift when appropriate.

Gift Recording, Acknowledgment, and Stewardship

All gifts shall be promptly reported to the Development Office and Finance Office for acknowledgment, accounting, recordkeeping, and stewardship. PCHS shall maintain and enforce administrative procedures for receiving, counting, reporting, donor recognition, and restricted-fund tracking. The Executive Director/Principal, Development Office, and Finance Office are authorized to develop procedures and forms consistent with this PCHS Development/Fundraising Policy. PCHS will not knowingly provide donors with legal, tax, or appraisal advice and donors shall be encouraged to consult their own professional advisors.

Right to Refuse or Modify Administration

PCHS may decline any gift that is inconsistent with its mission, creates unacceptable legal, financial, reputational, or administrative risk/burden, or imposes restrictions that PCHS cannot reasonably fulfill. If a gift restriction later becomes unlawful, impossible, impracticable, or inconsistent with PCHS' mission, PCHS may seek to modify administration of the gift in accordance with the gift agreement, applicable law, and advice of counsel.

Compliance

PCHS shall accept, administer, and steward gifts in accordance with applicable federal and California law, its governing documents, and sound nonprofit accounting and internal control practices.

Confidentiality and Data Use

PCHS will safeguard donor information consistent with applicable law, PCHS privacy practices, and operational need. Access to donor records shall be limited to personnel with a legitimate institutional need to know.

Conflicts of Interest and Ethical Conduct

All PCHS employees, trustees, students, and volunteers involved in fundraising or gift administration shall act in the best interests of PCHS and comply with PCHS' conflict-of-interest, ethics, and other policies. No donor may direct PCHS to provide impermissible private benefit, excessive donor control, or any arrangement inconsistent with PCHS' charitable purpose or nonprofit obligations.

14. Payroll and Personnel-Related Fiscal Controls

PCHS retains responsibility for authorizing employees, positions, compensation, time records, stipends and other payroll inputs. The Back-Office Services Provider may perform payroll processing, accounting, tax filing and related back-office functions under contract.

- No employee shall be added to payroll without required HR/employment authorization and documentation.
- Employees and supervisors shall approve time records in the approved timekeeping/payroll system.
- Overtime or other unscheduled compensable time shall be approved in accordance with applicable law and PCHS policy.

- Payroll reports shall be reviewed by designated PCHS personnel for reasonableness, unusual changes, terminated employees, new employees and material variances.
- Changes to pay rates or recurring stipends must be supported by documented authority.

15. Travel, Meals and Business Expenses

Travel and business expenses must be necessary, reasonable, documented and related to PCHS business. PCHS should pay vendors directly or use a School payment method when practical rather than requiring employees to advance substantial personal funds.

- Out-of-town travel requires advance approval under administrative procedures.
- Mileage is reimbursed only for qualifying business travel and at the applicable PCHS/IRS rate; normal commuting is not reimbursable.
- Meals require a documented business purpose, itemized receipt and attendee information when applicable.
- Alcohol, tobacco/nicotine products, marijuana, personal entertainment, fines/traffic tickets, personal care and other personal expenses are not reimbursable.
- Travel advances, if permitted, require written approval and prompt reconciliation after travel.
- Employees traveling on school-approved business, conferences, or events may be provided a daily meal per diem of **$35–$40**, subject to stakeholder approval and applicable PCHS fiscal procedures.
- When meals are provided as part of a school-approved conference or event, employees are expected to utilize the provided meal when reasonably practical rather than claim a per diem for the same meal. Reasonable exceptions may be made for dietary restrictions or other circumstances that prevent an employee from utilizing the provided meal.
- Meal per diem allowances are subject to applicable School policies, budget availability, and any requirements associated with the funding source.

16. Financial Reporting and Committee Oversight

The Back-Office Services Provider shall prepare monthly financial reporting sufficient for PCHS management, Budget & Finance Committee and Board oversight. Reports should include, as applicable, a statement of financial position, budget-to-actual report, statement of activities, cash-flow information, accounts-payable aging and check/payment register.

- The Fiscal Director and ED shall review financial reports before or as part of Committee/Board presentation.
- The Budget & Finance Committee shall receive and review monthly financials and take any action within its delegated authority.
- The Board shall receive financial reporting and act on budget amendments, contracts, corrective actions and other matters reserved to it.
- Material unfavorable variances, liquidity concerns and unusual transactions shall be highlighted rather than buried in routine reporting.

17. Assets, Inventory, Reserves, Insurance and Liabilities

17.1 Asset Inventory

PCHS shall maintain records of capital assets and other equipment susceptible to loss or misappropriation, including technology and other high-risk assets. Periodic physical inventory shall be performed and discrepancies investigated.

17.2 Reserves

PCHS shall maintain Board-established reserves, including reserves for economic uncertainties and other designated obligations. Absent a higher Board-established number, in accordance with California Code of Regulations, Title 5, Section 15450 (Reserves), PCHS will maintain a minimum unrestricted General Fund reserve of not less than 3%, in addition to a $1,000,000 LAUSD insurance deductible reserve, and funding for retiree-benefit obligations.

17.3 Insurance and Liabilities

PCHS shall maintain appropriate property, liability, workers' compensation and other insurance coverage and shall monitor contractual insurance requirements. Debt and loan obligations require the approvals stated in these policies and any additional approvals required by the charter, authorizer or financing documents.

17.4 OPEB

PCHS shall maintain and account for its post-retirement benefit obligations and any related irrevocable trust in accordance with applicable accounting standards, trust documents and Board direction, including actuarial valuation as required.

18. Records Retention

PCHS shall retain fiscal records for the period required by applicable law, grant terms, audit requirements, litigation holds and Board policy. Outsourcing accounting functions does not transfer PCHS's ultimate responsibility to ensure required records are retained and accessible.

- Electronic records and approvals must remain retrievable and attributable.
- Contracts, procurement documentation, invoices, receipts, payroll records, bank records, reconciliations and audit support shall be retained under the applicable retention schedule.
- If the Back-Office Services Provider retains records for a shorter period than PCHS is required to retain them, PCHS shall maintain or export the records for the remaining period.

19. Annual Audit, Corrective Action and Policy Compliance

PCHS shall obtain an annual independent financial audit and shall provide the audit to required agencies and the Board. The Board and administration shall address audit findings, management recommendations, authorizer concerns and material internal-control weaknesses in a timely manner.

- Corrective actions shall identify the control change, responsible owner and expected completion date.
- Material or repeated exceptions to these policies shall be reported to the ED and, when appropriate, Budget & Finance Committee or Board.
- Failure to follow fiscal procedures may result in delayed or denied discretionary payment/reimbursement, suspension of purchasing/card privileges, corrective training, discipline or other action consistent with law and PCHS policy.
- The Fiscal Director shall coordinate periodic review of these policies and recommend updates when systems, staffing, vendors, laws or audit findings materially change.
- The Audit Committee shall review all audit findings, corrective action plans, audit status, and report to the Board of Trustees

20. Associated Student Body Funds

ASB/student activity funds shall be governed by a separate PCHS ASB Fiscal Policy and Procedures Manual. The ASB manual shall address student approvals, fundraising, purchasing, cash receipts, disbursements, student stores, equipment, gifts/donations and internal controls appropriate to student body organizations.

Until a replacement ASB policy is adopted, existing Board-approved ASB requirements remain in effect to the extent they do not conflict with law or later Board action.

Coversheet

Foster Youth Transportation Memorandum of Understanding

Section: II. Finance
Item: F. Foster Youth Transportation Memorandum of Understanding
Purpose: Vote
Submitted by:
Related Material: PCHS - Interagency Agreement ESSA School Stability MOU.pdf
FYL MOU Quick Reference 08_19_2026.pdf
ESSA Process 06_24_2025.pdf
ESSA FAQs_06_24_2025.pdf

Interagency Agreement between the Los Angeles County Department of Children and Family Services (DCFS), the Los Angeles County Office of Workforce Development, Aging and Community Services (WDACS), the Los Angeles County Office of Education (LACOE), Undersigned Independent Charter Schools/Charter Management Organizations, and the Undersigned Los Angeles County School Districts and their Affiliated Charter Schools for a Long-Term Transportation Plan to Ensure School Stability for Foster Care Youth

It is the intent of the parties that this agreement establish procedures to provide and fund[1] the necessary transportation for foster youth to remain in their school of origin[2] (SOO) as required by the Every Student Succeeds Act ("ESSA") (20 U.S.C. 6311-12). The agreement is in effect until otherwise agreed upon by the parties.

1. Definitions

The parties agree to the definitions included in Appendix A as part of this agreement.

2. Scope

The provisions of this agreement cover all youth from preschool[3] to 12th grade who are entering foster care, placed in out-of-home care (OHC), or changing placements under the supervision of DCFS (herein after referred to as "youth" or "foster youth") within all of the undersigned Los Angeles County School Districts (herein after referred to as "Districts" or "School Districts") or Independent Charter Schools/Charter Management Organizations (herein after referred to as "Independent Charter Schools" or "CMOs").

3. Funding[4]

A. DCFS will administer Education Travel Reimbursement Payments to resource families and Metro TAP cards to eligible youth as appropriate. DCFS will be responsible for any costs associated with these methods for SOO transportation.

B. DCFS contracted Short-Term Residential Therapeutic Programs (STRTPs) will be responsible for providing transportation to SOO for foster youth within their care[5].

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[1] Contingent upon available funding

[2] See Appendix A for definition

[3] Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care issued by the U.S. Department of Education and the U.S. Department of Health and Human Services on June 23, 2016 (Question 7, Page 8): If an LEA offers a public preschool education, an LEA must meet the Title I requirements for children in foster care in preschool, including ensuring that a child in foster care remains in his or her preschool of origin, unless a determination is made that it is not in the child's best interest. (See ESEA section 1111(g)(1)(E))

[4] Please see Appendix E as well as Sections 5-9 below to determine when a given method of transportation will be utilized

[5] California Department of Social Services Short-Term Residential Therapeutic Program Interim Licensing Standards, (Cal. Dept. of Social Services, STRTP ILS), Version 3.

C. School Districts/Independent Charter Schools/CMOs will be responsible for any costs associated with utilizing or re-routing bus routes for SOO transportation or for any Metro TAP cards they provide to foster youth as appropriate.

D. DCFS and School Districts of Origin/Independent Charter Schools of Origin/CMOs of Origin shall split transportation costs evenly (50% each) for both stop-gap and long-term private transportation (see Section 5 & 8).[6] School Districts/Independent Charter Schools of Origin/CMOs of Origin participating in this shared transportation cost component will be added as indemnified parties to the private transportation agreement.

1. Appendix E, Estimated Private Vendor Costs, have been projected based on the data from the pilot project, broken down by School District/Independent Charter Schools of Origin/CMOs of Origin, and includes an estimated growth rate and an estimated eight (8) percent administrative fee split evenly between DCFS and the School Districts/Independent Charter Schools /CMOs. Annual changes or adjustments to the amounts identified in Appendix E will be distributed to all affected parties and incorporated into this agreement through a change notice.
2. School Districts/Independent Charter Schools /CMOs
   a. School Districts/Independent Charter Schools/CMOs that wish to participate may sign on at any time and provide monies as outlined in Appendix E, Estimated Private Vendor Cost or at an agreed upon pro-rated rate.
   b. Participating School Districts/Independent Charter Schools /CMOs will issue a check to the County of Los Angeles and send it to the attention of:

      Dennis Conte
      County of Los Angeles
      Workforce Development, Aging & Community Services
      510 S. Vermont Avenue, 11th Floor
      Los Angeles, CA 90020

   c. Separate accounts will be established for each participating School District/Independent Charter Schools/CMOs in a non-interest bearing trust fund for the private transportation vendor services. Initial establishment of the account may take up to 30 days. Notice of the account, once established, and invoice copies will be sent to the individual identified in Appendix D, Points of Contact.
      i. When the account balance falls below 60% notice shall be provided to the individual identified in Appendix D, Points of Contact.
      ii. If additional funds are not available, private transportation services will cease when funds fall below 2%

[6] Pending available funding

iii. Following the initial signing year, School Districts/Independent Charter Schools /CMOs must provide their shared cost allocation as shown in Appendix E, Estimated Private Vendor Cost, no later than July 15th for the upcoming academic year.

3. DCFS shall establish a departmental service order or other agreed upon payment method in the amounts identified in Appendix E, Estimated Private Vendor Costs, to match the costs for those School Districts/Independent Charter Schools/CMOs participating under this agreement.

4. Identifying Youth Entering Foster Care Who Will Be Placed In Out-of-Home-Care (OHC) or Who Are Changing Placement[7]

A. DCFS Children's Social Worker (CSW) will provide notification to the School District/Independent Charter School/CMO Foster Youth Liaison, no later than one business day after the youth placed in OHC or moved to a new OHC placement. Notification may be made using the Initial Placement Notification, Form 1399[8], or another suitable method to the School District/Independent Charter School/CMO Foster Youth Liaison. If the youth has an active Individualized Education Plan (IEP), rules of court require that any local education agencies involved receive notice at least 10 days in advance of the school change (CA Rule of Ct. 5.651(e)(1)(B).). The notification shall also remind the School District of Origin's/Independent Charter Schools of Origin's/CMOs of Origin's District Foster Youth Liaison of a potential need for a best interest determination[9] (BID)(see Section 7).

B. School Districts/Independent Charter Schools of Origin/CMOs of Origin shall ensure that there is a designated School District/Independent Charter Schools of Origin/CMOs of Origin Foster Youth Liaison (or other designee) to receive and respond to these notifications in a timely manner. School Districts/Independent Charter Schools of Origin/CMOs of Origin shall provide updated contact information for this individual and send it to LACOE Foster Youth Services Coordinating Program (FYSCP). LACOE FYSCP will update this list on their website and email the DCFS Education Section YES email box at youth.education.support@dcfs.lacounty.gov.

C. DCFS will share the youth's CSW information through the DCFS 1399 form that they provide to the school as well as through weekly data sharing between California Department of Education (CDE) and California Department of Social Services (CDSS). If a School District/Independent Charter School/CMO would like to make a transportation

[7] Please see Appendix E for a flowchart of the entire long-term ESSA process.

[8] DCFS 1399: Notification to School of Pupil's Foster Care Status and/or Request for Transfer of Pupil and Records. This form shall be submitted to the School Districts via fax or email, until the LACOE Education Passport System is fully implemented and the DCFS 1399 form can be sent electronically to School Districts through that system. The 1399 form also has instructions for the school and district regarding procedures for pursuing an IEP for the student.

[9] See Appendix A for definition

referral, they can email the CSW assigned to the youth's case who will then connect the School District/Independent Charter School/CMOwith the appropriate Education Specialist.

D. If LACOE FYSCP receives any transportation referrals, they will forward them to the DCFS Education Unit YES email box at youth.education.support@dcfs.lacounty.gov.

5. Stop-Gap Transportation

For Newly Detained Youth Not Placed in STRTPs

A. DCFS CSW will discuss with the Education Rights Holder (ERH) and the DCFS supervised youth both of their education rights as well as the potential for a BID meeting to be called in the future.

B. DCFS will determine whether immediate stop-gap transportation to the SOO is necessary while a best-interest determination is being made (Section 7) and long-term transportation plans finalized (Section 8).

C. If an immediate default stop-gap option[10] is feasible, that method will be utilized. DCFS and/or School District/Independent Charter School/CMO Foster Youth Liaison, depending on the method of stop-gap transportation, will coordinate with the resource family as needed to facilitate stop-gap transportation.

D. If an immediate default stop-gap transportation option is not available, DCFS will refer to the contracted private vendor to schedule a ride. The referral will be sent simultaneously to the contracted private vendor and to WDACS. WDACS, as the contract holder, will track the invoices and oversee the fiscal monitoring. The contracted private vendor will set-up the ride and send out a confirmation email to the CSW, School District/Independent Charter School/CMO Foster Youth Liaison, and Education Specialist.

E. All costs will be split according to Section 3. If DCFS does not provide notification to the School District/Independent Charter School/CMO as described in paragraph 4A above, the School District/Independent Charter School/CMO is only responsible for paying for half of the cost of the most cost-effective stop-gap transportation method that could have been provided had they been notified no later than one business day after the youth placed in OHC or moved to a new OHC placement. If the most cost-effective method is different than what DCFS provided, the School District/Independent Charter School/CMO will provide evidence that they would have been able to implement a more cost-effective stop-gap method if the notice had been provided within one business day. Once notice has been provided to the School District/Independent Charter School/CMO all costs will be split according to Section 3.

[10] An immediate default stop-gap option is an option that can be implemented to ensure the youth can attend their school of origin immediately, this may include caregiver driving the youth to school, child can walk, TAP cards, etc.

For Newly Detained Youth Placed in STRTPs

F. The STRTP will provide immediate stop-gap transportation to the youth's SOO, which includes any SOO in an Independent Charter School/CMO.

6. Identifying the Education Rights Holder

For Newly Detained Youth:

A. At the initial court hearing, the court must consider who holds the education rights and whether the parental education rights are to be limited or terminated. If they are limited or terminated, then the court may assign a new or co-ERH to make education decisions on behalf of the foster youth, using form JV 535 (Order Designating Education Rights Holder).[11]

B. Once an ERH has been determined or newly assigned, the CSW will inform the ERH of their rights, the youth of their educational rights, and the potential for a Best Interest Determination meeting to be called in the future (Section 7).

For Replacements:

C. If the ERH is listed and reachable, the CSW will call the ERH and inform them of the ERH's rights, the youth's educational rights, and the potential for a Best Interest Determination meeting to be called in the future (Section 7).

D. If an ERH is not listed or the CSW cannot get a hold of them, the CSW will either 1) bring up this issue at an upcoming Court Hearing or 2) fill out and file a JV-539 (Request for Hearing Regarding Child's Education).

E. If a CSW uses an existing hearing or walk-ons to address the issue of not being able to reach an ERH, the Court will determine whether or not the current ERH rights are to be limited or terminated or assign a new ERH or co-ERH.

F. Once an ERH has been determined or newly assigned, the CSW will inform them of their rights as well as the potential for a BID meeting to be called in the future (Section 7).

7. Best Interest Determination (BID)[12]

A. The SOO, which includes any SOO in a School District/Independent Charter School/CMO, is the default school placement. Prior to any school changes, a BID process must occur. The youth may not be unenrolled from school until and unless that determination finds it in his/her best interest to change school placements. The youth must be transported to the SOO through the stop-gap process outlined in Section 5, until the long-term method of transportation is determined (Section 8).

B. Data will be gathered from DCFS and the School District/Independent Charter/CMO to track whether the BID is happening in a timely manner. A reminder will be sent to the

[11] California Rule of Court 5.651 (b)(1)

[12] See Appendix A for definition and Appendix B for tool.

DCFS CSW and School District/Independent Charter/CMO Foster Youth Liaison to convene a BID with the ERH and youth.

C. When a BID is convened, the ERH, youth, CSW and School District/Independent Charter/CMO Foster Youth Liaison may use Appendix B: BID Tool to help guide their discussion.

D. Before recommending that a youth be moved from his/her SOO, the School District/Independent Charter/CMO Foster Youth Liaison shall provide the youth and the ERH with a written explanation stating the basis for the recommendation and how the recommendation serves the youth's best interest. The youth's ERH ultimately decides whether to invoke or waive SOO rights.

E. If the ERH determines that the best interest of the youth would be served by his/her transfer to a school other than the SOO, the youth shall immediately be enrolled in the new school. If DCFS or any other party disagrees with the ERH's best-interest determination, they should refer to Section 13 for Dispute Resolution procedures.

F. If the ERH determines that the youth will remain in their SOO, the School District/Independent Charter/CMO and DCFS CSW, in consultation with the Education Specialist, shall then move to the Method of Transportation discussion[13] (Section 8).

8. Long-Term Method of Transportation

For Newly Detained Youth Not Placed in STRTPs

A. The DCFS CSW, Education Specialist, and the School District/Independent Charter/CMO Foster Youth Liaison will discuss the available long-term transportation options for the student. DCFS and Districts will work to exhaust all resources prior to requesting private transportation (see Appendix C for tool). This conversation only occurs if during the BID, the ERH determines the youth shall remain in the SOO.

B. DCFS CSW will determine 1) the resource family's capacity to provide transportation (with mileage reimbursement) to the SOO, and/or 2) the possibility of the student's using bus passes or public transportation vouchers.

C. The School District/Independent Charter/CMO Foster Youth Liaison assesses whether 1) the youth is eligible for transportation services under another entitlement, 2) a related service is included in his/her Individualized Education Plan (IEP) or 504 Plan, or 3) the School District/Independent Charter/CMO is able to incorporate the student into an existing bus route, modify an existing bus route, or other no cost or low-cost options. Transportation is provided and funded by the School District/Independent Charter/CMO if option 3 is available. School Districts/Independent Charter/CMO can collaborate to provide transportation to the SOO when a student in OHC resides outside of the boundaries of the School District/Independent Charter/CMO of origin. This can include,

[13] This discussion must be separate and have no bearing on the BID. See Appendix C for tool.

but is not limited to, School Districts/Independent Charters/CMOs modifying and connecting cross-district routes, or one School District/Independent Charter/CMO providing transportation to the SOO while the other provides transportation from the SOO. The School District/Independent Charter/CMO of origin can contact the district of residence directly or send an email to request facilitation.

D. If multiple non-private transportation options are available, DCFS and School Districts/Independent Charters/CMOs should select the most "cost-effective" and "reasonable" which means considering the cost, distance, length, and developmental appropriateness of the mode of transportation.[14] Once a selection is made, this method shall be administered and costs split in accordance with Section 3.
E. If all non-private vendor transportation options are exhausted, the contracted private vendor is chosen as the long-term method of transportation, and DCFS Education Specialists shall send a referral to the contracted private vendor. A copy of the referral will also be sent to WDACS staff assigned to this contract for monitoring and administration purposes.
F. If only one transportation option is available and is cost-effective and reasonable given the youth's developmental needs,[15] this method shall be administered as the long-term transportation plan for the foster youth. Costs shall be split according to the cost-sharing methodology laid out in Section 3.
G. In setting up transportation plans, best efforts should be made to accommodate for participation in before and after school sponsored activities, education related activities, or child care. School Districts/Independent Charters/CMOs will work with their affiliated after-school programs to create procedures for the contracted private vendor drivers to pick-up foster youth.
H. If DCFS and School Districts/Independent Charters/CMOs disagree over which options are cost-effective and reasonable and cannot come to an agreement on their own during the Long-Term Transportation Discussion, they will move to Dispute Resolution (Section 13 A&B). For disagreements between the ERH or caregiver regarding the long-term method of transportation, refer to Section 13F. The student must continue to receive stop-gap transportation during the pendency of the dispute (Section 5).

For Newly Detained Youth Placed in STRTPs

I. The STRTP will provide long-term transportation to the youth's school of origin, which includes any SOO in an Independent Charter School/CMO.

9. Timing of Implementing Long-Term Transportation

[14] Ibid.
[15] Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care issued by the U.S. Department of Education and the U.S. Department of Health and Human Services on June 23, 2016.

A. DCFS and the School Districts/Independent Charter/CMO have five school days after the best-interest determination is finalized to implement the long-term transportation plan. In the interim, stop-gap transportation is provided as outlined in Section 5.

Figure 1. Overview of SOO Transportation



10. Duration of Transportation

A. Transportation is provided for the duration of the child's time in OHC, unless the ERH determines it is no longer in the youth's best interest to remain in the SOO.
B. Stop-gap transportation is intended to be short-term and ends when long-term arrangements determined by DCFS and School Districts/Independent Charters/CMOs are implemented as outlined in Section 8.
C. Stop-gap transportation can become the long-term plan if DCFS and School District/Independent Charter/CMO Foster Youth Liaison confirm this by e-mail.
D. To maintain educational stability, if a youth exits foster care before the end of a school year, transportation to the SOO is maintained by the youth's School District/Independent Charter/CMO of origin through the end of the school year, when possible.[16]
E. While the Federal right to transportation ends when the foster care case closes, under California education law, when a youth in grade 1-8 leaves care, they maintain the right to attend school at their SOO for the remainder of the school year[17]. If the youth is in high school, this right extends until high school graduation. Though the School District/Independent Charter/CMO and DCFS no longer have obligations to provide or fund the transportation, School Districts/Independent Charters/CMOs and DCFS should work with resource families and ERHs in anticipation of the closing of a youth's case to support them in coming up with ideas to support the exercise of this right.[18]

11. Transportation Arrangements for Los Angeles County Youth In Foster Care Placed Outside of Los Angeles County

[16] Non-regulatory Guidance, Pg. 11, Question 11: "SEAs and LEAs should consider adopting policies that allow a child that exited foster care during the school year to continue in the school of origin through at least the end of academic year, if appropriate."
[17] Cal. Educ. Code § 48853.5(f)(5).
[18] Cal. Educ. Code § 48853.5(f).

A. DCFS CSW notifies DCFS Education Specialist via email upon learning that a youth under the jurisdiction of Los Angeles County DCFS will be placed in an OHC placement outside of Los Angeles County.
B. DCFS CSW immediately notifies the SOO using the DCFS 1399 form.
C. Whenever possible, the parties in this Agreement will use the procedures provided in this Agreement to provide transportation to the SOO for a youth placed outside of Los Angeles County.

12. Data and Evaluation

A. School Districts/Independent Charter Schools/CMOs, DCFS, and LACOE agree to share relevant data to compile lessons learned and track progress.
B. School Districts/Independent Charter Schools/CMOs and DCFS will collect data on:
    - Lessons learned,
    - Potential barriers to countywide implementation,
    - Numbers of youth served,
    - Modes of transportation used,
    - Average distances traveled,
    - Costs associated with transportation, and
    - Other information that the parties agree is important for understanding lessons learned and program performance, and to develop recommendations for program improvement.
C. LACOE will work on developing and implementing the Education Passport System to help the exchange and availability of clean education data between child welfare and education which will be helpful to assessing outcomes for school stability in the long-term.

13. Dispute Resolution[19]

When DCFS and the District/Independent Charter School/CMO Disagree on the most cost-effective option during the long-term transportation discussion:

A. School Districts/Independent Charter Schools/CMOs and DCFS must make every effort to collaborate in serving children in OHC. When a dispute arises between the agencies over method of transportation or paying the costs of transportation, the School District/Independent Charter School/CMO and DCFS must make every effort to resolve the dispute collaboratively at the local level.
B. If the School District/Independent Charter School/CMO Foster Youth Liaison and CSW do not agree on the method of transportation, they must send, by email, details of the dispute to the DCFS manager and School District/Independent Charter School/CMO

[19] California Rule of Court 5.651(e).

administrator. *Note that the youth must be provided continued transportation through the pendency of the dispute, paid for as per cost-sharing in Section 3.*

C. The school district administrator and DCFS manager should work together to review the case and resolve the dispute. If they reach agreement, they will email the line staff their decision to be implemented.
D. If the School District/Independent Charter School/CMO administrator and DCFS manager cannot come to agreement, a request should be sent by email to the School District/ Independent Charter School/CMO Superintendent (or designee) and the DCFS Director (or designee) for a review of the case. The School District/Independent Charter School/CMO Superintendent (or designee) and the DCFS Director (or designee) should meet to review the case and resolve the dispute. If they reach agreement they should email their decision to the School District/Independent Charter School/CMO administrator and DCFS manager to manage implementation of their decision.
E. If the School District/Independent Charter School/CMO Superintendent (or designee) and the DCFS director (or designee) cannot resolve the dispute, then the School District/Independent Charter School/CMO Superintendent (or designee) and DCFS Director (or designee) will initiate proceedings with an independent mediator that is agreed upon by both the DCFS and School District/Independent Charter School/CMO. The dispute resolution method may be reviewed one year after the contract is executed and amended if the DCFS and School District/Independent Charter School/CMO agree to a different mechanism for dispute resolution.

When the ERH or Caregiver Disagree with the long-term method of transportation chosen by DCFS and the School District/Independent Charter/CMO:

F. If the ERH or resource family disagrees with the method that the School District/Independent Charter School/CMO and DCFS choose as the long-term method of transportation, the ERH or caregiver may file the JV-539 (Request for Hearing Regarding Child's Education) or reach out to their attorney to walk-on this issue to Dependency Court.

Department of Education Uniform Compliant Procedures:

G. Nothing in this agreement is intended to limit the rights of any person or agency, including but not limited to a youth, ERH, biological parent, foster/resource parent, or another representative of a foster child, to file a complaint with the California Department of Education using the Uniform Complaint Procedures (UCP) authorized by the California Code of Regulations Title 5, Sections 4600-4687 or to pursue other available remedies. Each School District/Independent Charter School/CMO is required to adopt UCP compliant policies and procedures and designate a staff member to be responsible for receiving, investigating, and resolving complaints. This information is commonly found on a School District's/Independent Charter School's/CMO's website, but the School

District/Independent Charter School/CMO foster-care point of contact can also be contacted to provide the details of that district's policy.

H. The following applies while the UCP processes referenced in Section 13D is being conducted:
   1. The child remains in the SOO as required by ESSA and
   2. Transportation is provided and paid for as outlined in Sections 3 and 5, while the dispute process is pending.[20]

14.Additional Roles

LACOE FYSCP will facilitate implementation of countywide ESSA transportation by:

A. Provide materials, tools and training to stakeholders (Child Welfare, School Districts/Independent Charter Schools/CMOs, and Caregivers) on BID and SOO rights.
B. Collect agreed upon data from DCFS and School Districts/Independent Charter Schools/CMOs.
C. Provide staffing to maintain data and provide analysis (this can also be a contracted evaluator).
D. Complete annual reports for California Department of Education and all partners of this agreement on program impacts based on agreed upon outcome goals.

15. Termination

A. Any party may terminate this agreement without penalty at any time but must provide 30 school days written notice. Notice is deemed served on the date of mailing to the following address:

Department of Children and Family Services
Head Quarters
Brandon Nichols, Interim Director
510 S. Vermont Avenue, 10th Floor
Los Angeles, CA 90020

16.Amendments

A. This agreement may be amended in writing. For changes that materially affect the scope, term of agreement, and/or funding for the agreement, Amendments to the agreement must be prepared and executed by the parties.
B. For non-material changes, a written request by e-mail or letter from one party to DCFS shall be made. DCFS will distribute the request to the affected parties for approval. Once approved by the affected parties, a Change Notice may be issued and signed by DCFS.

[20] ESEA section 1111(g){1}(E)(i)

C. Changes to the assignment of the County entity administering the Private Transportation Vendor contract can be made through a Change Notice to all concerned parties within 10 business days prior.

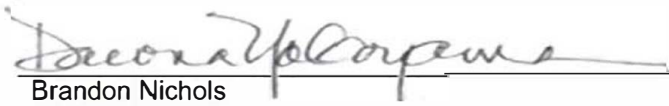
17. Facsimile Representation

Parties to this agreement hereby agree to regard facsimile representations of original signature of authorized officers of each party, when appearing in appropriate places on the amendments prepared pursuant to Section 15, Amendments, and received via communications facilities, as legally sufficient evidence that such original signatures have been affixed to Amendments to this agreement, such that the parties need not follow-up facsimile transmissions of such documents with subsequent (non-facsimile) transmission of "original" versions of such documents.

18. Execution Requirements/Counterparts

Proper signatures required for execution of this instrument may be by original signature; photocopy; fax/facsimile copy; valid, encrypted, electronic transmission signature; and/or other commonly accepted, widely used, commercially acceptable signature methods. This agreement may be executed in counterparts, each of which so executed shall, irrespective of the date of its execution and delivery, be deemed an original, and all such counterparts together shall constitute one and the same instrument.

Signatures by authorized Department Heads, Superintendents, or designees:



for

Brandon Nichols
Interim Director
Department of Children & Family Services

Date



June 22, 2022

Debra Duardo M.S.W., Ed.D.
Superintendent
Los Angeles County Office of Education

Date



06/07/22

Otto Solorzano
Acting Director
Workforce Development, Aging and Community Services Department

Date

(Insert Name and School District/Independent Charter Schools/CMO
Superintendent

Date

Appendix A: Definitions

Additional costs: Costs incurred in providing transportation to the school of origin reflect the difference between what a local education agency (LEA) otherwise would spend to transport a youth to his/her assigned school and the cost of transporting a child in foster care to his/her school of origin. For example, if the LEA provides transportation through an established bus route, there is no additional cost. If the LEA provides special transportation only for the child in foster care (e.g., through a private vehicle or transportation company), the difference between the special transportation costs and the usual transportation costs can be considered additional. If the LEA must re-route buses to transport a child in foster care to one of its schools, the cost of this re-routing can be considered additional cost.

School District/Independent Charter School/CMO Foster Youth Liaison: Every School District/Independent Charter/CMO must appoint an educational liaison to serve foster children. EC §48853.5(b).

Best-Interest determination: Under federal and California law, upon removal of a child into out-of-home care or a child is removed to a new out-of-home care placement, the child shall remain or enroll in his/her school of origin unless a determination is made that it is not in the child's best interest to attend the school of origin. Factors to consider when determining if maintaining school of origin enrollment is in the foster youth's best interest include, but are not limited to preferences of the child; preferences of the child's parent(s) or education decision-maker(s); the child's attachment to the school, including meaningful relationships with staff and peers; the placement of the child's sibling(s); influence of the school climate on the child, including safety; the availability and quality of services in the school to meet the child's educational and socio-emotional needs; the history of school transfers and how they have affected the child; and how the length of the commute would affect the child, based on the child's developmental stage.

Youth in foster care: ESSA provides for transportation for a foster youth placed in out-of-home care to the youth 's school of origin. A "youth in foster care" under the LCFF definition, who are living at home with either parent, may be entitled to remain in their school of origin, but are not entitled to the ESSA transportation mandates and provisions.

School of origin: Per California Education Code Section 48853.5 (g), the school of origin is the school that the foster child attended when permanently housed or the school in which the foster child was last enrolled. If the school the foster child attended when permanently housed is different from the school in which the foster child was last enrolled, or if the foster child attended some other school where he/she is connected and that he/she attended within the immediately preceding 15 months, the educational liaison, in consultation with and with the agreement of the foster child and the person holding the right to make educational decisions for the foster child, shall determine, in the best interests of the foster child, the school to be deemed the school of origin.

School District/Independent Charter/CMO of origin: The district that operates the school of origin.

Appendix B: Best Interest Determination Tool

Step 1: Best Interest Determination

The Education Rights Holder—with input from the student, social worker/probation officer, School District/Independent Charter School/CMO Foster Youth Liaison, and caregiver—should consider the following factors to assess whether it is in the student's best interest to remain in his or her school of origin. **Complete this tool and select the school choice that is in the student's best interest to attend.**

	Remain at Current School (School of Origin)		Transfer to Other School Attended in Prior 15 Months or School Attended Where Student Last Permanently Resided (School of Origin)		Transfer to New School Near Placement[21]
☐	***Student preference*** Student wants to remain in the same school.	☐	***Student preference*** Student wants to attend this school.	☐	***Student preference*** Student wants to transfer to new local school.
☐	***Student safety/school climate*** Student is safe and feels comfortable in this school environment. (Consider substance use, positive interventions, positive/negative peer relationships, any specific safety concerns for student, etc.)	☐	***Student safety/school climate*** Student is safe and feels comfortable in this school environment. (Consider substance use, positive interventions, positive/negative peer relationships, any specific safety concerns for student, etc.)	☐	***Student safety/school climate*** Student is safe and feels comfortable in this school environment. (Consider substance use, positive interventions, positive/negative peer relationships, any specific safety concerns for student, etc.)
☐	***Length of attendance/strong ties*** Student attended this school for an extended period of time and developed strong positive ties (friends, teachers/staff, extracurricular activities).	☐	***Length of attendance/strong ties*** Student previously attended this school and developed strong positive ties; or matriculating into this school would preserve strong positive ties.	☐	***Length of attendance/strong ties*** Student does not have strong positive ties to a previous school.
☐	***Academics*** School is best able to meet student's academic needs (sustain strong academic performance or help student if underperforming).	☐	***Academics*** School is best able to meet student's academic needs (sustain strong academic performance or help student if underperforming).	☐	***Academics*** School is best able to meet student's academic needs (sustain strong academic performance or help student if underperforming).
☐	***Special needs*** School is best able to meet special needs (e.g., IEP, mental health services, English Learner program, child care, etc.).	☐	***Special needs*** School is best able to meet special needs (e.g., IEP, mental health services, English Learner program, child care, etc.).	☐	***Special needs*** School is best able to meet special needs (e.g., IEP, mental health services, English Learner program, child care, etc.).
☐	***Timing of transfer*** Student would have to change schools mid-year, during testing, etc.	☐	***Timing of transfer*** School change would occur at end of school year or end of semester.	☐	***Timing of transfer*** School change would occur at end of school year or end of semester.
☐	***Commute time*** Commute is not so long as to negatively affect the student, in light of student's age, needs, and activities, and student is willing to commute.	☐	***Commute time*** Commute is not so long as to negatively affect the student, in light of student's age, needs, and activities, and student is willing to commute.	☐	***Commute time*** Commute time to school(s) of origin will negatively affect the student, in light of student's age, needs, activities and willingness to commute.
☐	***Extracurricular Activities*** Student has the ability to participate in extracurricular activities of interest at this school.	☐	***Extracurricular Activities*** Student has the ability to participate in extracurricular activities of interest at this school.	☐	***Extracurricular Activities*** Student has the ability to participate in extracurricular activities of interest at this school.
☐	***Length of anticipated stay*** This school is best option in light of anticipated length of placement and student's permanency plan.	☐	***Length of anticipated stay*** This school is best option in light of anticipated length of placement and student's permanency plan.	☐	***Length of anticipated stay*** This school is best option in light of anticipated length of placement and student's permanency plan.
☐	***Other factors*** Examples: Number of past school changes; siblings' school placement; etc.	☐	***Other factors*** Examples: Number of past school changes; siblings' school placement; etc.	☐	***Other factors*** Examples: Number of past school changes; siblings' school placement; etc.

[21] The school considered must be the local school of the least restrictive environment based on the best interest of the child as determined by the education rights holder.

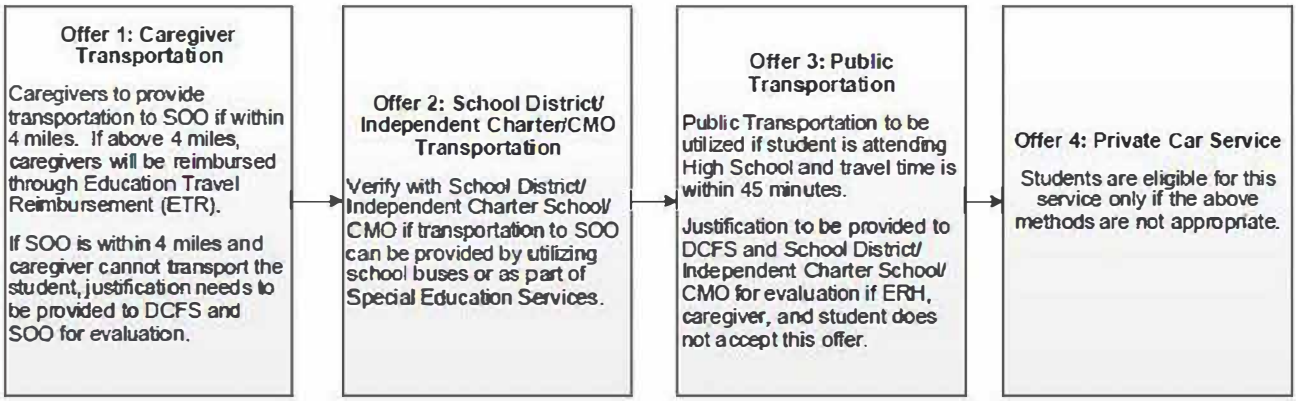
Comments:

Appendix C: Method of Transportation Tool

Method of Transportation Tool

Step 2: School of Origin Method of Transportation*

**To be used after Step 1: Best Interest Determination, if the youth will remain in the school of origin. Method of transportation is decided by SOO and DCFS.*



Appendix D. Points of Contact

Los Angeles County Department of Children and Family Services
Loren Solem-Kuehl
562-345-6610
solemlb@dcfs.lacounty.gov

Los Angeles County Office of Education
La Shona Jenkins
562-922-6469
Jenkins_LaShona@lacoe.edu

Los Angeles County School Districts

Please visit https://docs.google.com/spreadsheets/d/1M0XdZh9xWk10sYznG5mn37iGC5YdRx82/edit#gid=585444824for an updated list of District Foster Youth Liaisons for each School District.

Los Angeles County Independent Charter Schools/CMOs

Please visit https://www.cde.ca.gov/ls/pf/fy/ab490contacts.asp for an updated list of Foster Youth Liaisons for each Independent Charter School/CMO.

Appendix E. Estimated Private Vendor Costs

Table 1 below reflects an estimated 12 month shared cost for each School District and DCFS for the private vendor for FY 2021-2022. Estimates for Independent Charter School/CMO will be based on a comparable sized School District and the number of foster youth they serve. Table 2 below reflects the estimated 12 month shared cost for each Independent Charter School/CMO and DCFS for the private vendor for FY 2021-2022. The estimated costs below are based on calculations using the ESSA School Stability, cost data and anticipated growth from the 2019-2020 fiscal year[22]. An eight (8) percent administrative fee split evenly between DCFS and the School Districts/Independent Charter Schools/CMOs is included in the estimated cost below.

Table 1. 2021-2022 Fiscal Year Estimated 12 Month ESSA School Stability Transportation Costs for School Districts

District	Estimated 12 Month Cost for DCFS	Estimated 12 Month Cost for District
ABC Unified	$30,666.51	$30,666.51
Acton-Agua Dulce Unified	$7,995.09	$7,995.09
Alhambra Unified	$34,367.82	$34,367.82
Antelope Valley Union High	$52,229.60	$52,229.60
Azusa Unified	$2,000.00	$2,000.00
Baldwin Park Unified	$7,995.09	$7,995.09
Bassett Unified	$5,375.22	$5,375.22
Bellflower Unified	$30,666.51	$30,666.51
Beverly Hills Unified	$14,997.20	$14,997.20
Bonita Unified	$42,548.87	$42,548.87
Burbank Unified	$4,157.30	$4,157.30
Castaic Union	$2,745.10	$2,745.10
Centinela Valley Union High	$5,257.69	$5,257.69
Charter Oak Unified	$26,374.81	$26,374.81
Claremont Unified	$4,000.00	$4,000.00
Compton Unified	$30,444.76	$30,444.76
Covina-Valley Unified	$11,475.10	$11,475.10
Culver City Unified	$8,304.37	$8,304.37
Downey Unified	$12,333.30	$12,333.30
Duarte Unified	$5,257.69	$5,257.69
East Whittier City Elementary	$11,475.10	$11,475.10
Eastside Union Elementary	$1,883.01	$1,883.01
El Monte City	$802.47	$802.47
El Monte Union High	$54,994.45	$54,994.45

[22] As no rides were provided during COVID, we are using data from 2019-2020 to estimate costs and anticipate growth for the 2021-2022 fiscal year.

El Rancho Unified	$15,298.09	$15,298.09
El Segundo USD	$2,438.09	$2,438.09
Garvey Elementary	$11,475.10	$11,475.10
Glendale Unified	$16,762.71	$16,762.71
Glendora Unified	$7,918.67	$7,918.67
Gorman School District	$2,275.27	$2,275.27
Hacienda la Puente Unified	$7,995.09	$7,995.09
Hawthorne	$5,429.71	$5,429.71
Hermosa Beach	$2,438.09	$2,438.09
Hughes-Elizabeth Lake (HLUSD)	$2,438.09	$2,438.09
Inglewood Unified	$8,336.34	$8,336.34
Keppel Union Elementary	$2,438.09	$2,438.09
La Canada	$2,438.09	$2,438.09
Lancaster Elementary	$30,791.55	$30,791.55
Las Virgenes Unified	$2,745.10	$2,745.10
Lawndale Elementary	$8,304.37	$8,304.37
Lennox	$2,454.89	$2,454.89
Little Lake City Elementary	$5,257.69	$5,257.69
Long Beach Unified	$114,472.81	$114,472.81
Los Angeles Unified	$690,905.48	$690,905.48
Los Nietos	$8,304.37	$8,304.37
Lowell Joint	$2,745.10	$2,745.10
Lynwood Unified	$2,310.70	$2,310.70
Manhattan Beach	$2,438.09	$2,438.09
Monrovia Unified	$19,188.18	$19,188.18
Montebello Unified	$7,581.71	$7,581.71
Mountain View Elementary	$5,853.05	$5,853.05
Newhall	$23,280.24	$23,280.24
Norwalk-La Mirada Unified	$21,994.06	$21,994.06
Palmdale Elementary	$20,856.50	$20,856.50
Palos Verdes	$2,275.27	$2,275.27
Paramount Unified	$29,848.88	$29,848.88
Pasadena Unified	$38,812.68	$38,812.68
Pomona Unified	$42,161.69	$42,161.69
Redondo Beach (RBUSD)	$2,275.27	$2,275.27
Rosemead School District	$2,275.27	$2,275.27
Rowland Unified	$11,286.72	$11,286.72
San Gabriel Unified	$8,304.37	$8,304.37
San Marino	$14,997.20	$14,997.20
Santa Monica-Malibu Unified	$23,280.24	$23,280.24
Saugus Union	$11,665.99	$11,665.99
South Pasadena Unified	$2,745.10	$2,745.10

South Whittier Elementary	$1,955.72	$1,955.72
Temple City Unified	$8,304.37	$8,304.37
Torrance Unified	$21,812.35	$21,812.35
Valle Lindo	$2,745.10	$2,745.10
Walnut Valley	$4,157.30	$4,157.30
West Covina Unified	$34,394.66	$34,394.66
Westside Union Elementary	$22,603.04	$22,603.04
Whittier City Elementary	$5,853.05	$5,853.05
Whittier Union High	$8,789.87	$8,789.87
William S. Hart Union High	$70,603.79	$70,603.79
Wilsona Elementary	$16,762.71	$16,762.71
Wiseburn Unified	$2,275.27	$2,275.27
Total	$1,855,698.29	$1,855,698.29

Table 1. 2021-2022 Fiscal Year Estimated 12 Month ESSA School Stability Transportation Costs for Independent Charter Schools/CMOs		
Number of Foster Youth (Based on CDE 2019-2020 DataQuest Count)	**Estimated 12 Month Cost for DCFS**	**Estimated 12 Month Cost for Independent Charter School and/or Organization**
2	$2,438.09	$2,438.09
3	$2,438.09	$2,438.09
4	$2,438.09	$2,438.09
5	$2,438.09	$2,438.09
6	$2,438.09	$2,438.09
11	$2,275.27	$2,275.27
13	$2,745.10	$2,745.10
15	$2,745.10	$2,745.10
16	$2,745.10	$2,745.10
18	$2,745.10	$2,745.10
20	$2,275.27	$2,275.27
21	$2,745.10	$2,745.10
22	$8,304.37	$8,304.37
27	$8,304.37	$8,304.37
28	$8,304.37	$8,304.37
29	$8,304.37	$8,304.37
41	$8,304.37	$8,304.37
51	$16,762.71	$16,762.71

Interagency Agreement between the Los Angeles County Department of Children and Family Services (DCFS), the Los Angeles County Office of Workforce Development, Aging and Community Services (WDACS), the Los Angeles County Office of Education (LACOE), Undersigned Independent Charter Schools/Charter Management Organizations, and the Undersigned Los Angeles County School Districts and their Affiliated Charter Schools for a Long-Term Transportation Plan to Ensure School Stability for Foster Care Youth

CHANGE NOTICE #3

The Change Notice updates the Interagency Agreement as follows:

1) **Updates the title of the Interagency Agreement**

Interagency Agreement between the Los Angeles County Department of Children and Family Services (DCFS), the Los Angeles County Office of Education (LACOE), the Undersigned Independent Charter Schools/Charter Management Organizations, and the Undersigned School Districts and their Affiliated Charter Schools for Transportation Plan to Ensure School Stability for Los Angeles County Foster Care Youth

2) **Updates Section 2**

The provisions of this agreement cover all youth from preschool[1] to 12th grade who are entering foster care, placed in out-of-home care (OHC), or changing placements under the supervision of DCFS (herein after referred to as “youth" or “foster youth”) within all of the undersigned Los Angeles County School Districts (herein after referred to as “Districts” or “School Districts”) or Independent Charter Schools/Charter Management Organizations (herein after referred to as “Independent Charter Schools” or “CMOs”). Transportation services are to be provided from placement to SOO and SOO to placement unless otherwise agreed upon.

3) **Updates Section 3D**

[1] Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care issued by the U.S. Department of Education and the U.S. Department of Health and Human Services on June 23, 2016 (Question 7, Page 8): If an LEA offers a public preschool education, an LEA must meet the Title I requirements for children in foster care in preschool, including ensuring that a child in foster care remains in his or her preschool of origin, unless a determination is made that it is not in the child’s best interest. (See ESEA section 1111(g)(1)(E))

D. DCFS and School Districts of Origin/Independent Charter Schools of Origin/CMOs of Origin shall split transportation costs evenly (50% each) for both stop-gap and long-term private transportation (see Section 5 & 8).[6] School Districts/Independent Charter Schools of Origin/CMOs of Origin participating in this shared transportation cost component will be added as indemnified parties to the private transportation agreement.

1. School District/Independent Charter Schools of Origin/CMOs of Origin estimated annual shared cost will be based on private transportation vendor expenditures the previous fiscal year. An eight (8) percent administrative fee split evenly between DCFS and the School Districts/Independent Charter Schools /CMOs is included in this cost.
    a. School District/Independent Charter Schools of Origin/CMOs of Origin that did not have any expenditures the previous fiscal year or are new to the MOU will be required to have a $3,000.00 beginning balance for their trust fund.
2. School Districts/Independent Charter Schools /CMOs
    a. Participating School Districts/Independent Charter Schools /CMOs will issue a check to the County of Los Angeles and send it to the attention of:
    Deposit Unit
    County of Los Angeles
    Department of Children and Family Services
    510 S. Vermont Ave., 14th Floor
    Los Angeles, CA 90020
    b. Separate accounts will be established for each participating School District/Independent Charter Schools/CMOs in a non-interest bearing trust fund for the private transportation vendor services. Initial establishment of the account may take up to 30 days. Notice of the account, once established, and receipts of the private transportation vendor expenditures will be sent to the individual identified in Appendix D, Points of Contact.
        i. When the account balance falls below 60% notice shall be provided to the individual identified in Appendix D, Points of Contact.
        ii. If additional funds are not available, private transportation services will cease when funds fall below 2%
        iii. Following the initial signing year, School Districts/Independent Charter Schools /CMOs must provide their shared cost allocation no later than July 15th for the upcoming academic year.

4) Updates Section 5C

C. If an immediate default stop-gap option[10] is feasible, that method will be utilized. DCFS and Districts will work to exhaust all resources prior to requesting private vendor transportation (see Appendix C for tool). DCFS and/or School District/Independent Charter School/CMO Foster Youth Liaison, depending on the method of stop-gap transportation, will coordinate with the resource family as needed to facilitate stop-gap transportation.

5) Updates Section 5D

D. If an immediate default stop-gap transportation option is not available, DCFS will refer to the contracted private vendor to schedule a ride. The referral will be sent simultaneously to the contracted private vendor. DCFS, as the contract holder, will track the invoices and oversee the fiscal monitoring. The contracted private vendor will set-up the ride and send out a confirmation email to the CSW, School District/Independent Charter School/CMO Foster Youth Liaison, and Education Specialist.

6) Updates Section 8E

If all non-private vendor transportation options are exhausted, the contracted private vendor is chosen as the long-term method of transportation, and DCFS Education Specialists shall send a referral to the contracted private vendor.

7) Updates Section 15A

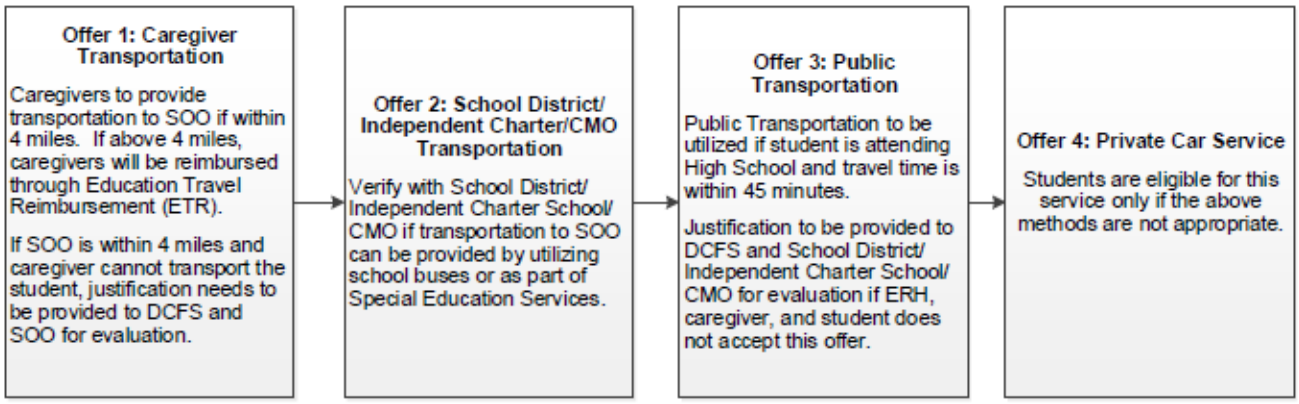
A. Any party may terminate this agreement without penalty at any time but must provide 30 school days written notice. Notice is deemed served on the date of mailing to the following address:

Department of Children and Family Services
Headquarters
Brandon T. Nichols, Director
510 S. Vermont Ave., 10th Floor Los Angeles, CA 90020

8) Delete Appendix C in its entirety with hereto

Appendix C: Method of Transportation Tool

Method of Transportation Tool



9) Delete Appendix E

This modification is being incorporated into the Interagency Agreement by this action, as allowed under Section 3.D.1. and Section 16, Amendments.

BRANDON T. NICHOLS
Director
Department of Children & Family Services

05/25/2023
Date

FYL Quick Reference Guide

ESSA Foster Youth Transportation Memorandum of Understanding (MOU)

School Of Origin (SOO) Program Inbox: schooloforigin@dcfs.lacounty.gov
Program Manager: Michelle Tunick, (323) 492-4730, jahnsm@dcfs.lacounty.gov

History

The Every Student Succeeds Act (ESSA) was passed in 2015. This federal mandate requires local child welfare and education agencies to create agreements to provide and pay for transportation for foster youth to attend their SOO. In 2017, the Foster Youth School Stability Transportation Pilot Program was initiated by the Office of Child Protection (OCP), DCFS, Los Angeles County Office of Education (LACOE) and Los Angeles Unified School District (LAUSD). In 2019 the ESSA School Stability MOU was developed, and the School of Origin Transportation Program was created.

Independent Charter Schools

Independent/autonomous charter schools and/or charter school organizations (CMOs) must follow the same procedures listed for public school districts. Charter school organizations may agree on behalf of all the schools in the charter granted by their corresponding school district. Individual/autonomous charter schools who wish to pursue the MOU should gain approval from their oversight Board. Please inform the appropriate staff at your organization about this opportunity to enter into a cost-sharing agreement with DCFS.

Outline of Program

- The ESSA MOU is a 50/50 cost-share agreement that allows DCFS and the LEA to share the cost of SOO transportation, which fulfills the requirements of the ESSA federal mandate.
- DCFS contracts directly with the transportation vendor.
- MOU is an agreement between DCFS, LACOE and the LEA which allows youth in foster care to be provided with SOO transportation services through the DCFS contract.
- The MOU allows a 50/50 cost share for transportation services paid by DCFS and the LEA.
- DCFS manages referrals, approval, denials, invoicing and works directly with vendor to ensure they are meeting their contractual obligations.
- DCFS reviews and processes all referrals according to the criteria outlined in the MOU.
- Any stop-gap transportation plan can become a long-term transportation plan if there are no alternative transportation options available or identified.

Important FYL Tasks to Remember

- Review Education Specialist (ES) SOO transportation inquiry that is emailed when a transportation referral is submitted for stop-gap services.
- Schedule a BID with Youth, ERH and strongly encourage LEA to invite the CSW and ES as they may have valuable information to share.
- Determine if there is a more cost effective, reasonable long-term transportation option available through the district.
- Advise ES and SOO Inbox of the identified long-term transportation plan to co-ordinate the termination of the stop-gap private transportation services.
- Review monthly receipts received from vendor and verify that all youth listed are enrolled in the district/charter. Any errors can be reported to the program inbox for DCFS to investigate, correct and apply LEA trust fund credit.
- Collaborate with district/charter fiscal teams to maintain a positive balance in the trust fund and to replenish the trust fund at the start of a new fiscal year (FY).

Financial & Trust Fund Information

- Transportation costs are split 50/50 between DCFS and the LEA.
- When an LEA signs onto the MOU, the DCFS Fiscal Team will set up and manage a non-interest-bearing trust fund account in the name of the LEA.
- An initial deposit of $3,000 is made by LEA, when LEA signs onto the MOU.
- The transportation contract is between DCFS and the vendor. DCFS is not providing services directly to the LEA. The MOU is the agreement that allows youth to receive direct services through the DCFS contract.
- Transportation vendor sends one invoice directly to DCFS. DCFS is responsible for paying 100% of the program invoice directly to the vendor.
- DCFS reviews and approves invoice once charges are confirmed and any ride credits are applied.
- DCFS Fiscal Team then draws the LEA monthly cost share directly from the LEA's trust fund, account to reimburse DCFS.
- LEA is not provided with an invoice from the vendor or from DCFS.
- Transportation vendor sends monthly receipts to our LEA partner. These receipts include a detailed listing of all students receiving transportation, details of rides and the cost of each ride.
- Common way in which our LEA partners process payment, without an invoice: create a memo, attach the MOU, attach monthly vendor receipts, and create an internal Purchase Orders or Inter-Office Communication.
- LEA should regularly review the monthly receipts to assure the students listed are associated with their LEA. Any errors should be brought to the attention of the program manager to correct and credit the trust fund, once verified.
- LEA can track its monthly expenditures through the monthly receipts.
- DCFS sends monthly Trust Fund Balances to LEA. LEA can utilize the monthly notice to verify the balance in their trust fund account. These tend to run 6 to 8 weeks behind due to the time it takes to receive, review and approve the invoice. Once the fiscal team receives the approved invoice, the trust fund log is updated and forwarded to the LEA.

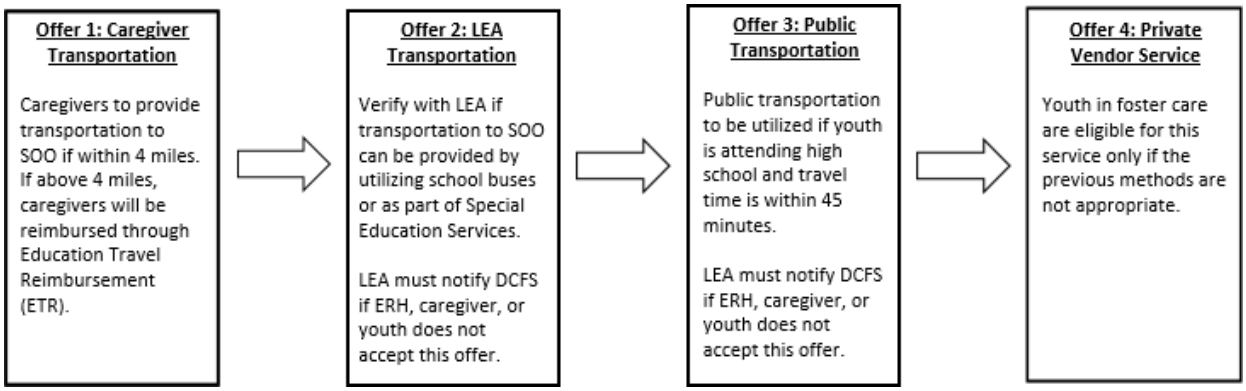
Deposits

- If a trust fund balance is depleted during the FY, LEA will need to make a deposit to mitigate negative balance and replenish for the current FY.
- If a trust fund ends the FY with a negative balance the LEA will need to make a deposit.
- At the start of each new FY (every July through September) – LEA must replenish the trust fund with an amount equal to the prior year's share cost of the LEA. This expenditure total is available on the vendor's June receipts which will be sent in July.
- To make a deposit or replenish your trust fund account, please submit a check made payable to Los Angeles County-DCFS sent to:

  County of Los Angeles
  Department of Children and Family Services
  Attn: Deposit Unit / Claiming Section
  510 S. Vermont Ave., 14th floor
  Los Angeles, CA 90020

Program Criteria

- SOO Inbox staff receive/review referrals and approve/decline based on SOO program criteria listed below:



- Caregivers may refuse ETR.
- LEA will verify if an alternative long-term plan is available through district options: school bus route, bus passes or SPED services.
- Placement must be 4 or more miles from the school site. DCFS confirms distance using shortest distance on Google Maps.
- High school aged youth will be required to use public transportation if the time to get to/from the school site is within 45 minutes.
- Alternative transportation plans must be appropriate and reasonable based on the individual student.
- Bus passes are generally intended for high school students, when appropriate. They are not intended to be the default transportation option for every student.

Things to Consider for Alternate Transportation Plan

- Student age
- Grade level
- Distance to school
- Travel time
- Safety concerns
- Student disability or medical needs
- Public transportation access and availability

Referral Process

- Education Specialist (ES, one assigned to each DCFS office) submits referral to SOO Inbox on behalf of the CSW.
- If an LEA would like to request a transportation referral, they can email the youth's assigned CSW, who will then connect with the appropriate ES.
  To confirm an assigned CSW or if the LEA does not receive a response from the assigned CSW please reach out to the Youth Education Services Inbox: youth.education.support@dcfs.lacounty.gov
- DCFS Program Manager reviews and approves/declines referrals based on criteria list in MOU.
- Initially, the referral is for stop-gap transportation to prevent chronic absenteeism. However, the stop-gap plan can evolve into a long-term transportation plan if there are no other cost effective and reasonable options identified.
- ES are instructed to email a notification to the FYL, before or at the same time, that the stop-gap referral is submitted. This notification serves as a trigger for the FYL to schedule a BID and investigate alternative long-term transportation options.

Post Referral Approval

- Once the referral is approved and rides have been scheduled the FYL will receive a Transportation Confirmation directly from the vendor. This confirmation can also serve as a trigger for the FYL to schedule a BID and investigate alternate long-term transportation options.
- BIDs are still required under state and federal school stability requirements: (ESEA section 1111(g)(1)(E)(i)) & EC § 48850 (a)(1)
- Once the BID is completed it is helpful for the FYL to advise the ES and the SOO Inbox of the outcome and any identified long-term transportation plan.
- If we do not receive a response or BID update, from the LEA, regarding an alternative transportation plan, it is likely that the stop-gap transportation plan will become the long-term transportation plan.

Figure 1. Overview of SOO Transportation



- If the LEA identifies an alternative long-term, cost-effective and reasonable transportation plan please advise the ES and SOO Inbox to co-ordinate the termination of the stop-gap plan and transition to the long-term plan.
- If CSW or caregivers decline the LEA's long-term transportation plan, please advise SOO Inbox so that DCFS program manager can ensure compliance with the program criteria.

Communication

Foster Youth Liaison (FYL) Point of Contact (POC) List

- DCFS maintains a POC list for all LEAs signed onto the MOU.
- Each LEA can list up to 5 contacts on this list.
- Contacts on this list will receive all transportation-related emails and notifications along with monthly receipts and monthly trust fund balance notices.
- FYL should send all changes and revisions to the POC list to the program inbox.

Notifications FYL Contacts Will Receive

- Initial notification email from ES when referral is made for stop-gap transportation.
- Transportation Confirmation – from transportation vendor confirming a ride series was built.
- Missed Ride Notifications – When a youth misses a ride and a charge is incurred.
- Excessive Missed Ride Notices – When a youth misses three or more rides in a 7-day period and is at risk of losing the service.
- Monthly Receipts from transportation vendor. Receipts list all youth and all rides they have been receiving each month. Receipts will only be sent for the months that expenses were incurred.
- Monthly Trust Fund balance notice will be sent by DCFS.

Helpful Communication from LEA

- Updates or changes to FYL POC list.
- Outcome of a BID and any alternate transportation options.
- Updates or changes to bell or school schedules, that may not be listed on the official district calendar.
- Student Free Days that may not be listed in the official district calendar.
- Unexpected school closures due to local emergencies (fire, smoke advisory) or staffing issues (scheduled labor actions). This will allow the program managers to cancel scheduled rides timely to avoid youth being transported to a closed site and to avoid “billed cancelled charges”.
- Response to Missed Ride Notices if the LEA has helpful information to consider when determining continued services or a request for a credit form vendor.
- Notification if the LEA has been billed for a youth that is not enrolled in their school. The receipts can be corrected and charges credited and transferred to the correct LEA. To ensure accurate trust fund balances it is important that this is communicated as soon as possible. A monthly LEA review of the vendor receipts will help the fiscal team with a timely resolution.
- Any concerns with the services including and not limited to any safety concerns, missing vendor decals on vehicle, drivers not following “must be met” protocol. safety concerns, youth not utilizing service for intended purpose (AWOL upon arrival and not attending classes), CSW or caregiver refusing reasonable alternative transportation plan etc...

Missed Ride Management

- CSW and caregivers are responsible for timely management of rides to avoid “billed cancelled charges”.
- Ride time changes and ride cancellations must be made with no less than 90 minutes notice.
- Any ride time change or cancellation with less than 90 minutes notice is charged at 100%. Which will be split 50/50 between DCFS and the LEA.

Daily Missed Ride Notices

- The vendor emails Daily Missed Rides Notices for all rides that are missed from the prior day.
- Missed Ride Notices are emailed to: LEA, CSW, SCSW, Caregiver and, if applicable, Non-Minor Dependent (NMD) for all rides that are missed and incur a “billed cancelled charge”.
- Once a response is received from any of the included parties, the vendor or DCFS will follow up on the issues depending on the reason provided.
- If the missed ride is a result of the vendor: error in ride build, incorrect time, incorrect location, driver not following protocol (not following pick-up instructions, not meeting youth in office as instructed, cancelling the ride as a “no show” without contacting the youth or caregiver first) the vendor will process a credit for the “billed cancelled ride”.
- If the missed ride is a result of the rides not being managed in a timely manner by the caregiver, CSW or NMD, DCFS will follow up to discuss ride management and ensure the parties understand how to manage the rides in a timely manner. The charge will not be credited.
- If it is verified that the missed ride was cancelled or changed in a timely manner and the charge was in error, the vendor will credit the charge.
- If a “billed cancelled charge” is incurred due a change in school schedule that was not communicated to the vendor or the SOO inbox and is not reflected on the official school calendar, the charges will not be credited.

Excessive Missed Rides

- Once a youth misses 3+ rides within a 7-day period, the rides are considered excessive.
- Excessive Missed Ride Notices are emailed once a week, by DCFS, to: LEA, CSW, SCSW, Caregiver and, if applicable, Non-Minor Dependent (NMD) for all rides that are missed and incur a “billed cancelled charge”.
- A meeting is required with the LEA, CSW, caregiver, youth and transportation program manager to discuss barriers to timely ride management and barriers to the ride service being used.
- The CSW and caregiver are provided with a deadline to respond. If a response is not received by the deadline the rides are “paused” until contact is made.
- Once a meeting is held a decision will be made as to whether the services will be continued or terminated. If services are continued, expectations for ride management and utilization will be clarified along with future action if rides continue to be missed.

Revised as of June 24, 2025

LA County MOU Regarding School Stability Transportation for Foster Youth Process

This one-pager provides a high-level overview of processes outlined in the Every Student Succeeds Act (ESSA) School Stability Transportation Long-Term Plan:

- **What is School of Origin (SOO)?**
  - The SOO[1] is the school that the foster child attended when permanently housed or the school in which the foster child was last enrolled. The SOO may also be a school that the foster youth attended where he/she is connected and that he/she attended within the immediately preceding 15 months.

Process Overview



- **Notification and Identification of Foster Youth Placed in Out-of-Home Care**
  - DCFS CSWs will utilize the DCFS 1399 form to notify the school a following a determination that the youth will be or has been placed into out-of-home care or is moving to a new out-of-home care placement.
  - If the youth has an active IEP, any local education agencies involved should receive notice at least 10 days in advance of the school change.[2]

- **Stop-Gap Transportation**
  - Stop-Gap transportation helps ensure that youth can stay in their school of origin immediately following their removal from home or from a current foster care placement until a best interest determination (see below) can occur. The youth must be transported to their SOO until a BID has occurred, and if the youth is staying in their SOO, until the long-term method of transportation is established.
  - After DCFS has been notified that a youth will need SOO transportation, the DCFS CSW will immediately work with the DCFS Education Specialist to evaluate transportation options:
    - This may include reaching out to the school district to see if the youth has an IEP or a bus route is available.
    - The CSW will also look to see if public transportation or education travel reimbursement is available.
    - If no options are quickly available, the DCFS Education Specialist will submit an electronic referral to the private vendor, HopSkipDrive for stop-gap transportation.

[1] California Education Code Section 48853.5 (g)
[2] CA Rule of Ct. 5.651(e)(1)(B).).

Revised as of June 24, 2025

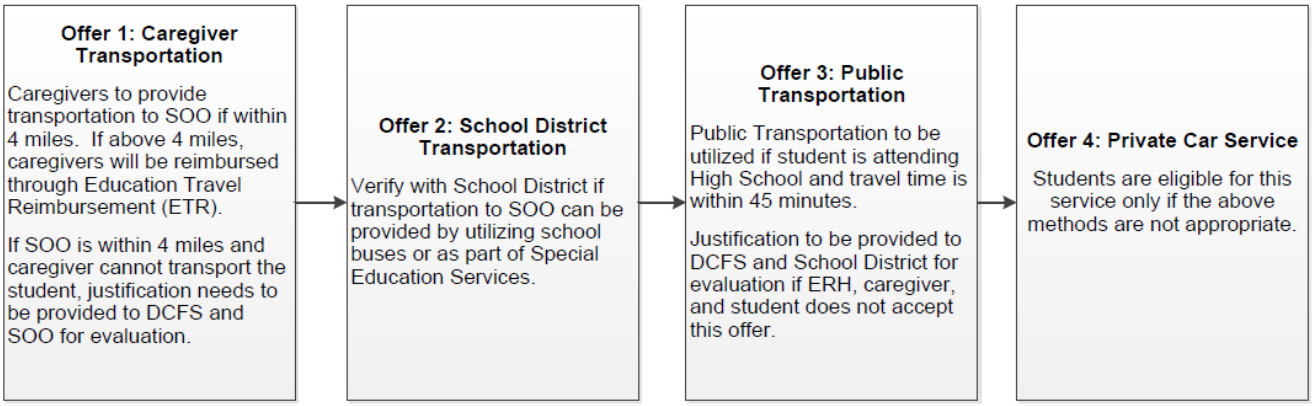
- **Best Interest Determination (BID)**
  - The SOO is the default placement. Youth may not be unenrolled from school until and unless the BID occurs and finds it is in the youth's best interest to change school placements.
  - The Education Rights Holder (ERH), youth, and District Foster Youth Liaison are required[3] to have a meeting to determine whether or not it is in a child's best interest to remain in her school of origin. Input from the CSW, DCFS Education Specialist, and caregiver may also want to be considered.
  - The ERH determines whether the child should remain in their school of origin.
  - The role of the District Foster Youth Liaison is to advise[4] and if the liaison wishes to recommend that the child's best interest is to move schools, the liaison must provide the ERH with a written explanation.
  - The District Foster Youth Liaison should reach out to the ERH and youth to convene a BID as soon as possible after they receive a notification that a youth may be removed from their home. The Liaison may also include the CSW in this meeting or to help reach out to the ERH and youth.
  - Once a BID has occurred, the Liaison should email the results to the DCFS Education Specialist, CSW, and any other parties involved with the BID or entitled to know.

- **Long-Term Method of Transportation Decision**
  - If it is determined that a youth shall remain in their school of origin, DCFS and the School District shall then have a conversation to determine the method of transportation. Caregivers and ERH may consult, and DCFS and Districts are the final decision makers on the method.
  - DCFS and districts will work to exhaust all resources prior to requesting private transportation (see below for flowchart):
    - CSW will determine whether education travel reimbursement or public transit can be utilized.
    - The school district foster youth liaison will assess whether the child is eligible for transportation services under another entitlement, a related service is included in the student's IEP, or the district is able to use or modify an existing bus route.
    - If multiple options are available, DCFS and school districts should select the most cost-effective and reasonable option, which means considering the cost, distance, length, and developmental appropriates of transportation.[5]
    - If none of the above options are available, only then can the private vendor (currently HopSkipDrive) be chosen as the long-term method of transportation. If this method is chosen, the DCFS Education Specialists should be contacted and they will work with HopSkipDrive to set up the rides.

[3] Education Code § 48853.5
[4] EC § 48853.5(c).
[5] Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care issued by the U.S. Department of Education and the U.S. Department of Health and Human Services on June 23, 2016.

Revised as of June 24, 2025

- If the stop-gap transportation method is chosen as the long-term plan, DCFS and District Foster Youth Liaison should confirm this by e-mail.
- DCFS and Districts have five school days after the BID to implement the long-term method of transportation



Revised as of June 24, 2025

LA County School Stability Transportation for Foster Youth Long-Term Plan

Frequently Asked Questions

1. **How are transportation costs split between Districts and DCFS?**
    - The cost-sharing is outlined in the Memorandum of Understanding (MOU) as follows, for transportation during Stop-Gap Transportation, the Best Interest Determination (BID) and Long-Term Transportation:
        - DCFS will cover the cost of any caregiver reimbursements or public transportation cards/tokens they provide to their youth.
        - School Districts will cover the cost of utilizing/rerouting school bus routes and any public transportation cards they provide to their students.
        - DCFS and School Districts will share the costs of the private vendor contracted by the County (which is currently HopSkipDrive) 50/50.
    - As there is one Child Welfare Agency and 80 School Districts in LA County, DCFS has jointly developed this MOU over two years through a workgroup consisting of DCFS, school districts, LACOE, OCP, and advocates that can serve both DCFS and the 80 districts.
2. **Who makes decision about whether the child remains in their school of origin (SOO)?**
    - The Education Rights Holder (ERH) determines whether it is in the child's best interest to remain in their SOO.
    - The SOO is the default placement. Youth may not be unenrolled from school until and unless the BID occurs and finds it is in the youth's best interest to change school placements.
3. **How will I be notified that a foster youth is/will be placed in out-of-home care or changing placements?**
    - The DCFS CSW will utilize the Form 1399 to notify the school following a determination that a youth will be or has been placed into out-of-home care or is moving to a new placement.
    - For questions about notifications or the Form 1399 please reach out to DCFS Education YES box youth.education.support@dcfs.lacounty.gov
4. **What are school District Foster Youth Liaison responsibilities?**
    - Supporting a youth's rights with respect to school of origin. This includes the responsibilities listed below as well as contacting the youth's ERH(s) and caregiver before disenrolling a foster youth student or enrolling a new foster youth student to inform them of the student's right to SOO.
    - As soon as possible, convene a best interest determination meeting. Reach out to the ERH and youth. The CSW may be included in order to get their perspective. **NOTE:** This meeting can be by phone or in-person. Other parties, such as the DCFS Education Specialist and caregiver, can also provide support to this process.
    - If the District Foster Youth Liaison wishes to recommend that it is in the child's best interest to move schools, the liaison must provide the ERH with a written explanation. The Foster Youth Liaison serves in an advisory capacity during this meeting.

- The District Foster Youth District Liaison should work internally to determine whether a bus route would be possible for the stop-gap or long-term transportation method. The District Foster Youth Liaison should also asses to see whether a child is eligible for transportation under another entitlement or through the student's IEP.

5. What should a District Foster Youth Liaison do if they cannot get a hold of the ERH?

- If having difficulty contacting the ERH(s), please reach out to the CSW and/or minor's attorney who can walk this issue on to court and get a co-ERH or new ERH assigned for the youth.

6. What should a District Foster Youth Liaison do if they cannot get a hold of the Ed Specialist or CSW?

- If you are having trouble reaching out to the CSW or Ed Specialist please reach out to the DCFS Education YES box: youth.education.support@dcfs.lacounty.gov.

7. Who gets to make the decision about the long-term method of transportation?

- DCFS CSWs, Ed Specialists and School District Foster Youth Liaisons jointly determine the long-term method of transportation. Caregivers and ERH may provide input but the final decision is made by the District and DCFS.

8. How will districts know who is being transported to their school of origin via the private vendor?

- The private vendor will notify the District Foster Youth Liaisons, CSW, and DCFS Education Specialists whenever a ride has been confirmed.
- As noted above, school districts and DCFS will jointly decide who gets to make the decision about the long-term method of transportation. As noted in the ESSA Process One-Pager, during stop-gap transportation the youth is immediately transported to their school of origin and continues to be transported until a best-interest determination can be convened. Often, the stop-gap transportation method is the private vendor, unless another option can be made quickly available.
- By the third Friday of every month, a school district will receive a receipt of the preceding month with the names of youth being transported, number of rides, start/stop date, cancellations, and costs. DCFS will receive a list with a matched amount that they will be responsible for.

9. How will Districts/DCFS keep track of costs during the year?

- Rides will be billed through the mechanism described in Question 14 once a district signs on to an MOU.
- As private transportation referrals are submitted the DCFS Education team will sign off on each referral before it moves forward. Only referrals for SOO transportation are accepted.
- Both DCFS and school districts can help control costs by moving forward the Best Interest Determination meeting, as often the stop-gap method will be the private vendor which is more expensive, but the long-term may be a less expensive option such as caregiver reimbursement, public transportation, or utilizing/rerouting a school bus.

10. Is there insurance for school districts if transportation is provided through the private vendor (HopSkipDrive)?

- Yes, all school districts who sign on to the MOU are indemnified and covered by the County's contract with the private vendor, HopSkipDrive and this language is included in the MOU.

11. How long is transportation provided?

- Transportation is provided for the duration of the child's time in out-of-home care, unless the ERH determines it is no longer in the child's best interest to remain in the SOO.
- While the Federal right to transportation ends when the foster care case closes, under California education law, when a youth in grade 1-8 leaves care, they maintain the right to attend school at their school of origin for the remainder of the school year. If the youth is in high school, this right extends until high school graduation. Though the District and DCFS no longer have obligations to provide or fund the transportation, districts and DCFS should work with resource families and ERHs in anticipation of the closing of a youth's case to support them in coming up with ideas to support the exercise of this right.

12. Is transportation provided to youth in their home of parent?

- No, currently transportation is only provided to foster youth placed in out-of-home care. Once a foster youth returns to their home of parent, the parent is responsible for transportation to school.

13. Are youth in Short-Term Residential Therapeutic Programs (STRTPs) provided transportation?

- Youth in STRTPs also have the right to SOO transportation. STRTPs are solely responsible for providing and funding transportation to SOO for foster youth within their care.
- If you have any questions or concerns about a youth in an STRTP receiving transportation please reach out to the DCFS Education YES box: youth.education.support@dcfs.lacounty.gov.

14. How will payment work?

- DCFS and each school district will pay 50% of the shared private vendor costs into a trust managed by the County's Auditor Controller based on an estimated cost for the next 12 months, which was calculated based on costs and growth rate data from the two-year ESSA School Stability Transportation pilot. DCFS and districts who have already signed on have begun to provide money for the trust.
- Potential sources for districts to pay for these costs include allocating LCFF or Title I funding.
- For details on payment, please refer to the MOU, Section 3D.2.

- The estimated costs are based on calculations using the ESSA School Stability, cost data and anticipated growth from the 2019-2020 fiscal year[1]. An eight (8) percent administrative fee split evenly between DCFS and the school districts and included in the estimated cost below. Please see Appendix E of the MOU for these numbers.
- Districts will receive monthly emails to notify them of their trust fund balance. LEAs are responsible for replenishing their trust funds to assure there are ample funds to cover their share cost of transportation.
- If costs are less than what is paid into the trust, the funds can be rolled over into the next year or returned. If costs are more, a bill will be issued for the remaining balance.

15. What is the long-term funding plan?

- Since this is an unfunded mandate, DCFS, LACOE, and OCP are working together to advocate to the state to provide funding to cover this cost for child welfare and the LEAs. We have already begun outreaching to state-level officials and have gotten a lot of positive reception to getting state funding for ESSA school of origin transportation.

16. Who should I contact with questions?

- For questions about process, facilitating transportation, or payment/billing please reach out to the DCFS SOO Inbox: schooloforigin@dcfs.lacounty.gov
- For questions about the MOU, please reach out to Michelle Tunick, CSA I at jahnsm@dcfs.lacounty.gov

[1] As no rides were provided during COVID, we are using data from 2019-2020 to estimate costs and anticipate growth for the 2021-2022 fiscal year.

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Coversheet

Human Resources Director (HR) Report

Section: III. Organizational Reports
Item: G. Human Resources Director (HR) Report
Purpose: FYI
Submitted by:
Related Material: HR Board Report 09_22_2026.pdf

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Human Resources Report
Board of Trustees Meeting

September 22, 2026

Conflict of Interest Code

Incorporation of FPPC Regulation 18730 by Reference

The Political Reform Act (Government Code Section 81000 et seq.) requires state and local government agencies to adopt and maintain a Conflict of Interest Code. The Fair Political Practices Commission (FPPC) has adopted Regulation 18730 (2 California Code of Regulations Section 18730), which contains the provisions of a standard Conflict of Interest Code that may be amended periodically to reflect changes in state law and regulatory requirements.

By incorporating FPPC Regulation 18730 by reference, Pacific Coast Charter School (PCHS) ensures continued compliance with the Political Reform Act and automatically incorporates future amendments adopted by the FPPC without requiring separate Board action.

The current Conflict of Interest Code was last adopted in 2021. PCHS has completed the required review and update of the Code to reflect current designated positions and disclosure requirements, in accordance with FPPC guidance and applicable legal requirements. The revised Conflict of Interest Code is attached for review.

Administration Recommendation:
The Governance Board is requested to review and approve the updated Conflict of Interest Code, including the incorporation of FPPC Regulation 18730 by reference, to ensure ongoing compliance with state ethics and disclosure laws.

Respectfully Submitted,

Martha Monahan, Ed.D.
Director of Human Resources

Coversheet

Director of Operations Report

Section: III. Organizational Reports
Item: H. Director of Operations Report
Purpose: FYI
Submitted by:
Related Material: Operations Board Report 09_22_2026.pdf

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Board of Trustees Meeting
Operations Report
September 22, 2026

Rafael Negroe
Director of Operations & Facilities

Executive Summary
Operations & Facilities Report

Storm Season / El Niño Preparation

As we prepare for the upcoming storm season and the potential impacts associated with El Niño conditions, Operations continues to monitor campus conditions and prepare for potential weather-related impacts.

The PCHS campus has several conditions that increase our exposure during periods of heavy rain, including the post-fire exposed hillside areas, damaged irrigation infrastructure, drains that may require re-jetting due to mud and debris, deteriorated parking lot asphalt, and classrooms and facilities located along the north/hillside areas of campus. These conditions could increase the potential for water intrusion, flooding, debris accumulation, and possible mudslides during significant storms.

I previously requested that several emergency preparedness materials be included in the original budget request; that request was not approved. As a result, some of these items may now need to be purchased if we are going to adequately prepare the campus.
Potential expenditures may include:

- Sandbags and other flood-control materials
- Absorbent materials and supplies for water intrusion
- Shovels, rakes, and equipment for debris removal
- Tarps and temporary weather protection materials

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- Forklift/material-handling support as needed
- Potential rental of a compact loader, mini-backhoe, or similar equipment
- Drain cleaning/re-jetting and related storm-preparation work
- Other emergency supplies identified as conditions develop

Operations will continue communicating with LAUSD regarding their storm-season preparation and will provide any relevant information they share. Vendor quotes will also be obtained for anticipated needs as they become available.

Any required expenditures will be brought forward for review and approval as conditions and needs are confirmed.

Second Semester Parking

On September 2, 2026, Dr. Magee and I met with Issam Dahdul, LAUSD PEX Manager, to discuss the concern regarding the planned removal of the stadium parking lot and its impact on student parking.

Following our most recent meeting with LAUSD, a solution has been identified. LAUSD will allow 100 parking spaces in the stadium parking lot to remain available for student parking. LAUSD will make this a requirement of its contractors as part of the construction laydown area planning.

This provides a defined solution to the student parking concern for the second semester and eliminates the need to pursue the previously discussed off-campus parking alternatives at this time.

Classroom Fans / Air Movement

During the COVID period, the school purchased 150 Air King 9155 16-inch window fans to create air movement and exhaust air from classrooms. The fans were previously deployed at approximately two units per classroom in the Brick Buildings.

Operations is requesting approval from Thomas Hunter, our insurance adjuster, to purchase 150 replacement fans at $146.15 per unit, including tax, for a total estimated cost of $21,922.50. Once approved Operations will place the order and schedule installation.

The replacement of these fans is being requested as an immediate operational mitigation while the campus continues to address its longer-term HVAC needs.

Operations is currently addressing health concerns and official faculty complaints related to classroom conditions and the loss of the previously available fans.

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Facilities Equipment Repairs

Operations continues to address equipment repairs and operational needs throughout the campus.

Recent work includes:

- One blower repaired
- One water pump repaired
- Two new ice machines received
- Ice machines scheduled for installation on September 22, 2026

These repairs and equipment additions will help restore equipment capacity and provide additional support for campus operations.

Food & Nutrition Services

The Food & Nutrition Services Department will undergo its cyclical Administrative Review (AR) with the California Department of Education (CDE). The review is currently anticipated to take place during January and February 2027.

Operations is also working with CDE on the development of the Request for Proposal (RFP) for Food Service Management Companies (FSMCs). The current target is to release the RFP in March 2027, following the appropriate review and approval process.

As the process progresses with CDE, I will bring this item forward on upcoming agendas to provide the committee with updates and, when appropriate, seek the necessary review and approval prior to release.

Continuing Operations

Operations will continue to monitor campus conditions, financial needs, construction coordination, and regulatory requirements and will bring forward expenditures or action items requiring Budget & Finance and Board review as they develop.

Kalei Park
Permit Manager

Permits & Setups

Facility Revenue (including Filming), May through Mid-Sept: $151,789.35

- Demand remains steady. Two new full-time groups have started in the gym(s) this fall.
- Permit teams are climbing back toward pre-fire occupancy. Slow, but trending up.

- With the baseball field out of commission, the interim field has provided some additional space; that ***will stop*** once LAUSD construction begins in December. Something to be aware of and prepared for revenue wise.

Banner Revenue, May through Mid-Sept: $33,225

- One of our highest-demand, most reliable revenue streams. Placements along Temescal and Sunset remain sought after and fully active.

(Upcoming) PCHS Events on Campus

- Senior Tie-Dye: 9/18
- College Fair: 9/29
- Homecoming: 10/17
- PCHS Turkey Trot (returning): 11/26

Filming

- Filming interest continues, with industry dynamics adding some complexity.
- Fox Searchlight (Feature Film): location scout pending, with potential filming in November.

Upcoming Priorities

- Small and Large Gym floor resurfacing: 12/29 (gyms will be CLOSED during this time)
- Schoolwide safety drills: 9/23, 10/15, 11/18
- Interim J field usage ends mid-December for all

Brooke King
MGAC Aquatic Director

MGAC Quarterly Report — Q1 2026-27 (July–September)

1. Facility Operations

Public lap swim participation increased 50% over the summer, following the March resumption of operations. Permit and public use generated approximately $87K in revenue for the quarter to date (July–September 18th). Multiple custom promotions and participation incentives support this growth.

2. Mechanical Systems

DSA Review: The pool repair project has received **Division of the State Architect (DSA) approval**. Closeout paperwork is now underway.

Repairs in Progress:

- Variable Frequency Drive (VFD) replacement

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- HVAC system coordination with LAUSD, in process

3. Staff Development & Community Engagement

- 60 Pali coach and employee Red Cross certifications conducted this summer to date
- Red Cross First Aid/CPR/AED certification integration with Anatomy class underway
- The Staying Alive Society — our student-led American Red Cross First Aid/CPR/AED club — resumes in October.

Susan Darvish
Transportation Coordinator

Transportation/Buses:

- **Number of registered riders:**
  - # 440
- **Number of stops:**
  - 15 morning stops, 15 – 3:05 PM stops, 5 – 6:00 PM stops
- **Number of Field trips:**
  - August, 0
  - September, 0
  - October, 2 Trips
  - November, 3 Trips
  - December, 0
  - January, 0
  - February, 0
  - March, 0
  - April, 0
  - May, 0

Cesar Gomez
Campus Security Manager

- **Number of PCHS Staff**: 6 | (1) M. Medina on LOA
- **Number of St Moritz staff**: 7
- **Projects completed**: **(2)** Parent Breakfast & BTSN
- **Incidents responded to AUG (2) & SEP (2):**

- **8-26-26:** Paramedics were contacted for a female student that was experiencing a side effect reaction to medication she took at home, and stated she felt faint & numb. The students parents were alerted and came to the campus, while the paramedics were checking vitals, the mother of the student escorted her daughter to her physician. Code



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"Priority Medical Traffic" was utilized and it successfully kept the radio channels clear of unnecessary disruptions.

- **8- 27-26:** Paramedics were contacted for a staff member experiencing symptoms heat illness. Security was stationed in areas of the A-building to keep the hallways clear and to give paramedics a clear path to work. Paramedics transported the staff member. Code "Priority Medical Traffic" was utilized and it successfully kept the radio channels clear of unnecessary disruptions.

- **9-2-26:** Law Enforcement was contacted to conduct a arrest on a student for domestic battery. Student was detained in a office at the A building a and escorted off campus via police escort. A "hold" was initiated for the A building during this time and "all clear" was broadcasted once the student was removed from campus.

- **9-8-26:** Paramedics were contacted for a vendor staff member that was experiencing severe pains in her abdomen, where she was subsequently transported to a nearby hospital for medical aid. Code "Priority Medical Traffic" was utilized and it successfully kept the radio channels clear of unnecessary disruptions.

- **9-16-26:** After school during FB practice nurse Nina alerted security about a student athlete that was having trouble breathing at the stadium field shortly after working out with the FB team. Nina requested for 911 to be contacted for him, and security helped guide the Paramedics towards the stadium field, where they checked his vitals, and parents were contacted. Student was not transported and remained on campus under the supervision of the athletic trainer.

- **Drill conducted:** (1) Raptor Roll Out
- **Parking Violations:** 77
- **Lockers Distributed:** 267

Oscar Cabrera
Facilities & Grounds Manager

Facilities/Projects:

- **Projects completed:**
  - (423) FMX work orders submitted from 08/03/26 – 09/16/26
  - (371) of (423) FMX work orders were completed/finalized.

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- **HVAC E-Bldg. Mechanic room Supply fan** - (Shaft; Bearings and motor failed and have been Replaced with new).
- **HVAC H-Bldg. Boiler room** – (HW Pump #1; pressure gauge & Variable Frequency Drive (VFD)
- **HVAC** Provided/installed (30) portable AC units for east facing classrooms; provided additional (80) box fans for other rooms; Installed window fans exhaust feature for (5) classes & provided (5) hydration stations for students and staff during latest heatwave
- **TV Wall mount Installation -** (2) 60" TVs on behalf of Tech Dept for art class E103 & Ceramics class D106
- **BTSN** - Assisted with setups & coordination

- **Projects to be completed**
  - Annual fire extinguisher service
  - Annual Gym bleachers PM/Repair service
  - Fire evacuation Drill

Coversheet

Director of Information Technology Report

Section: III. Organizational Reports
Item: I. Director of Information Technology Report
Purpose: FYI
Submitted by:
Related Material: IT Board Report 09_22_2026.pdf

Board of Trustees Meeting – Information Technology Report
September 22nd, 2026

- Tech Team (Brian Bengler, Jaime Chang, Chris Lara, John Recalde)
    - Ticket counts continued to remain high through the first month of school, 8/22 – 9/18. Trends were predictably student device related, account problems, and Schoology access, which typically pair with our 9th grade device distribution, and new family account supports.

Tickets Received		Tickets Closed	
July	201	Jul	182
August	490	Aug	343
September	618	Sep	544
Total	1309	Total	1069

- In the first month, the team closed out remaining items from the first few days of school and moved right into new requests supporting students, staff, and families.
    - Thirty-two student devices needed repairs due to cracked screens and accidental spills.
    - Firmware was updated for multiple interactive boards which had been exhibiting bugs.
        - One specific bug was discovered with the Samsung brand boards that caused flickering and video instability due to an HDMI mismatch. These were resolved with a compatibility setting and update to all Samsung boards.
    - Family outreach to recover PCHS devices that were not returned or were returned with various levels of damage continue.
    - Additional setup and support for lab spaces to accommodate additional students or issues with lab computers.
    - Training sessions with new staff on accessing and using Pali systems.
    - Device distribution for late-start students and upper classmen.
    - Continued to process submissions to the Pali Fire Affidavit to update our inventory system and provide documentation for insurance.
    - Development of a new application to support Classroom Supply Drive.
    - Continued teacher support for day-to-day issues.
    - Working with LAUSD to resolve an issue in one of our computer labs where a fiber line providing wired internet access to the class was cut. The lab was temporarily placed on the wireless network until a new fiber line can be run, which is expected to occur in the next 1-2 weeks.
- Back to School Night was a great success! The team supported teachers that needed assistance with their presentations and prepared their own space in the library for our annual parent support sessions which run for the whole event. We enjoyed meeting so many families in person!
    - The team also put some wayfinding screens out that included the schedule of events and a school map to assist families in navigating the event.
- In preparation for Homecoming and all other school events, IT created a new student eligibility form to help the activities office manage and determine student eligibility throughout the year.
- Copier services continue to with limited on-campus machines and through the use of the FedEx request process. We are anticipating the two production machines to be restored to functionality in the next few weeks.
- NWEA Fall session support.
    - Shout out to Testing Coordinator and Tech Coach Alice Kim for the incredible videos and handouts she distributed to students and teachers in preparation for this round of 4-day testing. The tech team gathered each day at the covered eating area to support students needing technical assistance. This year we had the smallest crowd ever, directly attributable to Ms. Kim's hard preparation work!

- Tech supported 19 event setups across campus, assisting ASB, Committee and Trustee meetings, Athletics, and more.
- The S1P1 grading window will open later this week. The IT team will be available to assist teachers with syncing and verifying their grades in Infinite Campus prior to the window close on 10/2.
- A replacement battery backup system for our core infrastructure was installed and activated.
- Work continues with the Finance department on fine-tuning the Procurify system. A new update on the weekend of 9/20 will provide updated and improved approval routing with updated thresholds. Additionally, recent system updates have made navigating and using the system to create requests much easier!
    - A focus group is testing the Amazon integration functionality, which simplifies and improves the timeliness of the ordering process, without compromising approvals. Ideally this system will be rolled out to a larger audience after the focus group finishes testing.
- Data Team (Steven Cuenco, Francisca Ixquiac)
    - Continuing to support LAUSD with CALPADS reporting verifications and preparing for the CBEDS support window.
    - Worked with testing coordinator and counseling to schedule Homeroom and Testing courses.
    - Audited and updated Infinite Campus calendar of days for changes to Pali Period, testing, and homeroom events.
    - Received multiple iterations of School Month calendars from LAUSD and updated Infinite Campus to support accurate reporting of MAS/MAR reports.
    - End-dated multiple student programs that had not been updated during the 25-26 school year.
    - Created initial bulk flags for all Virtual Academy students and added a new flag, Virtual Academy Hybrid to assist with better reporting opportunities.
    - Successfully finalized the new LAUSD data transfer requirement away from MiSIS to the JSCAPE MFT Production system.
    - Supported Whites Studio with student and staff data needs to create ID’s and send out senior mailings for portrait information.
    - Worked with Tech and Whites to update the Attendance Office ID system.
        - Additionally received all images from Whites Studio and performed annual update of Infinite Campus, Schoology, Google, and Microsoft with student profile photos.

Coversheet

Director of Development Report

Section: III. Organizational Reports
Item: J. Director of Development Report
Purpose: FYI
Submitted by:
Related Material: Development Board Report 09_22_2026.pdf
PCHS_Development_Fundraising_Policy_DRAFT.pdf

Board of Trustees Meeting 9/22/26
Development Report

	Comparison of Early Totals			
PCHS Fund 2026-27	**9/9/24**	**9/8/25**	**9/6/26**	**9/18/26**
School Start Date	August 14, 2024	August 13, 2025	August 19, 2026	
Fiscal YTD Donations Received	$86,250	$18,150	$43,826	$73,826
YTD # of Donors	55	20	32	61
Average Donation	$1,568	$908	$1,370	$1,210
% of $300,000 Budgeted Goal				24.6%
% of $400,000 Targeted Goal				18.5%

Grant Applications In Process

District/Pacific Palisades Rotary Club	$2,500	PaliCares
District/Pacific Palisades Rotary Club	$2,000	CTE

Upcoming Campaigns

Driveway Days - October 14-16

Other Fundraising Initiatives

Pali Complex Meetings/Collaboration

Alumni Reunions

Fundraising Policy Revisions

Palisades Charter High School (PCHS) Development/Fundraising Policy DRAFT
Budget & Finance Meeting 8.17.26

Policy Purpose
The purpose of this policy is to establish clear standards for the solicitation, acceptance, administration, acknowledgment, recording, stewardship, and when necessary, refusal of charitable gifts. Further, this policy outlines fundraising rules for ASB Activities and Affiliated Support Organizations as defined below.

Scope
This policy applies to all fundraising activity and charitable gifts made to or for the benefit of PCHS, including gifts solicited or received by the Development Office, Executive Director/Principal, the PCHS Board of Trustees ("Board"), trustees, committees, employees, students, volunteers, ASB Activities, or Affiliated Support Organizations as defined below.

Gift Acceptance

The Board authorizes the solicitation and acceptance of charitable gifts that support PCHS' mission, strategic priorities, and long-term financial sustainability.

Acceptable Gifts
PCHS may accept gifts of cash and cash equivalents (including electronic bank transfers), credit card payments, publicly traded securities, matching gifts, grants, bequests, and other charitable contributions that can be administered responsibly.

Tangible Personal Property/In-Kind Gifts
PCHS may accept in-kind gifts only when they are useful to the school, are free of unreasonable conditions, and do not impose disproportionate storage, maintenance, insurance, or disposition burdens.

Authority
The Board delegates day-to-day responsibility for gift solicitation and administration to the Executive Director/Principal, Development Office, and Finance Office, which shall work collaboratively to process, document, acknowledge, account for, and steward gifts in accordance with this policy and related administrative procedures. The Executive Director/Principal, Development Office, and Finance Office are authorized to develop procedures and forms consistent with this PCHS Development/Fundraising Policy.

Gift Approval
Any gift (or combination of gifts) from a single donor to PCHS in excess of $10,000 in a given school year must be approved by the Executive Director/Principal. The same is required for gift(s) to a single ASB Activity or Affiliated Support Organization as defined below.

Donor Intent and Gift Documentation
PCHS will honor lawful donor intent when documented in writing and approved by PCHS. Restricted (other than those designated for an ASB Activity as defined below), endowed, named, or otherwise material gifts shall be documented in a written gift agreement or other written instrument approved by

the Executive Director/Principal and the Board. Naming recognition does not confer ownership or governance rights.

Gifts Requiring Additional Review
PCHS shall maintain an administrative review process for gifts that are unusual, complex, or high risk, including but not limited to gifts of real estate, closely held securities, cryptocurrency, life insurance, planned gifts, anonymous gifts with special conditions, and gifts involving significant restrictions or long-term financial obligations. No one may commit PCHS to accept a restricted, named, endowed, deferred, unusual, or otherwise material gift without complying with this policy and the required PCHS review process. PCHS may require review by legal counsel, tax advisors, auditors, or other specialists before accepting or administering a gift when appropriate.

Gift Recording, Acknowledgment, Stewardship and Accounting
PCHS shall maintain and enforce administrative procedures for counting, acknowledging, receipting, recordkeeping, reporting, and stewarding of gifts, as well as for restricted-fund tracking and donor recognition. PCHS will not knowingly provide donors with legal, tax, or appraisal advice and donors shall be encouraged to consult their own professional advisors.

Right to Refuse or Modify Administration
PCHS may decline any gift that is inconsistent with its mission, creates unacceptable legal, financial, reputational, or administrative risk/burden, or imposes restrictions that PCHS cannot reasonably fulfill. If a gift restriction later becomes unlawful, impossible, impracticable, or inconsistent with PCHS' mission, PCHS may seek to modify administration of the gift in accordance with the gift agreement, applicable law, and advice of counsel.

Compliance
PCHS shall accept, administer, and steward gifts in accordance with applicable federal and California law, its governing documents, and sound nonprofit accounting and internal control practices.

Confidentiality and Data Use
PCHS will safeguard donor information consistent with applicable law, PCHS privacy practices, and operational need. Access to donor records shall be limited to personnel with a legitimate institutional need to know.

Conflicts of Interest and Ethical Conduct
All PCHS employees, trustees, students, and volunteers involved in fundraising or gift administration shall act in the best interests of PCHS and comply with PCHS' conflict-of-interest, ethics, and other policies. No donor may direct PCHS to provide impermissible private benefit, excessive donor control, or any arrangement inconsistent with PCHS' charitable purpose or nonprofit obligations.

Associated Student Body (ASB) Fundraising

Description
"ASB Fundraising" describes school-sponsored, student-led extracurricular events, programs, and donation drives conducted through the Associated Student Body ("ASB") to generate funds or donations. The purpose of ASB Fundraising is to support student programs, clubs, athletics, and educational enrichment opportunities (each of which is an "ASB Activity") by supplementing public

funding. Staff members overseeing ASB Activities will submit yearly information required by PCHS that includes, but is not limited to, ASB Activity student counts, fundraising goals, and planned use(s) of funds raised.

Requirements for ASB Fundraising

ASB Fundraising must

- Be student led and educationally appropriate.
- Have a defined purpose/goal.
- Be charitable/nonpartisan in nature.
- Be approved at least 1 week in advance via the designated PCHS approval process.
- Not disrupt school operations, instruction, or previously scheduled school events.
- Be voluntary and non-discriminatory.
- Not exclude or deny benefits to students for not participating in fundraising.
- Adhere to this PCHS Development/Fundraising Policy.
- Comply with nutrition, safety, and gambling laws.

ASB Fundraising Accounting

- Donated funds must be
  - Directed to “Palisades Charter High School” with notation of the appropriate ASB Activity.
  - Deposited to the ASB bank account.
  - Credited to the donor-specified ASB Activity, according to PCHS-defined procedures.
- Documentation is required for ASB donation deposits and expenditures.
- Expenditures of donated funds must match information communicated to donors and approved through the process designated by PCHS.
- Donors to ASB Activities must receive a donation receipt from the designated ASB Activity that includes the information required by PCHS for donor income tax purposes.
- ASB must submit a financial or audit report, performed in accordance with generally accepted accounting principles, to the Executive Director/Principal, Development Office, and Finance Office each calendar year by the date specified by PCHS.
- ASB must permit the Finance Office or designee to perform at least one annual audit of all bank accounts maintained by ASB at PCHS' discretion.

Affiliated Support Organization Fundraising

Description

“Affiliated Support Organizations” are the following legally independent nonprofit entities that support the students and mission of PCHS through fundraising and volunteerism:

- Palisades High School Booster Club Inc.
- PTSA
- Palisades Baseball Team Inc.
- Pali Quarterback Club
- Pacific Palisades Lacrosse Association Inc.

Any new Affiliated Support Organization not listed here must apply through the Development Office and be approved by the Board.

Affiliated Support Organization Responsibilities/Requirements

Affiliated Support Organizations must

- Renew their written agreement with PCHS every three (3) years.
- Ensure that participation is voluntary and non-discriminatory.
- Not deny benefits to any student or family for non-participation in fundraising or related activities.
- Submit a financial or audit report, performed in accordance with generally accepted accounting principles, to the Executive Director/Principal, Development Office, and Finance Office each calendar year by the date specified by PCHS.
- Permit the Finance Office or designee to perform at least one annual audit of all bank accounts maintained by the Affiliated Support Organization at PCHS' discretion.
- Adhere to this PCHS Development/Fundraising Policy.
- Comply with nutrition, safety, and gambling laws.

Review of Policy

This PCHS Development/Fundraising Policy shall be reviewed periodically by PCHS administration and the Board and may be revised as needed to reflect changes in law, accounting standards, fundraising practices, or PCHS priorities.

DRAFT

Coversheet

Executive Director/Principal (EDP) Report

Section: III. Organizational Reports
Item: K. Executive Director/Principal (EDP) Report
Purpose: FYI
Submitted by:
Related Material: EDP Board Report 09_22_2026.pdf

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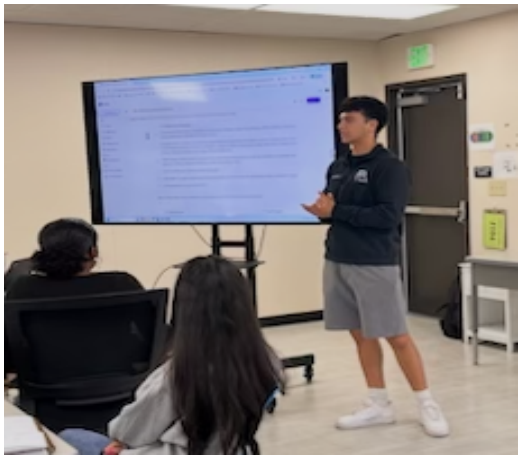
Executive Director/Principal Report
Board of Trustees Meeting
September 22, 2026

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 Wellness



First flag football game!



Annual Board Goal Setting Meeting

Board Goal Setting Meeting Saturday, September 19
The Board of Trustees convened for its annual strategic goal-setting workshop to establish priorities for the 2026–2027 school year. The session brought together Board members, the school's administrative leadership team, student representatives from ASB and Ambassadors, and faculty members, reflecting PCHS's commitment to inclusive and collaborative planning.

The workshop provided an opportunity to reflect on the progress made toward last year's goals, celebrate key accomplishments, and engage in meaningful discussions about future priorities. Through thoughtful dialogue and stakeholder input, the group identified a series of proposed goals designed to support the school's continued growth and success.

The administrative team will now review the proposed goals, develop corresponding action plans and implementation strategies, and present the finalized recommendations to the Board in October for review and approval. This collaborative process ensures that the school's priorities remain aligned with its mission while advancing student achievement, organizational excellence, and long-term sustainability.

Academic Accountability Action Plan

The Academic Accountability Committee (AAC), a committee of the Board of Trustees, reviewed feedback collected through community surveys administered by the Board's Survey Committee at the conclusion of the 2025-2026 school year. Survey participants included parents, students, and staff. Based on the survey results, the AAC developed recommendations for each academic department.

In response, academic departments were tasked with creating action plans that incorporate measurable goals, ongoing data analysis, and regular progress monitoring throughout the 2026-2027 school year. All departments have submitted their action plans, and department chairs have met with their supervising administrator to review goals and develop implementation strategies.

The next phase of this work includes establishing timelines, performance metrics and monitoring systems to track progress, measure effectiveness, and support continuous improvement throughout the school year.

Standardized Testing

PCHS completed the Fall NWEA testing the week of September 14th with a completion rate of 83% in Reading, 89% in Language, 83% in Math. The Winter NWEA will take place the week of January 25th. NWEA and CASSPP scores will be sent to parents. PCHS is determining criteria for earning a graduation cord or sash based on standardized test scores.

- Northwest Evaluation Association (NWEA) is an education organization that creates academic growth tests for students.
- The CAASPP, established by California Education Code (EC) sections 60640–60648.5, measures students' knowledge and skills in English language arts/literacy (ELA), mathematics, science, and Spanish reading language arts, as well as students' progress toward college and career readiness. Students with the most significant cognitive disabilities may be assessed using the California Alternate Assessments (CAAs) if it has been specified in their individualized education program (IEP).

2026-2027 Professional Development Schedule - Minimum Day Bell Schedule

Welcome Back PD • AI in the Classroom • Implicit Bias Follow-up • Tier 2 and 3 Intervention • Gradebook set-up • 504 Training • UCLA Health - Staff Well-being	August 17 and 18
PD #1 • Follow up Intervention • Student Bill of Responsibilities & Rights led by the Human Rights Watch Student Task Force • Collab Teaching	September 24
PD #2 • UCLA Health - Emotional Regulation and Self Compassion • SPED Accommodations • Schoology Rubric	November 5
PD #3 • TBD	January 28
PD #4 • Smarter Balanced CAASPP Training • TBD	March 11

Intervention /Tutoring

- The Study Center is now offering tutoring during period 0, lunch, and period 7 until 4 pm. In addition, Wednesday night Zoom tutoring with peer student tutors is offered from 7-8 pm for all core subjects.
- Two math paraprofessionals are available to support in Algebra 1 and geometry classes during class time and to tutor in the Math Lab during period 0, lunch, and period 7 until 4 pm.
- Teachers' office hours are available to students.

Admission and Attendance Update

Enrollment as of September 17, 2026:

9th grade– 665

10th grade – 572

11th grade– 624
12th grade – 614
Total Enrollment - 2475

Prospective Family Tours kicked off this week. The Pali Ambassadors in collaboration with school administration and the College Center offer an introduction to PCHS and campus tour for interested families.

PCHS Fall School Tour Dates
Friday, September 18th, 2026
Friday, September 25th, 2026
Monday, September 28th, 2026
Saturday, October 3rd, 2026 - Session 1: 9am - 10:30am|Session 2: 11am - 12:30pm
Friday, October 9th, 2026
Friday, October 16th, 2026
Saturday, October 24th, 2026 - Session 1: 9am - 10:30am|Session 2: 11am - 12:30pm
Monday, October 26th, 2026 (previously 10/30 - moved due to Halloween conflicts)
Friday, November 6th, 2026
Friday, November 13th, 2026
Monday, November 30th, 2026



Coffee House Performance by Ms. Cheng's Choir Students

Submitted by Dr. Pam Magee

Coversheet

Budget & Finance Committee Update

Section: IV. Board Committees (Stakeholder Board Level Committees)
Item: B. Budget & Finance Committee Update
Purpose: FYI
Submitted by:
Related Material: Budget Com Meeting Minutes 08_24_2026.pdf
Budget Com Meeting Minutes 09_14_2026.pdf

PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

REGULAR MEETING MINUTES - BUDGET/FINANCE COMMITTEE
MONDAY, August 24, 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 33:34 pm. In attendance: S Margiotta, R Kianfar, D Gronich, R Bakhtari (ASB), S Herkhanov, J Davis. Guests: A Duston, R Rodman.

1. Introductions

B. Public Comments – No public comments were made.

C. Approval of Minutes from

1. June 1, 2026 – D Gronich made a motion to approve the meeting minutes with revisions clarifying unfamiliar acronyms. R Kinafar seconded the motion. Motion passed unanimously with no abstentions.
2. Special Meeting June 8, 2026 – D Gronich made a motion to approve the meeting minutes with revisions clarifying unfamiliar acronyms. R Kianfar seconded the motion. Motion passed unanimously with no abstentions.
3. Special Meeting June 29, 2026 – S Margiotta made a motion to approve the meeting minutes with revisions clarifying unfamiliar acronyms. D Gronich seconded the motion. Motion passed unanimously with no abstentions.
4. Special Meeting August 3, 2026 – D Gronich made a motion to approve the meeting minutes with revisions clarifying unfamiliar acronyms. R Kianfar seconded the motion. Motion passed unanimously with no abstentions.
5. August 17, 2026 – S Margiotta made a motion to approve the meeting minutes. J Davis seconded the motion. Motion passed unanimously with no abstentions.

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

A. Investment Strategies for Fund Balance (Net Assets) – This was reviewed by A Duston and stands as

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submitted. Committee requested a 1 page report which summarizes all three options. R Rodman said it would be helpful if this could be a vehicle to accept stock donations in the future.
B. Fiscal Policies - A Duston reviewed and it stands as submitted. S Margiotta had some suggestions and will meet with A Duston so there is consistent language among various PCHS policies and Charter documents. This will also be taken to legal for review.

III. REPORTS (5 minutes each):

A. Executive Director - No report at this time.
B. CBO Report-Discussion – No additional report at this time.
C. Fundraising & Development - R Rodman reported that as of this week she has received $22,615 in donations from 19 families. Last year by comparison, she had only received $28K. (Highest year at this time was 2024 with a total of $86K.) She reported that new parent/transfer student breakfast was successful with approximately 300 families in attendance. She took the opportunity to discuss the banner program but there were also opportunities to answer questions from new incoming parents. It was also noted that the new incoming class is approximately 700 students. R Rodman also noted that the Rotary Club is going to support PaliCares and possibly the CTE club? She is also working with LAUSD Ed Foundation on possibly creating a Wellness Center as their focus is around providing support for mental health issues.
D. ASB Treasurer Report – Nothing to report at this time.
E. Booster Club - R Rodman reported that the Booster Club Kickoff is Sept. 2 and Back to School Night is Sept. 10, 2026.

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

A. FY 2026/2027 – 45 Day Revision – Reviewed previously. No additional action required.
B. FY26 UAR (Unrestricted Actuals) – Reviewed by A Duston and stands as submitted. The report outlines what ending cash balance is minus outstanding liabilities. Committee asked for clarification of net assets, wanting to know what is restricted vs. what is not restricted.
C. Student Parking – R Negroe discussed second semester parking with the committee and reported that options are being discussed. Committee expressed frustration that if the administration knew that it was a potential financial impact to the school that the committee should have been made aware in advance so that we have the opportunity to weigh in on various financial outcomes before decisions were made.
D. Other Post Employment Benefits (OPEB) Trust Account - A Duston reviewed and stands as submitted.
E. Reserve Transfer – Committee agreed to table the agenda item until the requested information could be presented.
F. PCHS Fundraising Policy - R Rodman reviewed and stands as submitted. It was suggested that the language be strengthened so it is clear that no additional non-profits could be created to support various activities at PCHS.
G. EPA Final Expenses - A Duston reviewed and it stands as submitted. S Margiotta made a motion to approve the 2025/026 EPA as presented. J Davis seconded the motion. Motion carried unanimously with no abstentions.

Date of Next meeting September 14, 2026 @ 3:30 pm.

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With no additional business, the meeting was adjourned at 5:31 pm.

PALISADES CHARTER HIGH SCHOOL

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REGULAR MEETING MINUTES - BUDGET/FINANCE COMMITTEE
MONDAY, September 14, 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
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ALL TIMES ARE APPROXIMATE AND ARE PROVIDED FOR CONVENIENCE ONLY Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice. All items may be heard in a different order than listed on the agenda.

I. PRELIMINARY:

A. Call to Order & Roll Call - S Margiotta called the meeting to order at 3:35 pm. In attendance: S Margiotta, N Ben-Cohen, R Kianfar, D Scarpa (ASB), J Davis, S Sherkhanov. Non-voting members: R Negroe, R Rodman and P Magee
B. Public Comments – No public comment was made
C. Approval of Minutes from
5. The meeting minutes from August 24, 2026 were tabled until the Oct. 5, 2026 regular meeting.

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

A. Investment Account for Fund Balance (Net Assets) - A Duston reviewed the proposals provided. (As a reminder this is the $16 million being transferred from LACOE. Committee reviewed the proposals and discussed the varied investment strategies, interest, and financial safety of the 3 options. S Margiotta made a motion to approve the transfer of these monies to the Merrill Lynch Investment Proposal dated July 2026 as outlined in the amount of $16 million. J Davis seconded the motion. The motion passed unanimously with no abstentions.
B. Fiscal Policies - A Duston reviewed the updated Fiscal Policies and a few suggestions were made: revising 9.3 to recurring, separating out gift policies and ASB. It was noted that the auditors are looking for internal controls and we need to ensure those are included. M Arce confirmed that those had been included by Charter Impact. The final draft of this will be presented at the October 5, 2026 B&F Committee for approval and recommendation to the Board.

III. REPORTS (5 minutes each):

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A. Executive Director - P Magee reported that they are working on Saturday's annual goal setting retreat. It is open to everyone and will start at 9 am. (The meeting typically runs 2 ½ hours.) She also reported that Back to School night was good but hot. She reminded the group that LAUSD has approved an air conditioning project for the school and it is pending. We have portable AC units which have been purchased and are getting more portable units and fans for all classrooms. Development has created a link so that parents can donate directly to this cause if interested. She also reported that the Admin team is working with Greta on the Charter renewal that is underway, updating timelines, etc. They continue to work with bargaining and looking at projections for renewal as the school needs to show enrollment and financial stability 5 years out.

B. CBO Report-See below
C. Fundraising & Development - R Rodman reviewed fundraising and it stands as submitted. She reminded the group that the goal this year is $300K but her personal goal is $400K. The Ed Fund monies raised go to fund a counselor, competition buses, NAVIANCE, etc. She is also meeting with the 4 local schools impacted by the fire to support one and other as we build back (Marquez, Pali Elementary, Revere and PCHS).
D. ASB Treasurer Report – Nothing to report at this time.
E. Booster Club - R Rodman reported that the Booster Kick-Off and Back to School Night were successful for them.

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

A. July 2026 Financials - M Arce reviewed and they stand as submitted. The committee made some additional requests on how these are being presented for clarity (identifying restricted expenses, clarification about reserves and cash (restricted vs unrestricted). M Arce agreed to add the additional requested information to her slide deck for presentation to the Board on Sept 22, 2026 mtg.
B. Prop 28 (2023-2024) – M Arce reported that there was $388,392 in 2023/2024 and spending in 2025/2026 and there will be $39,939 in unspent funds returned.
C. Operations Update – R Negroe reviewed and it stands as submitted. He reported that he is working with LAUSD regarding potential exposures during the upcoming El Nino. He also reported that LAUSD is coming back to PCHS with some parking alternatives for next semester. He also reported purchasing 28-30 portable AC units, the costs of which was covered by insurance.He has purchased additional units so they are available for all un-airconditioned classrooms and is working to get insurance to reimburse for at least some of these as well (each unit is $299/unit). He also purchased 30-40 fans which have been deployed. He noted that he is planning to purchase a few more but noted that the noise is disruptive. He also reported that a blinds are to be installed by LAUSD. There was a "test" done last week because the new blinds are not compatible with our windows and therefore new brackets need to be manufactured in order to hang them. The blinds will be installed on all windows which face the east.
D. PCHS Fundraising Policy – Tabled for Oct. B&F meeting
E. LAUSD Education Foundation Grant Allocations - R Rodman reported that this was in the amount of $82,500 of which $42,500 was used for classroom restoration. Of the $22,000 outstanding, it was used for classroom supply drive, Samsung stands and $27,000 to purchase copy paper which will be done by the end of the week.

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V. OTHER:

Date of Next meeting October 5, 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)

The meeting was adjourned at 5:43 pm.

Coversheet

Virtual Academy Presentation

Section: VI. Academic Excellence
Item: A. Virtual Academy Presentation
Purpose: FYI
Submitted by:
Related Material: PCHS Course-Based Independent Study.pdf

PCHS Course-Based Independent Study

- The courses are designed to meet or exceed the California statutory requirement of 240 total instructional minutes per day.
- Enrollment assumes a minimum student time commitment of 40 minutes per day per course (200 minutes per week per course) of asynchronous digital learning, offline reading, assignment completion, and synchronous teacher-led instruction, ensuring substantial equivalence to classroom-based instruction.

English Courses

1. **Honors English 9: Grade Level 9th grade**
   Duration: One year, two semesters
   Credits: Five credits each semester
   Passing Grade: A-D
   Primary Instructional Materials from the English 9 PLC Common Assessment and Accelerate
   Time Commitment: Students are expected to engage in a minimum 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
   Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
   Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
   Course Overview: This course aligns with the California Common Core State Standards and fulfills graduation and A-G requirements. It is a rigorous, college-preparatory course that challenges students to develop high school skills in reading, writing, speaking, listening, and language. Through the study of a diverse selection of classic and contemporary literature, students analyze complex texts, evaluate literary and rhetorical techniques, and explore universal themes across cultures and time periods. The course emphasizes critical thinking, analytical and argumentative writing, research, and vocabulary development while encouraging students to make meaningful connections between literature and the world around them. It requires students to develop increasing independence as readers, writers, and thinkers in preparation for Advanced Placement, International Baccalaureate, and other advanced high school coursework.

2. **Honors English 10: Grade Level 10th grade**
   Duration: One year, two semesters
   Credits: Five credits each semester

Passing Grade: A-D
Primary Instructional Materials from the English 10 PLC Common Assessment and Accelerate
Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction.
Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course.
Course Overview: This course aligns with the California Common Core State Standards and fulfills graduation and A-G requirements. It is a rigorous, college-preparatory course that challenges students to develop high school skills in reading, writing, speaking, listening, and language. Through the study of a diverse selection of classic and contemporary literature, students analyze complex texts, evaluate literary and rhetorical techniques, and explore universal themes across cultures and time periods. The course emphasizes critical thinking, analytical and argumentative writing, research, and vocabulary development while encouraging students to make meaningful connections between literature and the world around them. It requires students to develop increasing independence as readers, writers, and thinkers in preparation for Advanced Placement, International Baccalaureate, and other advanced high school coursework.

3. **Honors English 11: Grade Level 11th grade**
Duration: One year, two semesters
Credits: Five credits each semester
Passing Grade: A-D
Primary Instructional Materials from the English 11 PLC Common Assessment and Accelerate
Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction.
Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course.

Course Overview: This course aligns with the California Common Core State Standards and fulfills graduation and A-G requirements. It is a rigorous, college-preparatory course that emphasizes the study of American literature alongside the historical, cultural, and rhetorical contexts that have shaped the nation's identity. Students read and analyze a diverse range of fiction, nonfiction, poetry, drama, and foundational American texts while developing advanced skills in literary analysis, rhetorical analysis, argumentation, research, and evidence-based writing. The course places a strong emphasis on critical thinking and evaluating multiple perspectives on significant social, political, and cultural issues. Students are expected to engage with complex texts independently, produce sophisticated analytical and argumentative writing, conduct research using credible sources, and demonstrate intellectual curiosity and academic responsibility in preparation for Advanced Placement and college-level coursework.

4. **Honors English 12: Grade Level 12th grade**
   Duration: One year, two semesters
   Credits: Five credits each semester
   Passing Grade: A-D
   Primary Instructional Materials from the English 12 PLC Common Assessment and Accelerate
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
   Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
   Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course.
   Course Overview: This course aligns with the California Common Core State Standards and fulfills graduation and A-G requirements. It is a rigorous, college-preparatory course that focuses on British and World Literature while refining students' advanced reading, writing, speaking, listening, and critical thinking skills. Students examine a wide range of literary genres, including novels, drama, poetry, essays, and informational texts, analyzing how historical, cultural, and philosophical contexts shape literature and human experience. The course emphasizes close reading, literary criticism, research, argumentative and analytical writing, encouraging students to evaluate complex ideas and synthesize evidence from multiple sources. Students are expected to engage independently with challenging texts, produce polished and insightful written work, and demonstrate sophisticated reasoning and communication skills that prepare them for college coursework and lifelong learning.

5. **AP English Language and Composition: Grade Level 11th grade**

Duration: One year, two semesters
Credits: Five credits each semester
Passing Grade: A-D
Primary Instructional Materials from the English 11 PLC Common Assessment, AP Classroom, Accelerate, and UC Scout
Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
Instructional Delivery: Instruction is delivered asynchronously via Accelerate, UC Scout, AP Classroom, and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course. Students are expected to take the AP National Exam with PCHS students in person.
Course Overview: This course fulfills graduation and A-G requirements. AP English Language and Composition is a college-level course aligned with the College Board curriculum that develops students' ability to read, analyze, and write about complex nonfiction texts while refining their rhetorical awareness and communication skills. Students examine how writers use rhetorical choices including diction, syntax, organization, evidence, and tone to achieve specific purposes for diverse audiences, while also composing analytical, argumentative, and synthesis essays supported by credible evidence. The course emphasizes critical reading, research, source evaluation, and the development of a mature writing style. Through the study of essays, speeches, journalism, memoirs, and other nonfiction works, students strengthen their ability to analyze arguments, evaluate multiple perspectives, and construct effective written arguments. Designed to prepare students for the AP English Language and Composition Exam, the course also cultivates the advanced reading, writing, and critical thinking skills expected in college-level coursework across all disciplines.

6. **AP English Literature and Composition: Grade Level 12th grade**
Duration: One year, two semesters
Credits: Five credits each semester
Passing Grade: A-D
Primary Instructional Materials from the English 12 PLC Common Assessment, AP Classroom, and Accelerate
Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
Instructional Delivery: Instruction is delivered asynchronously via Accelerate, AP Classroom, and Schoology supplemented by a minimum of 200 minutes of scheduled

synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course. Students are expected to take the AP National Exam with PCHS students in person.
Course Overview: This course fulfills graduation and A-G requirements. AP English Literature and Composition is a college-level course aligned with the College Board curriculum that develops students' ability to read, analyze, and interpret imaginative literature from a variety of historical periods, cultures, and literary traditions. Students engage in close reading of novels, plays, poetry, and short fiction, examining how authors use literary elements such as characterization, structure, imagery, symbolism, figurative language, and tone to create meaning. The course emphasizes analytical writing, evidence-based literary interpretation, and the exploration of universal themes and complex human experiences. Students compose literary analyses that develop defensible interpretations supported by textual evidence while refining their command of style, organization, and academic argumentation. Designed to prepare students for the AP English Literature and Composition Exam, the course also fosters the critical thinking, sophisticated writing, and independent reading skills expected in college-level literature courses and across the humanities.

Social Science

1. **Honors Modern World History: Grade Level 10th grade**
   Duration: One year, two semesters
   Credits: Five credits each semester
   Passing Grade: A-D
   Primary Instructional Materials from the World History PLC Common Assessment and Accelerate
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
   Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
   Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
   Course Overview: This course aligns with the California History Social Science Content Standards and Framework and fulfills graduation and A-G requirements. It is a rigorous, college-preparatory course that examines major global events, civilizations, and

historical developments from the Enlightenment and the Industrial Revolution to the present day. Students investigate political, economic, social, cultural, and technological changes that have shaped the modern world while analyzing the causes and consequences of revolutions, imperialism, nationalism, globalization, and international conflict. The course emphasizes historical thinking skills, including analyzing primary and secondary sources, evaluating multiple perspectives, identifying patterns of continuity and change, and constructing evidence-based historical arguments. Through inquiry, research, and writing, students develop a deeper understanding of global interdependence, civic responsibility, and the historical forces that continue to influence contemporary societies, in preparation for Advanced Placement and college-level coursework.

2. **Honors United States History: Grade Level 11th grade**
   Duration: One year, two semesters
   Credits: Five credits each semester
   Passing Grade: A-D
   Primary Instructional Materials from the U.S. History PLC Common Assessment and Accelerate
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
   Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
   Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
   Course Overview: This course aligns with the California History Social Science Content Standards and Framework and fulfills graduation and A-G requirements. This college-preparatory course examines the political, economic, social, and cultural development of the United States from the late nineteenth century to the present. Students explore major events and movements, including industrialization, immigration, the Progressive Era, the World Wars, the Great Depression, the Cold War, the Civil Rights Movement, and the challenges and opportunities of contemporary America. The course emphasizes historical thinking skills through the analysis of primary and secondary sources, evaluation of multiple perspectives, interpretation of historical evidence, and the construction of well-supported historical arguments. Through research and analytical writing, students develop a deeper understanding of the principles of democracy, civic engagement, and the historical events and decisions that continue to shape the United States today in preparation for Advanced Placement and college-level coursework.

3. **Honors United States Government: Grade Level 12th grade**
   Duration: One semester
   Credits: Five credits for the semester
   Passing Grade: A-D
   Primary Instructional Materials from the U.S. Government PLC Common Assessment and Accelerate
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
   Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
   Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
   Course Overview: This course aligns with the California History Social Science Content Standards and Framework and fulfills graduation and A-G requirements. This college-preparatory course examines the principles, institutions, and processes of American government and civic life. Students explore the foundations of the United States Constitution, the structure and functions of the legislative, executive, and judicial branches, federalism, political participation, civil liberties, civil rights, and the role of citizens in a constitutional democracy. The course emphasizes critical thinking, analysis of primary source documents, evaluation of public policy, and the examination of contemporary political issues from multiple perspectives. Through research, simulations, and evidence-based writing, students develop the knowledge and civic skills necessary to become informed, responsible, and engaged participants in local, state, and national government.

4. **Honors Personal Finance: Grade Level: 12th grade**
   Duration: One semester
   Credits: Five credits for the semester
   Passing Grade: A-D
   Primary Instructional Materials: Accelerate and the emerging Personal Finance PLC
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
   Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
   Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays

(Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
Course Overview: This course aligns with the new California History Social Science Content Standards and Framework and fulfills graduation and A-G requirements. This college-preparatory course equips students with the knowledge and skills necessary to make informed financial decisions throughout their lives. Students explore essential topics including budgeting, saving, investing, banking, credit and debt management, taxes, insurance, consumer protection, housing, entrepreneurship, and long-term financial planning. Through real-world applications, case studies, simulations, and project-based learning, students develop critical thinking, problem-solving, and financial decision-making skills while evaluating risk, opportunity costs, and the impact of economic choices. Students analyze complex financial scenarios, interpret financial data, apply quantitative reasoning, and demonstrate responsible financial literacy that prepares them for college, careers, and lifelong financial success.

5. **Honors Economics elective: Grade Level: 12th grade**
Duration: One semester
Credits: Five credits for the semester
Passing Grade: A-D
Primary Instructional Materials: Accelerate
Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
Course Overview: This course aligns with the California History Social Science Content Standards and Framework and A-G elective requirements. This college-preparatory elective course examines the principles of microeconomics and macroeconomics and their impact on individuals, businesses, governments, and global markets. Students investigate fundamental concepts including scarcity, opportunity cost, supply and demand, market structures, entrepreneurship, fiscal and monetary policy, international trade, economic growth, and the role of government in the economy. The course emphasizes critical thinking, quantitative reasoning, data analysis, and the evaluation of economic issues through the interpretation of graphs, models, and real-world case studies, requiring students to apply economic theory to complex contemporary issues, analyze multiple perspectives, conduct research using credible sources, and communicate evidence-based conclusions that prepare them for college-level coursework, informed citizenship, and sound economic decision-making.

6. **AP World History: Grade Level: 10th grade**
   Duration: One year, two semesters
   Credits: Five credits each semester
   Passing Grade: A-D
   Primary Instructional Materials: UC Scout and AP Classroom
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction.
   Instructional Delivery: Instruction is delivered asynchronously via UC Scout, AP Classroom, and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
   Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course. Students are expected to take the in-person AP World History National Exam with PCHS students.
   Course Overview: This course fulfills graduation and A-G requirements. This college-level course aligns with the College Board curriculum that examines the development of global civilizations, societies, and interactions from approximately 1200 CE to the present. Students investigate major historical processes, including cultural exchange, state-building, economic systems, technological innovation, migration, industrialization, imperialism, global conflict, and globalization, while analyzing how these forces have shaped the modern world. The course emphasizes historical thinking skills such as sourcing, contextualization, comparison, causation, continuity and change over time, and the analysis of primary and secondary sources. Students develop evidence-based historical arguments through analytical writing, document-based questions (DBQs), long essay questions (LEQs), and collaborative discussions. Designed to prepare students for the AP World History: Modern Exam, the course fosters the critical thinking, research, and communication skills expected in college-level history courses while encouraging students to understand diverse perspectives and the interconnected nature of world history.

7. **AP European History: Grade Level: 10th grade replaces World History. In 11-12th grade, this course is an elective course**
   Duration: One year, two semesters
   Credits: Five credits each semester
   Passing Grade: A-D
   Primary Instructional Materials: UC Scout and AP Classroom
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction.

Instructional Delivery: Instruction is delivered asynchronously via UC Scout, AP Classroom, and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course. Students are expected to take the in-person AP U.S. History National Exam with PCHS students.
Course Overview: This course fulfills graduation and A-G requirements. This college-level course aligns with the College Board curriculum that explores the political, social, economic, intellectual, and cultural developments that have shaped Europe from approximately 1450 to the present. Aligned with the College Board AP European History framework, students examine major historical themes including the Renaissance and Reformation, absolutism, the Scientific Revolution, the Enlightenment, the Industrial Revolution, imperialism, nationalism, the World Wars, the Cold War, and contemporary Europe. Through the analysis of primary and secondary sources, historical interpretations, and quantitative data, students develop advanced skills in historical reasoning, argumentation, contextualization, comparison, and evidence-based writing. The course emphasizes critical thinking, document-based analysis, and preparation for the AP European History Exam.

8. **AP U.S. History: Grade Level: 11th grade**
Duration: One year, two semesters
Credits: Five credits each semester
Passing Grade: A-D
Primary Instructional Materials: UC Scout and AP Classroom
Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction.
Instructional Delivery: Instruction is delivered asynchronously via UC Scout, AP Classroom, and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course. Students are expected to take the in-person AP U.S. History National Exam with PCHS students.
Course Overview: This course fulfills graduation and A-G requirements. This college-level course aligns with the College Board curriculum that examines the political, economic, social, cultural, and intellectual development of the United States from pre-Columbian societies to the present. Students explore major historical themes, including American identity, migration, politics and power, work and exchange, culture,

foreign policy, and social reform, while analyzing the causes and consequences of significant events and movements throughout U.S. history. The course emphasizes historical thinking skills such as sourcing, contextualization, comparison, causation, continuity and change over time, and the interpretation of primary and secondary sources. Students develop evidence-based historical arguments through document-based questions (DBQs), long essay questions (LEQs), short-answer responses (SAQs), research, and analytical discussions. Designed to prepare students for the AP United States History Exam, the course cultivates the advanced critical thinking, writing, and analytical skills expected in college-level history courses and promotes a deeper understanding of the historical forces that continue to shape the United States.

9. **AP U.S. Government: Grade Level: 12th grade**
   Duration: One semester
   Credits: Five credits for the semester
   Passing Grade: A-D
   Primary Instructional Materials: Accelerate and AP Classroom
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction.
   Instructional Delivery: Instruction is delivered asynchronously via Accelerate, AP Classroom, and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
   Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course. Students are expected to take the in-person AP U.S. History National Exam with PCHS students.
   Course Overview: This course fulfills graduation and A-G requirements. This college-level course is aligned with the College Board curriculum that examines the foundations, institutions, processes, and public policies of the American political system. Students study the principles of constitutional democracy; the structure and functions of the legislative, executive, and judicial branches; federalism; political participation; civil liberties; civil rights; elections; political ideologies; and the role of political parties, interest groups, and the media in shaping public policy. The course emphasizes analyzing foundational documents, Supreme Court decisions, primary and secondary sources, and contemporary political issues while developing skills in argumentation, evidence-based writing, and critical evaluation of multiple perspectives. Through inquiry, discussion, and civic engagement, students strengthen their understanding of American government and democratic principles while preparing for the AP United States Government and Politics Exam and the expectations of college-level political science coursework.

10. **AP Macroeconomics: Grade Level: 12th grade**

Duration: One semester
Credits: Five credits for the semester
Passing Grade: A-D
Primary Instructional Materials: UC Scout and AP Classroom
Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction.
Instructional Delivery: Instruction is delivered asynchronously via UC Scout, AP Classroom, and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course. Students are expected to take the in-person AP U.S. History National Exam with PCHS students.
Course Overview: This course fulfills A-G requirements. This college-level course aligns with the College Board curriculum that examines the principles governing the performance of national and global economies. Students analyze key macroeconomic concepts, including scarcity, economic growth, business cycles, inflation, unemployment, national income, fiscal and monetary policy, financial markets, international trade, and exchange rates. The course emphasizes interpreting economic models, graphs, and data to evaluate how households, businesses, governments, and central banks make decisions that influence economic outcomes. Students develop quantitative reasoning, analytical writing, and problem-solving skills while applying economic theory to real-world events and public policy issues. Designed to prepare students for the AP Macroeconomics Exam, the course fosters the critical thinking and economic literacy expected in college-level economics courses and equips students to evaluate complex economic issues in an increasingly interconnected global economy.

11. **AP Human Geography: Grade Level: 9-12th grade**
    Duration: One year, two semesters
    Credits: Five credits each semester
    Passing Grade: A-D
    Primary Instructional Materials: UC Scout and AP Classroom
    Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction.
    Instructional Delivery: Instruction is delivered asynchronously via UC Scout, AP Classroom, and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
    Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays

(Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course. Students are expected to take the in-person AP U.S. History National Exam with PCHS students.
Course Overview: This course fulfills A-G requirements. This college-level course aligns with the College Board curriculum that introduces students to the systematic study of human populations, cultures, political systems, economic development, and the ways people interact with and transform the Earth's surface. Students examine spatial patterns and geographic processes by analyzing maps, charts, satellite imagery, demographic data, and case studies while exploring topics such as population and migration, cultural diffusion, political geography, agriculture, urbanization, industrialization, and globalization. The course emphasizes geographic thinking skills, including spatial analysis, data interpretation, source analysis, comparison, and applying geographic concepts to real-world issues. Through inquiry, research, discussion, and evidence-based writing, students develop a deeper understanding of the relationships between people, places, and environments at local, regional, and global scales. Designed to prepare students for the AP Human Geography Exam, the course cultivates the critical thinking, analytical, and communication skills expected in introductory college-level geography courses.

12. **AP Psychology: Grade Level: 11-12th grade**
Duration: One year, two semesters
Credits: Five credits each semester
Passing Grade: A-D
Primary Instructional Materials: UC Scout and AP Classroom
Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction.
Instructional Delivery: Instruction is delivered asynchronously via UC Scout, AP Classroom, and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course. Students are expected to take the in-person AP U.S. History National Exam with PCHS students.
Course Overview: This course fulfills A-G requirements. This college-level course aligns with the College Board curriculum that introduces students to the scientific study of human behavior and mental processes through the examination of biological, cognitive, developmental, social, personality, and health-related perspectives. Students investigate how individuals think, learn, remember, develop, interact, and respond to their environments while exploring psychological theories, research methods, and data analysis used to understand behavior. The course emphasizes scientific inquiry, critical thinking, interpretation of research studies, and the application of psychological concepts

to real-world situations. Through the analysis of experiments, case studies, and empirical evidence, students develop evidence-based arguments, gain a deeper understanding of human behavior across the lifespan, prepare for the AP
Psychology Exam, and cultivate analytical, research, and communication skills.

Science

1. **Biology and Honors Biology: Grades 9- 12**
   Duration: One year, two semesters
   Credits: Five credits each semester
   Passing Grade: A-D
   Primary Instructional Materials from the Biology PLC Common Assessment and Accelerate
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
   Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
   Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments and In-Person Proctored Unit/Final Exams/Essays. Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
   Course Overview: This laboratory course aligns with the California Next Generation Science Standards and fulfills graduation and A-G requirements. Biology is a laboratory-based course that explores the fundamental principles of life through inquiry, investigation, and real-world applications. Students examine topics including cellular processes, genetics, evolution, ecology, and the interactions among organisms and their environments while developing scientific practices such as asking questions, analyzing data, constructing evidence-based explanations, and designing solutions to authentic scientific challenges. The course emphasizes the interconnectedness of biological systems and prepares students to think critically, collaborate effectively, and apply scientific knowledge to environmental, health, and global issues.
   Honors Biology is an accelerated, laboratory-intensive course also aligned with the California Next Generation Science Standards (CA NGSS) that provides an in-depth exploration of biological systems through scientific inquiry and analysis. Students investigate advanced concepts in molecular biology, genetics, evolution, ecology, and physiology while engaging in laboratory investigations, evaluating scientific literature, interpreting data, and constructing evidence-based arguments. This course prepares students for Advanced Placement science courses and future study in STEM fields.

2. **Chemistry and Honors Chemistry: Grades 9- 12**
   Prerequisite: Algebra 1
   Duration: One year, two semesters

Credits: Five credits each semester
Passing Grade: A-D
Primary Instructional Materials from the Chemistry PLC Common Assessment and Accelerate
Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments and In-Person Proctored Unit/Final Exams/Essays. Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
Course Overview: This laboratory course aligns with the California Next Generation Science Standards and fulfills graduation and A-G requirements. Chemistry is a laboratory-based course aligned with the California Next Generation Science Standards that examines the composition, properties, and interactions of matter through inquiry, experimentation, and evidence-based reasoning. Students investigate atomic structure, chemical bonding, chemical reactions, stoichiometry, gases, solutions, acids and bases, and energy transformations while developing the scientific practices of designing investigations, analyzing data, constructing explanations, and applying mathematical reasoning to solve scientific problems with real-world applications. The course prepares students to understand how chemistry influences environmental systems, technology, medicine, and everyday life while building critical thinking and problem-solving skills. Honors Chemistry is an accelerated, laboratory-intensive course aligned with the California Next Generation Science Standards (CA NGSS) that explores the principles governing matter and chemical change. Students engage in advanced study of atomic theory, chemical bonding, reaction kinetics, thermodynamics, equilibrium, acids and bases, and quantitative chemical analysis through challenging laboratory investigations, mathematical modeling, and scientific inquiry. It focuses on NGSS science and engineering practices where students evaluate evidence, develop and refine models, analyze data, and communicate scientific explanations while making interdisciplinary connections to physics, biology, engineering, and environmental science. The course prepares students for success in Advanced Placement science courses and future STEM studies.

3. **Honors Environmental Science: Grades 9- 12**
   Duration: One year, two semesters
   Credits: Five credits each semester
   Passing Grade: A-D
   Primary Instructional Materials from the Environmental Science PLC Common Assessment and Accelerate

Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments and In-Person Proctored Unit/Final Exams/Essays. Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
Course Overview: This laboratory course aligns with the California Next Generation Science Standards and fulfills graduation and A-G requirements. Honors Environmental Science is an accelerated, laboratory course aligned with the California Next Generation Science and Engineering Standards (CA NGSS) that provides an in-depth study of the relationships between Earth's systems, human populations, and the environment. This course fulfills graduation and A-G requirements. Students investigate advanced concepts in ecology, biodiversity, climate science, resource management, environmental chemistry, renewable energy, and sustainability through scientific inquiry, quantitative data analysis, modeling, and research-based investigations. Students evaluate environmental issues, construct evidence-based arguments, and design innovative solutions to local and global challenges. Honors Environmental Science prepares students for Advanced Placement science courses, college-level STEM studies, and informed leadership in addressing environmental issues.

4. **Honors Oceanography: Grades 11- 12**
Duration: One year, two semesters
Credits: Five credits each semester
Passing Grade: A-D
Primary Instructional Materials from the Marine Biology PLC Common Assessment and UC Scout
Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
Instructional Delivery: Instruction is delivered asynchronously via UC Scout and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments and In-Person Proctored Unit/Final Exams/Essays. Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
Course Overview: This laboratory course aligns with the California Next Generation Science Standards and fulfills graduation and A-G requirements. It explores the physical, chemical, geological, and biological processes that shape Earth's oceans. Students investigate marine ecosystems, ocean circulation, plate tectonics, coastal processes,

climate interactions, marine biodiversity, ocean chemistry, and the impacts of human activity on marine environments through scientific inquiry, quantitative data analysis, modeling, and investigations. Students develop and evaluate evidence-based explanations for ocean phenomena while designing solutions to challenges related to conservation, sustainability, and resource management. The course provides opportunities for advanced critical thinking, scientific communication, and interdisciplinary problem-solving skills, preparing students for Advanced Placement science courses, college-level STEM programs, and future careers in marine and environmental sciences.

5. **AP Environmental Science: Grade Level: 10-12th grade**
   Duration: One year, two semesters
   Credits: Five credits each semester
   Passing Grade: A-D
   Primary Instructional Materials: UC Scout and AP Classroom
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction.
   Instructional Delivery: Instruction is delivered asynchronously via UC Scout, AP Classroom, and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
   Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course. Students are expected to take the in-person AP Environmental National Exam with PCHS students.
   Course Overview: This course fulfills A-G requirements and aligns with the College Board curriculum and is an interdisciplinary course that examines the natural world and the scientific principles governing environmental systems while exploring the complex relationships between human societies and the environment. Students investigate topics including ecosystems, biodiversity, Earth systems and resources, population dynamics, land and water use, energy resources, pollution, and global climate change through laboratory investigations, field studies, data analysis, mathematical modeling, and evidence-based inquiry. Students develop scientific reasoning, critical thinking, and problem-solving skills by evaluating environmental issues, analyzing quantitative data, and proposing sustainable solutions to real-world challenges. The course prepares students for the AP Environmental Science Exam and for further study in environmental science, biology, ecology, engineering, and other STEM disciplines.

6. **AP Biology: Grade Level: 10-12th grade**
   Duration: One year, two semesters
   Credits: Five credits each semester

Prerequisites: Completion of Biology and Chemistry with a recommendation students complete the courses with an A or B
Passing Grade: A-D
Primary Instructional Materials: Accelerate and AP Classroom
Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction.
Instructional Delivery: Instruction is delivered asynchronously via Accelerate, AP Classroom, and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course. Students are expected to take the in-person AP Biology National Exam with PCHS students.
Course Overview: This course fulfills A-G requirements and aligns with the College Board curriculum. AP Biology is a rigorous, college-level high school science course designed to provide students with a comprehensive understanding of biological concepts through inquiry, experimentation, data analysis, and scientific reasoning. The course follows the College Board AP Biology framework and emphasizes eight major units, including the chemistry of life, cell structure and function, cellular energetics, cell communication and the cell cycle, heredity, gene expression and regulation, natural selection, and ecology. Students develop scientific practices by designing and conducting laboratory investigations, analyzing quantitative and qualitative data, interpreting models, evaluating evidence, and constructing evidence-based explanations of biological phenomena. AP Biology places particular emphasis on connecting concepts across levels of biological organization and applying knowledge to unfamiliar situations rather than relying on memorization. The course prepares students for the AP Biology examination and provides a strong foundation for further study in biology, medicine, environmental science, biotechnology, and other life-science fields.

Mathematics

1. **Algebra 1: Grades 9- 10**
   Duration: One year, two semesters
   Credits: Five credits each semester
   Passing Grade: A-D
   Primary Instructional Materials from the Algebra 1 PLC Common Assessment and Accelerate and Graphing Calculator
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
   Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous

weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments and In-Person Proctored Unit/Final Exams/Essays. Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
Course Overview: This course aligns with and fulfills graduation and A-G requirements. Algebra 1, aligned with the California Common Core State Standards for Mathematics, provides students with a foundational understanding of algebraic concepts essential for higher-level math and real-world problem solving. The course reviews properties of operations, combining like terms, and solving simple equations and inequalities. More complex concepts are built on these basics. Students learn about linear models, linear inequalities, statistics, linear functions, transformations, sequences, and systems of linear equations. The course also includes lessons on linear inequalities. It also emphasizes critical areas such as analyzing and solving linear equations and inequalities, understanding functions and their representations, modeling relationships between quantities, and interpreting data as well as transformations, sequences and linear inequalities. Students learn to create and interpret graphs, and apply mathematical practices such as reasoning abstractly and using appropriate tools strategically. Algebra 1 also focuses on exponential and quadratic functions. They will learn how to read, write and graph these function types. They will also learn where they can find exponential and quadratic functions in their own worlds. In this semester, special attention is given to making meaningful comparisons of linear, exponential and quadratic growth. Students also spend time learning about geometric sequences, polynomials, factoring, radical equations, piece-wise defined functions, as well as rational expressions and equations.

2. **Geometry: Grades 9- 12**
   Duration: One year, two semesters. Must have completed Algebra 1
   Credits: Five credits each semester
   Passing Grade: A-D
   Primary Instructional Materials from the Geometry PLC Common Assessment and Accelerate
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
   Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
   Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments and In-Person Proctored Unit/Final Exams/Essays. Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
   Course Overview: This course aligns with and fulfills graduation and A-G requirements. This course is designed to develop students' spatial reasoning, logical thinking, problem-solving skills, and ability to construct mathematical arguments and proofs.

aligned with the California Common Core State Standards for Mathematics (CA CCSSM). The course emphasizes the major Geometry domains of Congruence (G-CO), Similarity, Right Triangles, and Trigonometry (G-SRT), Circles (G-C), Expressing Geometric Properties with Equations (G-GPE), Geometric Measurement and Dimension (G-GMD), and Modeling with Geometry (G-MG). Students investigate transformations, triangle congruence and similarity, geometric constructions and proofs, properties of polygons and circles, coordinate geometry, the Pythagorean Theorem, right-triangle trigonometry, area, surface area, and volume while applying geometric concepts to real-world modeling and design problems. Special emphasis is placed on triangle congruence, similarity, and key theorems, postulates, and properties. The course also focuses on deductive and indirect reasoning as students write proofs relating to quadrilaterals and conics and calculate area, surface area, and volume of two and three dimensional figures. Students are prepared beginning probability and predicting outcomes.

3. **Algebra II: Grades 9-12**
   Duration: One year, two semesters
   Credits: Five credits each semester. Must have completed Algebra 1 and Geometry
   Passing Grade: A-D
   Primary Instructional Materials from the Algebra II PLC Common Assessment and Accelerate and Graphing Calculator
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
   Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
   Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments and In-Person Proctored Unit/Final Exams/Essays. Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
   Course Overview: This course aligns with and fulfills graduation and A-G requirements. Algebra 2 builds upon concepts introduced in Algebra 1 and Geometry while preparing students for advanced study in Precalculus, Statistics, and other college-level mathematics. Aligned with the California Common Core State Standards for Mathematics (CA CCSSM), the course develops proficiency in the high school domains of Number and Quantity, Algebra, Functions, and Statistics and Probability, with emphasis on interpreting and modeling mathematical relationships. Students work to understand linear and quadratic equations and functions while studying polynomial, rational, radical, exponential, and logarithmic functions; complex numbers; systems of equations and inequalities; sequences and series; and statistical analysis and probability. Students learn to represent functions algebraically, graphically, numerically, and verbally; analyze key features of graphs; manipulate and solve complex equations; and construct mathematical models to investigate real-world situations. The honors

course expands upon the course and includes extensive problem solving, abstract and quantitative reasoning, mathematical modeling, strategic use of tools, precision, recognition of structure and patterns, and construction of logical mathematical arguments. Algebra 2 also prepares the learners with the building blocks needed to dive deeper into trigonometry, pre-calculus, and advanced probability and statistics.

4. **Pre-Calculus: Grades 10-12**
   Duration: One year, two semesters. Must have taken Algebra 1, Geometry, and Algebra 2 with a grade of C or better
   Credits: Five credits each semester
   Passing Grade: A-D
   Primary Instructional Materials: Pre-Calculus PLC Common Assessment and UC Scout. Graphing Calculator
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
   Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
   Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments and In-Person Proctored Unit/Final Exams/Essays. Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
   Course Overview: This course aligns with and fulfills graduation and A-G requirements. It is aligned with California Common Core State Standards for Mathematics (CA CCSSM) and focuses on Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability, with particular emphasis on advanced Functions (F-IF, F-BF, F-LE, and F-TF) This course focuses on right-triangle trigonometry, the unit circle, and the behavior of trigonometric and logarithmic functions, sequences, and series. Students learn to graph functions, analyze transformations and rates of change, and apply fundamental identities and equations to solve problems. Students learn vectors and their applications, with a strong emphasis on understanding how each concept connects visually and algebraically. Students work with conic sections, parametric equations, polynomial and rational functions, complex numbers, matrices, polar coordinates, and some statistical ideas. Students also learn how these tools describe motion, growth, rotation, and real-world patterns, and solve applied problems. Students compare representations through graphical interpretation, and connect algebraic expressions to geometric behavior.

5. **HS Statistics: Grades 11-12**
   Duration: One year, two semesters. Prerequisite: Algebra 1, Geometry, Algebra 2 C or better
   Credits: Five credits each semester

Passing Grade: A-D (D not acceptable for college)
Primary Instructional Materials: Statistics PLC Common Assessment and UC Scout
Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments and In-Person Proctored Unit/Final Exams/Essays. Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
Course Overview: This course aligns with and fulfills graduation and A-G requirements. Statistics develop students' ability to collect, analyze, interpret, and communicate quantitative information while making informed decisions based on data. This course is aligned to the California Common Core State Standards for Mathematics (CA CCSSM), particularly the high school Statistics and Probability standards, the course emphasizes Interpreting Categorical and Quantitative Data (S-ID), Making Inferences and Justifying Conclusions (S-IC), Conditional Probability and the Rules of Probability (S-CP), and Using Probability to Make Decisions (S-MD). Students learn about methods of data collection and sampling, graphical representations of data, measures of center and variability, distributions, correlation and regression, probability models, experimental design, and statistical inference while learning to distinguish correlation from causation and evaluate the validity of statistical claims. Students apply statistical concepts to authentic situations in areas such as science, social science, business, education, and everyday decision-making and use technology to organize and analyze data. The course emphasizes problem solving, quantitative reasoning, mathematical modeling, strategic use of tools, precision, and construction of evidence-based arguments. Through investigations and real-world applications, this course helps students critically evaluate data and quantitative claims encountered in college, careers, and life.

6. **HS Calculus: Grades 11-12**
Duration: One year, two semesters. Prerequisite: Algebra 1, Geometry, Algebra 2 and Earn a C or better in Pre Calculus
Credits: Five credits each semester
Passing Grade: A-D
Primary Instructional Materials: Calculus PLC Common Assessment and UC Scout. *Calculus Vol. 1,* Graphing Calculator
Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous

weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments and In-Person Proctored Unit/Final Exams/Essays. Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
Course Overview: This course aligns with and fulfills graduation and A-G requirements. This is an advanced mathematics course that builds upon concepts developed in Algebra 2, Geometry, and Precalculus and prepares students for college-level mathematics and STEM coursework. The course incorporates California's Standards for Mathematical Practice. Students develop conceptual and procedural understanding of limits, continuity, derivatives, integrals, and their applications, exploring rates of change, optimization, related rates, curve analysis, accumulation, area, and the relationship between differentiation and integration through the Fundamental Theorem of Calculus. Students analyze functions algebraically, graphically, numerically, and verbally; construct mathematical models; use technology strategically; and apply calculus concepts to problems drawn from science, engineering, economics, and other real-world contexts. Throughout the course, students solve complex problems, reason abstractly and quantitatively, construct and justify mathematical arguments, and recognize mathematical structure.

7. **AP Statistics: Grade Level: 12th grade**
Duration: One year, two semesters. Prerequisite: C or better in Algebra 2 or math waiver
Credits: Five credits each semester
Passing Grade: A-D
Primary Instructional Materials: UC Scout and AP Classroom
Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction.
Instructional Delivery: Instruction is delivered asynchronously via UC Scout, AP Classroom, and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course. Students are expected to take the in-person AP Statistics National Exam with PCHS students.
Course Overview: This course fulfills A-G requirements and aligns with the College Board curriculum. It introduces students to the major concepts and tools used for collecting, analyzing, interpreting, and drawing conclusions from data. The course focuses on four major areas of statistical reasoning: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students study linear regression, where they learn to model relationships between variables and

evaluate the model's strength and limitations. Students analyze distributions and relationships among variables; design surveys, observational studies, and experiments; investigate probability and random variables; and use sampling distributions, confidence intervals, and significance tests to make evidence-based conclusions about populations. Emphasis is placed on selecting appropriate statistical methods, using technology to analyze data, interpreting results in context, and clearly communicating statistical reasoning and understanding bias. AP Statistics reinforces quantitative reasoning, mathematical modeling, strategic use of tools, precision, and construction of evidence-based arguments. The course prepares students for the AP Statistics examination and for further study in mathematics, science, social science, business, health sciences, and other fields that rely on data-driven analysis.

8. **AP Calculus AB and BC: Grade Level: 10-12th grade**
   Duration: One year, two semesters: Prerequisite: C or better in Pre Calculus and teacher recommendation or math waiver
   Credits: Five credits each semester
   Passing Grade: A-D
   Primary Instructional Materials: UC Scout and AP Classroom. *Calculus Vol 1, Graphing Calculator*
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction.
   Instructional Delivery: Instruction is delivered asynchronously via UC Scout, AP Classroom, and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
   Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course. Students are expected to take the in-person AP Calculus AB or BC National Exam with PCHS students.
   Course Overview: This course fulfills A-G requirements and aligns with the College Board curriculum. This course challenges students' understanding of change, accumulation, and mathematical modeling through the study of differential and integral calculus. Following the College Board AP Calculus curriculum, students investigate limits and continuity, derivatives and their applications, integrals and accumulation of change, differential equations, and the Fundamental Theorem of Calculus, while also studying additional integration techniques, parametric and polar functions, and infinite sequences and series. Students represent and analyze mathematical concepts graphically, numerically, analytically, and verbally and apply calculus to problems involving rates of change, motion, optimization, area, volume, and real-world modeling. Students are actively engaged in abstract and quantitative reasoning, mathematical modeling, technology, precision, and construction of logical arguments. The course prepares students for the AP Calculus AB or BC examination and for continued study in

mathematics, engineering, computer science, economics, and other STEM-related disciplines.

World Language Spanish

1. **Spanish 1: Grades 9-12**
   Duration: One year, two semesters. Prerequisite: C or better in English 8
   Credits: Five credits each semester
   Passing Grade: A-D (D not acceptable for college)
   Primary Instructional Materials: Spanish 1 PLC Common Assessment and Accelerate
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
   Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
   Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments and In-Person Proctored Unit/Final Exams/Essays. Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
   Course Overview: This course aligns with and fulfills graduation, ACTFL, and A-G standards and requirements.
   Spanish 1 is designed to develop foundational proficiency in listening, speaking, reading, and writing. It introduces students to the diverse cultures of the Spanish-speaking world. The course aligns with the California World Languages Standards in three major standards areas of Communication, Cultures, and Connections. Students learn to interpret and exchange information about familiar topics such as greetings, family, school, daily activities, food, interests, and community life; participate in basic interpersonal conversations; and present information using practiced words, phrases, and simple sentences. Students also explore the practices, products, perspectives, and diversity of Spanish-speaking communities. Emphasis is placed on communication, cultural competence, vocabulary development, pronunciation, and foundational grammatical structures, preparing students for continued study in Spanish and increasingly independent use of the language.

2. **(H)Spanish 2: Grades 9-12**
   Duration: One year, two semesters. Prerequisite: C or better in English 9 and Spanish 1
   Credits: Five credits each semester
   Passing Grade: A-D (D not acceptable for college)
   Primary Instructional Materials: Spanish 1 PLC Common Assessment and Accelerate
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction

Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments and In-Person Proctored Unit/Final Exams/Essays. Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
Course Overview: This course aligns with and fulfills graduation, ACTFL, and A-G standards and requirements.
Spanish 2 builds upon the foundational communication skills developed in Spanish 1 and continues alignment with the California World Languages Standards with emphasis on the standards of Communication, Cultures, and Connections. Students strengthen their proficiency in listening, speaking, reading, and writing, communicating in increasingly complex sentences and participating in conversations about familiar topics such as family, school, travel, health, daily routines, community, celebrations, and personal experiences. The course expands students' vocabulary and understanding of grammatical structures, including more sophisticated use of verb tenses and sentence patterns, while emphasizing interpretive, interpersonal, and presentational communication. Through readings, media, projects, and cultural study, students examine the products, practices, perspectives, and diversity of Spanish-speaking communities and make connections between language, culture, and other academic disciplines. Honors Spanish 2 requires more spoken Spanish work and more development in Spanish writing. Students learn to communicate with greater confidence and independence while developing the linguistic and intercultural competence.

3. **(H)Spanish 3: Grades 9-12**
Duration: One year, two semesters. Prerequisite: Pass Spanish 2 and English with C or better
Credits: Five credits each semester
Passing Grade: A-D (D not acceptable for college)
Primary Instructional Materials: Spanish 2 PLC Common Assessment and Accelerate
Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments and In-Person Proctored Unit/Final Exams/Essays. Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
Course Overview: This course aligns with and fulfills graduation, ACTFL, and A-G standards requirements.

This course builds students' proficiency in listening, speaking, reading, and writing while aligning with the California World Languages Standards in the areas of Communication, Cultures, and Connections. Students develop greater fluency and accuracy as they interpret spoken and written Spanish, engage in interpersonal communication, and create detailed oral and written presentations on academic, cultural, and real-world topics. The course focuses on students' command of vocabulary and more advanced grammatical structures, including expanded use of past, present, future, conditional, and introductory subjunctive forms. Students narrate, describe, compare, and express in paragraph form. Through literature, informational texts, media, projects, and cultural resources, students examine the products, practices, perspectives, histories, and contemporary experiences of diverse Spanish-speaking communities. Honors Spanish 3 increases the rigor of the basic curriculum requiring further spoken language experiences and developed linguistic skills. Spanish 3 emphasizes meaningful communication so students will use Spanish with increasing independence in preparation for real life and AP-level coursework.

4. **(H)Spanish 4 Grade Level: 9-12th grade**
   Duration: One year, two semesters. Prerequisite: Pass Spanish 3 with C or better
   Credits: Five credits each semester
   Passing Grade: A-D
   Primary Instructional Materials: Accelerate and AP Classroom.
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction.
   Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
   Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course.
   Course Overview: This is an advanced high school language course designed to strengthen students' proficiency in speaking, listening, reading, and writing while deepening their understanding of the diverse cultures of the Spanish-speaking world. Students build upon previously acquired vocabulary and grammatical structures through authentic literature, informational texts, media, conversation, presentations, and extended writing. Spanish 4 emphasizes practical communication, increased fluency, cultural awareness, and the ability to interpret and respond to increasingly complex Spanish-language materials. Honors Spanish 4 provides a more rigorous and accelerated experience, requiring greater linguistic accuracy, more sophisticated analysis of authentic texts and cultural topics, advanced writing and speaking, and increased use of Spanish as the primary language of instruction and communication. Both courses support the California World Languages Standards, particularly the areas

of Communication, Cultures, and Connections, while Honors Spanish 4 also helps prepare students for the expectations of advanced or AP-level Spanish study.

Physical Education

Advanced Physical Education: Grade Level 9-12th grade
Duration: One year, two semesters
Credits: Five credits each semester
Passing Grade: A-D
Primary Instructional Materials from the Physical Education PLC Common Assessment and Schoology
Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
Course Overview: High School Physical Education is a comprehensive course designed to develop students' physical fitness, movement skills, knowledge, and habits necessary for lifelong health and wellness. This course is aligned with the California Physical Education Model Content Standards for High School. This course emphasizes competency in motor skills and movement patterns, understanding of movement concepts and principles, assessment and maintenance of physical fitness, knowledge of fitness concepts, and development of responsible personal and social behaviors in physical activity settings. Students participate in a variety of physical activities, fitness training, recreational pursuits, and wellness experiences while learning about cardiovascular endurance, muscular strength and endurance, flexibility, body composition, injury prevention, goal setting, and personal fitness planning. Through regular physical activity, self-assessment, and reflection, students develop confidence, personal responsibility, and an appreciation for the physical, mental, emotional, and social benefits.

Electives

1. **AP Computer Science Principles: Grade Level:9-12th grade**
   Duration: Two Semesters. Prerequisite: Concurrent enrollment or completion of Geometry
   Credits: Five credits for each semester
   Passing Grade: A-D

Primary Instructional Materials: Accelerate and AP Classroom
Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction.
Instructional Delivery: Instruction is delivered asynchronously via UC Scout, AP Classroom, and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course. Students are expected to take the in-person AP Computer Science Principles Exam with PCHS students.
Course Overview: This course fulfills A-G requirements. This college-level course aligns with the College Board curriculum that gives students a broad understanding of computer science and its impact on society. This course follows the College Board AP Computer Science Principles framework and emphasizes computational thinking through five major areas: Creative Development, Data, Algorithms and Programming, Computer Systems and Networks, and Impact of Computing. Students learn to design and develop programs, analyze and visualize data, create and evaluate algorithms, understand how the Internet and computer systems operate, and examine issues such as cybersecurity, privacy, artificial intelligence, bias, and the ethical and societal effects of technology. The course uses collaborative problem-solving and hands-on programming projects, Students develop creativity, logical reasoning, communication, and computational skills while preparing for the AP Computer Science Principles Exam and the required AP Create Performance Task.Students are expected to take the AP Computer Science Principles National Exam in person with PCHS students.

2. **Ethnic Studies: Grade Level 9-12th grade**
Duration: One semesters
Credits: Five credits for the semester
Passing Grade: A-D
Primary Instructional Materials from Accelerate
Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course

Course Overview: This course is an interdisciplinary elective that examines the histories, cultures, experiences, contributions, and perspectives of diverse racial and ethnic communities in the United States, with particular attention to groups whose experiences have historically been underrepresented in traditional curricula. This course is aligned with the California Ethnic Studies Model Curriculum and relevant California History–Social Science Standards and Framework. Students explore themes such as identity, culture, migration, race and ethnicity, power, inequality, social movements, community, and civic engagement. Students study primary and secondary sources, literature, media, oral histories, research, and they analyze multiple perspectives, evaluate historical and contemporary issues, and recognize the contributions of diverse communities to American society. The course emphasizes critical thinking, evidence-based analysis, empathy, and civic awareness while encouraging students to connect historical learning to their communities and the broader world.

3. **Music Appreciation: Grade Level 9-12th grade**
   Duration: Two semesters
   Credits: Five credits for each semester
   Passing Grade: A-D
   Primary Instructional Materials from Accelerate
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
   Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
   Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
   Course Overview: This course fulfills the Visual and Performing Arts (VAPA) elective for graduation and A-G credit requirements and is designed to develop students' understanding, appreciation, and critical analysis of music across a variety of historical periods, cultures, genres, and traditions. This course is aligned to the California Arts Standards for Music, and focuses on the artistic processes of Creating, Performing, Responding, and Connecting, with particular emphasis on active listening, musical elements, historical and cultural context, and the interpretation and evaluation of musical works. Students learn about classical, jazz, blues, rock, popular music, world music, film music, and contemporary styles while examining how music reflects culture, identity, history, and social change. Through listening activities, research, presentations, and creative projects, students develop musical vocabulary, aesthetic awareness, and critical-thinking skills while making meaningful connections between music and other art forms, academic disciplines, and personal experiences.

4. **Media Literacy: Grade Level 9-12th grade**
   Duration: One semester
   Credits: Five credits for the semester
   Passing Grade: A-D
   Primary Instructional Materials from Accelerate
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
   Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
   Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
   Course Overview: This course is an interdisciplinary elective focused on students becoming informed, critical, and responsible consumers and creators of media in an increasingly digital world. The course examines how information is produced, distributed, and influenced across news, advertising, television, film, social media, podcasts, websites, and emerging technologies such as artificial intelligence. Students learn to evaluate the credibility and reliability of sources, distinguish fact from opinion and misinformation, recognize bias and persuasive techniques, analyze visual and rhetorical messages, and understand how algorithms and social media platforms can shape public perception. Students engage in research, media analysis, and multimedia projects, exploring issues that include digital citizenship, privacy, representation, stereotypes, copyright, propaganda, and the ethical use of AI-generated content. The course supports the California Common Core State Standards for English Language Arts/Literacy, particularly standards involving research, argumentation, evidence, source evaluation, and integration of multimedia, while preparing students to communicate thoughtfully and participate responsibly in contemporary civic and digital life.

5. **Public Health: Grade Level 9-12th grade**
   Duration: One semester
   Credits: Five credits for the semester
   Passing Grade: A-D
   Primary Instructional Materials from Accelerate
   Time Commitment: Students are expected to engage in a minimum of 200 minutesof study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
   Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.

Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
Course Overview: This course is an interdisciplinary elective that introduces students to the principles and practices used to understand, protect, and improve the health of individuals and communities. Students examine topics such as disease prevention, epidemiology, environmental health, nutrition, mental and social well-being, health disparities, community health, infectious and chronic diseases, health education, and the role of local, state, national, and global public health organizations. Through case studies, data analysis, research, collaborative projects, and investigation of contemporary public health challenges, students learn how biological, environmental, socioeconomic, and behavioral factors influence population health. The course emphasizes scientific inquiry, health literacy, ethical decision-making, communication, and evidence-based problem solving and can support connections to the California Health Education Content Standards, California Health Education Framework, and California Next Generation Science Standards (CA NGSS). Students gain a foundation for studying careers in medicine, nursing, epidemiology, environmental science, health policy, community health, and other health-related fields.

6. **Health: Grade Level 9-12th grade**
Duration: One semester
Credits: Five credits for the semester
Passing Grade: A-D
Primary Instructional Materials from Accelerate
Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
Course Overview: This course provides students with the knowledge and skills necessary to make informed decisions that support lifelong physical, mental, emotional, and social well-being. It aligns with the California Health Education Content Standards and California Health Education Framework, nutrition and physical activity; growth, development, and sexual health; injury prevention and safety; alcohol, tobacco, and other drugs; mental, emotional, and social health; personal and community health; and disease prevention. Students develop essential health-literacy skills by accessing and evaluating reliable information, analyzing influences on health behaviors, setting

personal health goals, and advocating for individual and community wellness. This course has medically accurate, inclusive, and evidence-based health information while encouraging students to take greater responsibility for their health and make thoughtful choices that contribute to healthy relationships, families, schools, and communities.

7. **College and Career: Grade Level 9-12th grade**
   Duration: Two semesters
   Credits: Five credits for the semester
   Passing Grade: A-D
   Primary Instructional Materials from Accelerate
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
   Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
   Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
   Course Overview: This course is an elective course preparing students for a successful transition from high school to college, career training, and the workplace by developing the academic, professional, financial, and personal skills necessary for postsecondary success. Students explore college and career pathways, identify personal interests and strengths, research colleges and career opportunities, and learn about admissions requirements, financial aid, scholarships, resumes, cover letters, interviews, and workplace expectations. The course emphasizes goal setting, organization, time management, communication, collaboration, problem solving, digital citizenship, and responsible use of technology while introducing students to financial literacy topics such as budgeting, credit, saving, and the costs associated with education and independent living. Through career inventories, research, presentations, practical simulations, and the development of individualized college and career plans, students build self-awareness and learn to make informed decisions about their futures.

8. **Psychology: Grade Level 10-12th grade**
   Duration: One semester
   Credits: Five credits for the semester
   Passing Grade: A-D
   Primary Instructional Materials from Accelerate
   Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction

Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
Course Overview: This social science elective introduces students to the scientific study of human behavior and mental processes and aligns with California History–Social Science and Common Core State Standards for Literacy in History/Social Studies. Students explore major areas of psychology, including the biological bases of behavior, sensation and perception, learning, memory, cognition, intelligence, motivation, emotion, human development, personality, social psychology, stress and health, and psychological disorders and treatment. Through readings, case studies, research, experiments, and analysis of real-world situations, students learn how psychologists develop and evaluate explanations of behavior using scientific methods and evidence. The course focuses upon critical thinking, research literacy, ethical considerations, and the application of psychological concepts to everyday life, relationships, education, and society. It provides a foundation for further study in psychology, sociology, education, health sciences, and related fields.

9. **Sociology: Grade Level 10-12th grade**
Duration: One semester
Credits: Five credits for the semester
Passing Grade: A-D
Primary Instructional Materials from Accelerate
Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
Course Overview: This social science elective introduces students to the systematic study of society, social relationships, institutions, and human behavior within groups and communities. It aligns with California History–Social Science Standards and Framework as well as California Common Core State Standards for Literacy in History/Social Studies. Students examine major sociological concepts and perspectives while exploring topics such as culture, socialization, identity, family, education, social class, race and

ethnicity, gender, media, religion, government, crime and deviance, population, social inequality, and social change. Students engage in readings, case studies, research, data analysis, and examination of contemporary social issues, investigating how social structures and institutions influence individual experiences and how individuals and groups contribute to changes within society. The course emphasizes critical thinking, cultural awareness, respectful consideration of multiple perspectives, research literacy, and evidence-based analysis.

10. **Financial Literacy: Grade Level 9-12th grade**
    Duration: One semester
    Credits: Five credits for the semester
    Passing Grade: A-D
    Primary Instructional Materials from Accelerate
    Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
    Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
    Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
    Course Overview: This elective course provides students with the practical knowledge and decision-making skills necessary to manage their personal finances responsibly and prepare for financial independence. Students explore topics such as budgeting, saving, banking, credit and debt, taxes, insurance, investing, retirement planning, student loans, financial aid, consumer protection, housing, transportation, and the relationship between education, careers, income, and long-term financial goals. Through real-world scenarios, simulations, research, calculations, and personal financial planning activities, students learn to evaluate financial products, understand the consequences of financial decisions, recognize fraud and predatory practices, and assess risk and opportunity. The course helps prepare students for the financial responsibilities of college, employment, and adult life.

11. **Information Management: Grade Level 9-12th grade**
    Duration: Two semesters
    Credits: Five credits for each semester
    Passing Grade: A-D
    Primary Instructional Materials from Accelerate
    Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction

Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
Course Overview: This elective course teaches students to effectively locate, organize, evaluate, analyze, manage, protect, and communicate information in academic, professional, and digital environments. It aligns with California Career Technical Education (CTE) Model Curriculum Standards, California Common Core State Standards. Students develop practical skills using productivity and information technologies, including word processing, spreadsheets, databases, presentation tools, cloud-based collaboration platforms, digital file-management systems, and emerging artificial intelligence tools. The course emphasizes information literacy, data organization and analysis, effective online research, source credibility, cybersecurity, privacy, digital citizenship, ethical use of information, copyright, and responsible use of AI-generated content. Through project and workplace-based scenarios, students learn to manage information efficiently, collaborate digitally, solve problems, and communicate data and ideas clearly for different audiences and purposes.

12. **Principles of Business Marketing: Grade Level 9-12th grade**
    Duration: Two semesters
    Credits: Five credits for each semester
    Passing Grade: A-D
    Primary Instructional Materials from Accelerate
    Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
    Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
    Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
    Course Overview: This elective course aligns with California Career Technical Education (CTE) Model Curriculum Standards, particularly within the Marketing, Sales, and Service pathway. Students learn fundamental concepts and practices used by businesses to identify customer needs, develop products and services, communicate value, and compete successfully in the marketplace. Students explore topics such as entrepreneurship, market research, consumer behavior, target markets, branding,

product development, pricing, distribution, advertising, public relations, social media and digital marketing, sales, customer service, and ethical business practices. Students analyze case studies, create collaborative projects, marketing plans, presentations, and analysis of real-world businesses and advertising campaigns. Students also learn to apply marketing strategies to authentic business situations while developing communication, creativity, critical-thinking, data-analysis, and problem-solving skills. This course examines the influence of technology, e-commerce, artificial intelligence, globalization, and changing consumer trends on contemporary marketing. Principles of Business Marketing prepares students for further study and careers in business, marketing, entrepreneurship, advertising, communications, and related fields.

13. **Business Law: Grade Level 9-12th grade**
    Duration: Two semesters
    Credits: Five credits for each semester
    Passing Grade: A-D
    Primary Instructional Materials from Accelerate
    Time Commitment: Students are expected to engage in a minimum of 200 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction
    Instructional Delivery: Instruction is delivered asynchronously via Accelerate and Schoology supplemented by a minimum of 200 minutes of scheduled synchronous weekly check-ins, tutoring, and progress reviews with a credentialed subject-matter teacher.
    Assessment & Grading Policy: Student grades will be determined by weighted categories: Assignments (Formative) and In-Person Proctored Unit/Final Exams/Essays (Summative). Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course
    Course Overview: This elective course aligns with the California Career Technical Education (CTE) Model Curriculum Standards, as well as California Common Core State Standards for Literacy in History/Social Studies. This elective course introduces students to the legal principles, rights, responsibilities, and ethical considerations that influence individuals, businesses, and the marketplace. Students examine topics such as the foundations of the U.S. legal system, constitutional and civil law, contracts, consumer protection, employment law, business organizations, intellectual property, property law, negligence and other torts, dispute resolution, and the legal responsibilities associated with entrepreneurship and technology. Students examine case studies, mock trials, legal research, debates, and analysis of real-world business situations, interpreting legal issues, evaluating evidence, applying legal principles, and recognizing how laws affect business decisions and everyday life. The course emphasizes critical thinking, ethical decision-making, research, and problem solving, preparing students for further study and careers in business, law, government, entrepreneurship, and related fields.

Coversheet

College Center Presentation

Section: VI. Academic Excellence
Item: B. College Center Presentation
Purpose: FYI
Submitted by:
Related Material: Class of 2026 Matriculation Data.pdf
Class of 2026 Student Reported Admission Data.pdf
AP School Current Year Score Summary 2026.pdf
AA_PCHS School Profile 2025-2026.pdf

Class of 2026 Matriculation Data (as reported)

American University
Arizona State University (8)
Berklee College of Music
Boston College
Boston University (4)
Brigham Young University (2)
Brown University (2)
California Polytechnic State University - San Luis Obispo (8)
California State Polytechnic University, Pomona (3)
California State University, Fullerton (5)
California State University, Long Beach (4)
California State University, Los Angeles (2)
California State University, Monterey Bay
California State University, Northridge (10)
California State University, Sacramento (3)
Case Western Reserve University
Champlain College
Clark Atlanta University
College of Charleston
Columbia University
Cornell University (4)
Curry College
Dartmouth College
DePaul University
El Camino College (3)
Elon University
Emerson College (2)
Emory University
Florida A & M University
Fordham University
Georgetown University
Glendale Community College
Hampton University
Hartpury University
Harvard University
High Point University (2)
Hult International Business School
IE University - Madrid
Indiana University Bloomington (6)
Istituto Europeo di Design
Jackson State University
Kenyon College (2)
Lewis & Clark College (2)
Liverpool Institute for Performing Arts
Los Angeles Mission College (2)
Los Angeles Pierce College (3)
Los Angeles Trade Technical College (8)
Loyola Marymount University (7)
Maine College of Art & Design
Montana State University
Moorpark College
Mt. San Antonio College
New York University (10)
North Carolina Agricultural and Technical State University
Northeastern University (4)
Northern Arizona University (3)
Northwestern University (2)
Occidental College
Orange Coast College
Penn State- University Park (3)
Pepperdine University (2)
Purchase College
Rochester Institute of Technology
Royal Welsh College of Music and Drama
Rutgers University - New Brunswick
San Diego Mesa College
San Diego State University (21)
San Francisco State University
San Jose State University (2)
Santa Barbara City College (11)
Santa Clara University
Santa Monica College (181)
Sarah Lawrence College
Sierra College
Southern Methodist University (4)
Southern University and A & M College
Southern Utah University (2)
Spelman College
St. John's University
Syracuse University (9)
Texas Christian University (3)
Texas Southern University
The Culinary Institute of America
The George Washington University (3)
The New School (5)
Ohio State University- Columbus (2)
University of Texas- Austin (4)
Tufts University (3)
Tulane University (3)
United States Air Force Academy
Universal Technical Institute (2)
University College Dublin
University of California, Berkeley (17)
University of California, Davis (4)
University of California, Irvine
University of California-Los Angeles (21)
University of California, Merced
University of California, Riverside (5)
University of California, Santa Barbara (6)
University of California, Santa Cruz (10)
University of California, San Diego (13)
University of Colorado- Boulder (22)
University of Georgia
University of Hawaii at Manoa (2)
University of La Verne
University of Massachusetts Amherst
University of Miami (4)
University of Michigan- Ann Arbor (3)
University of Minnesota- Twin Cities
University of Oregon (7)
University of Pennsylvania (2)
University of Redlands
University of San Diego (2)
University of San Francisco (2)
University of Southern California (7)
University of Toronto (2)
University of Washington- Seattle (3)
University of Wisconsin-Madison (8)
UNSW Sydney
Vanderbilt University (3)
Vassar College
Villanova University (2)
Virginia Tech
Washington University in St. Louis
West Los Angeles College (4)
Xavier University of Louisiana
Yale University

Class of 2026 Student Reported Admission Data

American University (9)
Arizona State University (31)
Berklee College of Music (2)
Boston College (4)
Boston University (14)
Brigham Young University (3)
Brown University (4)
California Polytechnic State University - San Luis Obispo (27)
California State Polytechnic University, Pomona (16)
California State University, Fullerton (23)
California State University, Long Beach (37)
California State University, Los Angeles (10)
California State University, Monterey Bay (5)
California State University, Northridge (43)
California State University, Sacramento (5)
Case Western Reserve University (2)
Champlain College (1)
Clark Atlanta University (4)
College of Charleston (10)
Columbia University (5)
Cornell University (6)
Curry College (1)
Dartmouth College (1)
DePaul University (10)
El Camino College (3)
Elon University (4)
Emerson College (6)
Emory University (2)
Florida A & M University (1)
Fordham University (10)
Georgetown University (2)
Glendale Community College (1)
Hampton University (4)
Hartpury University (1)
Harvard University (1)
High Point University (2)
Hult International Business School (1)
IE University - Madrid (1)
Indiana University Bloomington (45)
Istituto Europeo di Design (1)
Jackson State University (2)
Kenyon College (2)
Lewis & Clark College (8)
Liverpool Institute for Performing Arts (1)
Los Angeles Mission College (2)
Los Angeles Pierce College (4)
Los Angeles Trade Technical College (8)
Loyola Marymount University (24)
Maine College of Art & Design (1)
Montana State University (3)
Moorpark College (1)
Mt. San Antonio College (1)
New York University (21)
North Carolina Agricultural and Technical State University (2)
Northeastern University (26)
Northern Arizona University (4)
Northwestern University (5)
Occidental College (4)
Orange Coast College (1)
Penn State- University Park (30)
Pepperdine University (18)
Purchase College (1)
Rochester Institute of Technology (5)
Royal Welsh College of Music and Drama (1)
Rutgers University - New Brunswick (2)
San Diego Mesa College (1)
San Diego State University (53)
San Francisco State University (15)
San Jose State University (12)
Santa Barbara City College (12)
Santa Clara University (81)
Santa Monica College (181)
Sarah Lawrence College (4)
Sierra College (1)
Southern Methodist University (19)
Southern University and A & M College
Southern Utah University (3)
Spelman College (1)
St. John's University (1)
Syracuse University (30)
Texas Christian University (7)
Texas Southern University (2)
The Culinary Institute of America (1)
The George Washington University (5)
The New School (10)
Ohio State University- Columbus (4)
University of Texas- Austin (7)
Tufts University (4)
Tulane University (7)
United States Air Force Academy (1)
Universal Technical Institute (2)
University College Dublin (1)
University of California, Berkeley (30)
University of California, Davis (45)
University of California, Irvine (14)
University of California-Los Angeles (36)
University of California, Merced (20)
University of California, Riverside (39)
University of California, Santa Barbara (47)
University of California, Santa Cruz (101)
University of California, San Diego (54)
University of Colorado- Boulder (84)
University of Georgia (4)
University of Hawaii at Manoa (10)
University of La Verne (2)
University of Massachusetts Amherst (7)
University of Miami (14)
University of Michigan- Ann Arbor (8)
University of Minnesota- Twin Cities (6)
University of Oregon (75)
University of Pennsylvania (2)
University of Redlands (1)
University of San Diego (5)
University of San Francisco (10)
University of Southern California (18)
University of Toronto (3)
University of Washington- Seattle (21)
University of Wisconsin-Madison (33)
UNSW Sydney (1)
Vanderbilt University (3)
Vassar College (3)
Villanova University (5)
Virginia Tech (3)
Washington University in St. Louis (2)
West Los Angeles College (4)
Xavier University of Louisiana (2)
Yale University (1)

AP School Current Year Score Summary 2026 (4)

Subject Totals	1	2	3	4	5	Total Exams
2-D Art and Design		1	10	9	5	25
3-D Art and Design		1		1	1	3
African American Studies		2	7	16	6	31
Art History		4	5	5	7	21
Biology		9	13	34	31	87
Calculus AB		3	1	11	9	24
Calculus BC	1	1	1	8	36	47
Computer Science A	3	3	7	11	15	39
Computer Science Principles	2	21	52	46	31	152
Drawing			3	1	1	5
English Language and Composition	2	16	81	91	74	264
English Literature and Composition	4	14	32	57	67	174
Environmental Science	3	5	36	55	32	131
European History	3	15	21	38	13	90
French Language and Culture			3	3	1	7
German Language and Culture				1	3	4
Human Geography	2	8	28	37	31	106
Italian Language and Culture			1	2	3	6
Japanese Language and Culture					1	1
Macroeconomics	2	8	28	50	26	114
Microeconomics					1	1
Music Theory	1			1	3	5
Physics C: Electricity and Magnetism	6	3	9	3	1	22
Physics C: Mechanics	5	2	13	4	4	28
Psychology	4	7	35	80	30	156
Spanish Language and Culture		1	10	16	9	36
Statistics	1		14	27	24	66
United States Government and Politics		3	8	28	53	92
United States History	2	6	32	71	72	183

World History: Modern		11	17	70	34	132

PROFILE 2026 - 2027

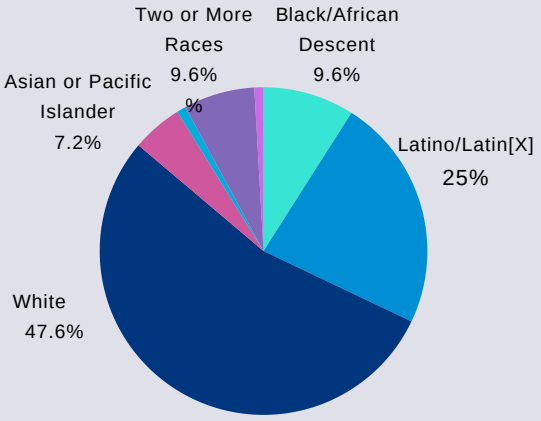
PCHS SCHOOL PROFILE

Palisades Charter High School
15777 Bowdoin Street
Pacific Palisades, CA 90272
(310) 230-6643 / collegecenter@palihigh.org

PCHS AT A GLANCE - (**PLEASE SEE LAST PAGE FOR FIRE ADDENDUM**) Palisades Charter High School is a financially independent comprehensive four-year public high school. In 1993 a Charter was approved by the Los Angeles Unified School District and the California State Department of Education, which specified accountability for higher levels of student achievement. In 2003, all school stakeholder groups unanimously supported the transition to financial independence and accountability. Palisades Charter High School is a California nonprofit public benefit corporation governed by an elected Board of Trustees, and is a California Distinguished School.

Palisades Charter High School is fully accredited by the Western Association of Schools and Colleges (WASC) until 2030. The school year includes two semesters of 20 weeks each. Periods 1 through 6 meet every other day for approximately 100 minutes each. Period 7 is optional and meet daily for 55 minutes. Approximately 31% of our students are eligible for the free and reduced lunch program.

STUDENT BODY



Total Enrollment: 2537 Students
Graduation Rate: 97.5%
Geographic Diversity: 113 ZIP Codes

CURRICULUM

AP Courses offered:
African American Studies
Art – Drawing
Art – 2D & 3D
Art History
Biology
Business & Personal Fin
Calculus AB & BC
*Chemistry(not in 25-26)
Comp Principles
Computer Science
Cybersecuity
English Language
English Literature
Environmental Science
European History
French Language
Government & Politics
Human Geography
Italian Language
Macroeconomics
Music Theory
Photography
Physics (E&M/M)
Psychology
Spanish Language
Statistics
U.S. History
World History

UC-Approved Honors Level Courses offered:
ACADEC
Advanced Theater Arts
Biology
Chemistry
Concert Choir
Dance (Advanced)
Dance 1 & 2
English 10
English 11
English 12
Environmental Science
French 4
Human Anatomy
Math Analysis
Neuroscience
Precalculus
Personal Finance
Physics
Spanish 3
Spanish 4
U.S. History
Wind Ensemble
World History

Other Honors Level Courses offered:
Algebra 2
Economics
French 3
Geometry
Italian
Marine Biology
Principles of American Democracy
Spanish 2

Additional Options:

Partnership with Santa Monica College and West Los Angeles College where students can participate in dual enrollment

***See next page for new IB Options**

IB DIPLOMA PROGRAM

INCEPTION: 2026-2027 ACADEMIC YEAR

(JUNIORS & SENIORS ONLY)

COURSES OFFERED

MATH ANALYSIS & APPROACHES

ENVIRONMENTAL SCIENCES & SOCIETIES

PHYSICS

MUSIC

BUSINESS & MANAGEMENT

THEORY OF KNOWLEDGE

ENGLISH

HISTORY OF THE AMERICAS

SPANISH LANGUAGE & LITERACY

GRADUATION REQUIREMENTS

Total credits required: 230 (5 credits = 1 semester class)

English	40 Credits	Physical Education	20 Credits
Social Science	30 Credits	Visual/Performing Arts	10 Credits
Science	20 Credits	Electives	90 Credits
Mathematics	20 Credits		

Students earn elective credits for college eligibility by completing additional math, science, and foreign language courses. Students are required to take 5 credits of Computer Science. Students must complete ten hours of community service per year. (Waived during COVID)

Class of 2026 GPA/CLASS RANK - Effective August 1, 2020, PCHS will no longer use ranking. Grades are calculated on a 4.0 scale based on all grades earned in the 9th, 10th, and 11th grades. If classes are repeated, both grades are included. Only AP/IB grades are weighted in computing GPA (unweighted GPA is augmented .025 point per AP/IB per semester). The grading system is A-B-C-D-F; D is a passing grade for high school graduation purposes. Courses completed outside of Palisades Charter High School are included on the transcript only if the course or the credits are required for graduation or if they are required to meet minimum A-G state requirements.

Effective as of the 2020-2021 school year, Palisades Charter High School will no longer rank our students. This decision was approved by our Board of Directors in efforts to more accurately depict our student's individual academic performance. Palisades Charter High School offers an extremely rigorous program including college level AP courses, IB courses and very demanding honors level courses alongside a very strong high school curriculum.

TEST SCORES

In May 2026, 2,052 AP exams were administered in 26 subjects, with 30% of the students scoring 5, 38% scoring 4, and 23% scoring 3, for an overall pass rate of 91%. Pass rates for AP courses:

Af Am Studies	94%	Comp Princ	86%	Human Geo	91%	Physics CM	76%	Studio 2D	96%
Art History	81%	English Lang	93%	Italian	100%	Psychology	93%	Studio 3D	67%
Biology	90%	English Lit	90%	Macroeconomics	92%	Spanish Lang	98%	US Gov	97%
Calculus AB	85%	Envir Science	94%	Music Theory	80%	Statistics	99%	US History	96%
Calculus BC	100%	Euro History	80%	Physics CEM	61%	Studio Drawing	100%	World History	92%
Chenistry	N/A	French	100%						
Computer Sci	83%								

Class of 2026
2 National Merit Finalists
12 National Merit Semi-Finalists
18 NMSQT Commended Students

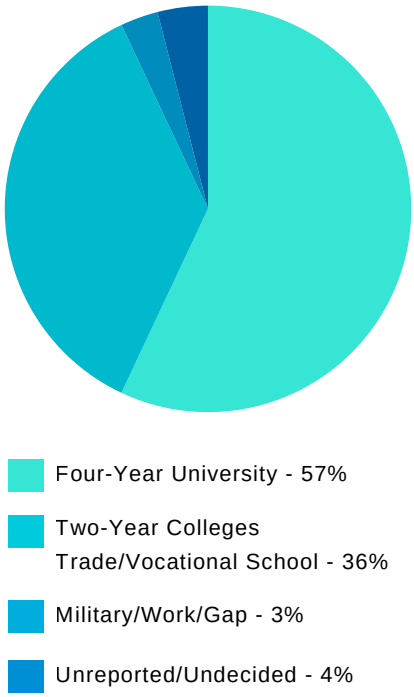
Mean SAT (2026)
EWR: 624
Math: 604
Total: 1228

ACT (2026)
Mean Composite Score: 28.4
Breakdown by Section
Math: 26.6
Reading: 29.6
Science: 27.6
Stem: 27.4
Writing: 8.5
English: 28.9
ELA: 24.0

IMPORTANT TRANSCRIPT INFORMATION

The GPA reported on a transcript is listed as "Unweighted GPA (w/ Bonus Points);" please see GPA description above. Our GPA calculations are unchanged from previous years.

2026 COLLEGE MATRICULATIONS



Palisades Charter High graduates of 2020 to 2026 enrolled in the following colleges and universities:
University of California – all campuses; California State University – 16 of 22 campuses

Alabama State University
AMDA
American U of Paris
American University
Arizona State
Art Center College of Design
Auburn Univ
Azusa Pacific University
Babson College
Bard College
Barnard College
Bates College
Belmont Univ
Berklee Col of Music
Berlin U of the Arts
Berlin University of the Arts
Boston University
Brigham Young University
Brown University
Bucknell University
Butler University
Butte College
Cal Lutheran Univ
Cal Poly SLO
California College of the Arts
Calvin College
Carnegie Mellon University
Chapman University
Clark Atlanta University
CO School of Mines
Colgate College
College of Idaho
Colorado College
Colorado State University
Columbia College Chicago
Columbia University
Connecticut College
Cornell University
Dartmouth College
Denison University
DePaul University
Dickinson College
Drexel University
Duke University
Durham University
Eastern Michigan University
Elon University
Emerson College
Emory Univ
Endicott College
Fordham University
George Washington University
Georgetown University
Georgia Tech
Gonzaga University
Hartwich College
Harvard University
Hobart & William Smith
Hofsta University
Howard University
IE University - Madrid
Indiana University
Jackson State University
Johns Hopkins Univ
Johnson & Wales University
Kalamazoo College
Kenyon College
Knox College
Leeds College of Art & Design
Lehigh University
Lewis & Clark College
Loyola Chicago
Loyola Marymount U
Manhattan S, of Music
Marist College
MIT
Miami University
Middlebury College
Montana State University
Morehouse College
Mt. Holyoke College
Mt. St. Mary's Univ
New York University
Northeastern University
Northern Arizona U
Northwest Lineman College
Northwestern Univ
Oberlin College
Occidental College
Ohio State University
Ohio Wesleyan University
Oregon State
Otis College of A & D
Pace University
Penn State
Pepperdine University
Pitzer College
Point Loma Nazarene
Prairie View A&M Univ
Pratt Institute
Princeton University
Purdue University
Rensselaer Polytechnic Institute
RISD
Roosevelt University
Rowan University
SAI Chicago
Santa Clara University
Sarah Lawrence
Seton Hall University
Sewanne University
Soka Univ
Sophia University
Southern Methodist University
Southern University
Southern Utah University
Spelman College
Stanford University
Stony Brook University
Suffolk University
Syracuse University
Texas A & M University
The Evergreen State
The New School
Trinity College
U Mass Amherst
U of Arizona
U of CO Boulder
U of Hawaii Manoa
U of Michigan
U of Montana
U of Notre Dame
U of Puget Sound
United States Air Force Academy
United States Military Academy
U of Denver
U of Pennsylvania
U of Edinburgh
U of Illinois
U of Iowa
U of Kentucky
U of La Verne
U of London
U of Oregon
U of Pisa
U of Pittsburgh
U of Rochester
UNLV
UNR
Vassar College
Washington State University
Wellesley College
Xavier University of Louisiana
Yale University

.. and more!

Coversheet

Finance Items: School Organized Conferences/Trips

Section: VII. Consent Agenda
Item: A. Finance Items: School Organized Conferences/Trips
Purpose: Vote
Submitted by:
Related Material: 2026_09_13_College Center_CBB Tour of Colleges.pdf
2026_10_07_College Center_NACAC Conference.pdf
2026_11_11_Forestry Challenge_Steve Engelmann.pdf

Palisades Charter High School
15777 Bowdoin St. • Pacific Palisades • California 90272
(310) 230-6623 • FAX (310) 454-6328

CONFERENCE/TRAVEL REQUEST FORM

Employee Attendee(s) Name(s): Karen Ellis
Department/Site: College Center Date of Request: 8/9/26
Name of Conference/Activity: CBB Tour of Colleges
Organization/Company Holding the Conference/Activity: Colby, Bates, Bowdoin College
Location of Conference/Activity: Portland, ME Date(s) of Conference/Activity: 9/13 - 9/15
Purpose/Rationale (How will this conference/activity be of value to the school?)
Professional Dev. (Colby, Bates, Bowdoin Colleges)

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

Estimated Expenditures					Pali to Pay Directly	Reimbursement Requested	Cost
Conference Registration	____	people	@ $ -	per person			$ -0-
Certificated Substitute(s)	____	days	@	per day (sal. & stat. ben.)			$ -0-
Travel - Mileage	____	miles	@ $ 0.725	per mile			$ -0-
Travel - Airfare	____	people	@ $ -	per person			$ -0-
Travel - Ride Sharing Svs/Taxi/Shuttle				Type total amount into "cost" cell			$ -0-
Lodging	____	nights	@ $ -	per night			$ -
Meals	____	Breakfasts	@ $ 10.00	per meal			$ -0-
	____	Lunches	@ $ 10.00	per meal			
	____	Dinners	@ $ 20.00	per meal			
Other (Parking, Tolls, Conference Materials, etc.) - please list below:							$ -
						TOTAL APPROXIMATE COST	$ -
						AMOUNT APPROVED	-0-

I understand that my request is not granted until approved by administration and that, once approved, costs may not exceed the above estimate without prior approval from an administrator. Upon returning from an approved event, attendee must submit an itemized Request for Reimbursement and/or a Mileage Report & Reimbursement Claim form with a copy of this form, the activity agenda/program, and all original itemized receipts for any out-of-pocket expenses to supervisor within 3 to 5 days of return. Expenses submitted without original itemized receipts will not be reimbursed.
Requestor Signature: Karen Ellis Anne Whitley

Executive Director Approval: Lisa Mafee Date: 8/24/26
Funding Source: N/A SACS Code: N/A
Will costs be reimbursed by another organization? Yes/No If so, what organization?
Board of Trustee/Designee Approval: Date:
Board Approval Date (if applicable): Business Office Review
(initial) (date)

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Palisades Charter High School
15777 Bowdoin St. • Pacific Palisades • California 90272
(310) 230-6623 • FAX (310) 454-6328

CONFERENCE/TRAVEL REQUEST FORM

Employee Attendee(s) Name(s): Jennifer Boo, Karen Ellis
Department/Site: College Center Date of Request: 8/21/26
Name of Conference/Activity: 2026 NACAC Conference Conf.
Organization/Company Holding the Conference/Activity: *NACAC (Annual College Admissions)
Location of Conference/Activity: Minneapolis, MN Date(s) of Conference/Activity: Oct 7 - October 10
Purpose/Rationale (How will this conference/activity be of value to the school?)
To learn more about the College admissions process/reps/Workshops

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

Estimated Expenditures					Pali to Pay Directly	Reimbursement Requested	Cost
Conference Registration	2	people	@ $ 550.00	per person		$1,100	$ 1,100.00
Certificated Substitute(s)		days	@	per day (sal. & stat. ben.)			$ -
Travel - Mileage		miles	@ $ 0.725	per mile			$ -
Travel - Airfare	2	people	@ $ 750.00	per person			$ 1500.00
Travel - Ride Sharing Svs/Taxi/Shuttle				Type total amount into "cost" cell			$ -
Lodging	4	nights	@ $ 500	per night			$ 2,000
Meals	4	Breakfasts	@ $ 10.00	per meal			$ 320.00
2 X	4	Lunches	@ $ 10.00	per meal			
	4	Dinners	@ $ 20.00	per meal			
Other (Parking, Tolls, Conference Materials, etc.) - please list below: UBER TO AND FROM AIRPORT X 2							$ 200.00
						TOTAL APPROXIMATE COST	$5,120.00
						AMOUNT APPROVED	5,120.00

I understand that my request is not granted until approved by administration and that, once approved, costs may not exceed the above estimate without prior approval from an administrator. Upon returning from an approved event, attendee must submit an itemized Request for Reimbursement and/or a Mileage Report & Reimbursement Claim form with a copy of this form, the activity agenda/program, and all original itemized receipts for any out-of-pocket expenses to supervisor within 3 to 5 days of return. Expenses submitted without original itemized receipts will not be reimbursed.

Requestor Signature:

Executive Director Approval: Pam Magee Date: 8/24/2026
Funding Source: SACS Code:
Will costs be reimbursed by another organization? Yes/No If so, what organization?
Board of Trustee/Designee Approval: Date:
Board Approval Date (if applicable): Business Office Review (initial) (date)

Asst. Principal Amie Whiteley 23
Amie Whiteley 8/24/2026
Date

Palisades Charter High School

REQUEST FOR APPROVAL OF SCHOOL-ORGANIZED TRIP FOR STUDENTS

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

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

1. Destination Huber Easton Scout - Cedar Glen Are admission fees charged? Yes _____ No X
2. Dates of Trips Nov 11 - 14, 2026 3. Number of Students 12 Number of adults 2
4. Name and employee number of employee who will go on trip: Steve Engelmann 612849, Jane Curren
5. Substitute required? Yes X No _____ How Many? 4 Source of funds Forestry Challen
6. Time schedule required by school: Leave School 2 pm 11/11/26 Arrive destination 4 pm
   Leave destination noon Return school 2 pm 11/14/26
7. Duration of trip: Less than one day __ One day _____ Overnight X (if overnight, how many days?) 4
8. Method of transportation: School bus (indicate number required) ___ Walking _____ Automobile X
   Public Carrier: airplane _____ boat _____ bus _____ train _____ other _____ (explain) _____
9. Brief description of educational benefit to be derived form this activity. Please state specifically as an instructional objective (not required for athletic trips of Youth Services Activities) The students will compete in the regional Forestry Challenge competition on their knowledge of forestry concepts and skills.
10. Source of funds for trip Forestry Challenge

NOTE: It is illegal to charge students or parents for participation in any activity for which ADA will be taken.

11. Have the locations of the nearest emergency facilities been obtained? Yes X No _____
12. Have forms for parent's or guardian's permission been obtained? Yes X No _____
13. If hiking or camping activity:
    a. Have the ranger, sheriff, police or other emergency personnel been notified of intent to be in the area? Yes X No _____
    b. Has the area been checked for potential hazards? Yes X No _____
    c. Has the School Police Department been notified of the trip? Yes X No _____

APPROVALS:
Principal or Asst. Principal _____ Date: _____

Board of Trustees* _____ Date: _____

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

Coversheet

Biennial Review of Conflict of Interest Code

Section: VIII. Additional HR Updates
Item: A. Biennial Review of Conflict of Interest Code
Purpose: Vote
Submitted by:
Related Material: Conflict_of_Interest_Code_Resolution_09_22_2026.pdf
Conflict of Interest Code Draft_ 07_28_2026.pdf

PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

Board of Trustees

Biennial Review of Conflict of Interest Code

WHEREAS, the Political Reform Act of 1974 (Government Code Section 81000 et seq.) requires every local government agency to review its Conflict of Interest Code biennially to determine whether amendments are necessary; and

WHEREAS, the Conflict of Interest Code identifies designated positions required to file Statements of Economic Interests (Form 700) and specifies the financial interests that must be disclosed; and

WHEREAS, the Los Angeles County Board of Supervisors serves as the code-reviewing body for the Conflict of Interest Code of Palisades Charter High School; and

WHEREAS, all agency heads or their designees are required to submit a Biennial Review Certification to the Board of Supervisors indicating whether the agency's Conflict of Interest Code requires amendment; and

WHEREAS, administration has reviewed the current Conflict of Interest Code and determined that amendments are required at this time**;**

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Palisades Charter High School hereby certifies completion of the required biennial review of its Conflict of Interest Code and authorizes the submission of the Biennial Review Certification to the Los Angeles County Board of Supervisors by the October 1, 2026 deadline.

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 August 25, 2026.

_____
Chair, Board of Trustees
Palisades Charter High School

CONFLICT OF INTEREST CODE
of
Palisades Charter High School

Incorporation of FPPC Regulation 18730 by Reference

The Political Reform Act, Government Code section 81000 et seq., requires state and local government agencies to adopt and promulgate conflict of interest codes.

The Fair Political Practices Commission ("FPPC") has adopted Regulation 18730 (2 California Code of Regulations section 18730), which contains the terms of a standard conflict of interest code and may be amended periodically by the FPPC to conform to amendments to the Political Reform Act.

Accordingly, the terms of 2 California Code of Regulations section 18730, together with any amendments duly adopted by the FPPC, are hereby incorporated by reference and, along with the attached Disclosure Categories (Exhibit A) and Designated Positions (Exhibit B), constitute the Conflict of Interest Code of Palisades Charter High School ("PCHS").

Filing of Statements of Economic Interests

Designated employees and officials shall file Statements of Economic Interests (Form 700) in accordance with the Political Reform Act and applicable FPPC regulations.

The filing officer for PCHS shall be the Executive Director/Principal or designee. The filing officer shall receive and retain statements and forward statements to the appropriate filing authority as required by law.

Board Members and the Executive Director/Principal shall file their Statements of Economic Interests with the Los Angeles County Executive Office of the Board of Supervisors, or such other filing authority as may be designated by law.

PCHS shall retain statements filed by all other designated employees and officials and make them available for public inspection and reproduction as required by Government Code section 81008 and other applicable laws.

EXHIBIT A
Disclosure Categories

Category 1 – Real Property
Persons assigned to this category shall disclose interests in real property located in whole or in part within two (2) miles of property owned, leased, operated, or used by PCHS.
Disclosure is not required for a personal residence used exclusively as a personal residence. However, any portion of a residence used for business purposes or from which rental income is derived may be reportable.

Category 2 – School-Wide Procurement and Contracting
Persons assigned to this category shall disclose:

- Investments in business entities;
- Business positions held in business entities; and
- Income, including gifts, loans, and travel payments;

from sources that:

- Provide services, supplies, materials, equipment, furniture, technology, software, facilities, construction, professional services, consulting services, transportation services, food services, or other goods or services to PCHS; or
- Are engaged in activities that may foreseeably be affected by decisions made by the designated position.

Category 3 – Departmental Procurement and Contracting
Persons assigned to this category shall disclose:

- Investments;
- Business positions; and
- Income, including gifts, loans, and travel payments;

from sources that provide goods or services, or otherwise do business with, the department or operational area managed or supervised by the designated employee.

Category 4 – Labor Relations
Persons assigned to this category shall disclose income, including gifts, loans, and travel payments, received from:

- Any PCHS employee organization;
- Any labor union or employee association representing PCHS employees; or
- Any officer, representative, or agent of such an organization when the source is known to the filer.

Category 5 – Facilities Use, Leasing, and Permits
Persons assigned to this category shall disclose:

- Investments;
- Business positions; and
- Income, including gifts, loans, and travel payments;

from any person or entity that leases, rents, licenses, seeks to lease or rent, seeks permits, or otherwise has agreements concerning the use of PCHS facilities or property.

EXHIBIT B

Designated Positions

Designated Position	Disclosure Categories
Governing Board Member	1, 2, 4, 5
Executive Director/Principal	1, 2, 4, 5
Assistant Principal/Director	1, 2, 4
Chief Business Officer	1, 2, 4, 5
Director of Human Resources	1, 2, 4, 5
Director of Operations	2, 5
Fiscal Director	1, 2
Director of Information Technology	2
Consultants*	As Determined

Consultants and New Positions
Consultants, as defined by FPPC Regulation 18701, and individuals occupying newly created positions that make or participate in making governmental decisions may be designated by written determination of the Executive Director/Principal or designee.
The written determination shall:

1. Describe the consultant's or position holder's duties;
2. Identify the extent of disclosure required based upon those duties; and
3. Assign the appropriate disclosure categories.

Such determinations shall be retained as public records in the same manner as this Conflict of Interest Code.

A consultant is not required to file a Statement of Economic Interests if the consultant:

- Does not make governmental decisions; or
- Serves solely in an advisory capacity and makes no recommendations regarding governmental decisions.

Individuals who perform, under contract, substantially the same duties as a designated position shall disclose interests in the same disclosure categories assigned to that position.

Revised: July 2026
Effective:

Coversheet

Additional Schoolwide Goal Setting Plan(s)

Section: IX. Governance
Item: B. Additional Schoolwide Goal Setting Plan(s)
Purpose: Discuss
Submitted by:
Related Material: Governance_Structure.pdf
PCHS_Governance_Policies.pdf

ELEMENT 4 - GOVERNANCE

"The governance structure of the charter school, including, but not limited to, the process to be followed by the charter school to ensure parental involvement." (Ed. Code § 47605(b)(5)(D).)

GENERAL PROVISIONS

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.[1]

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

1The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter

School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

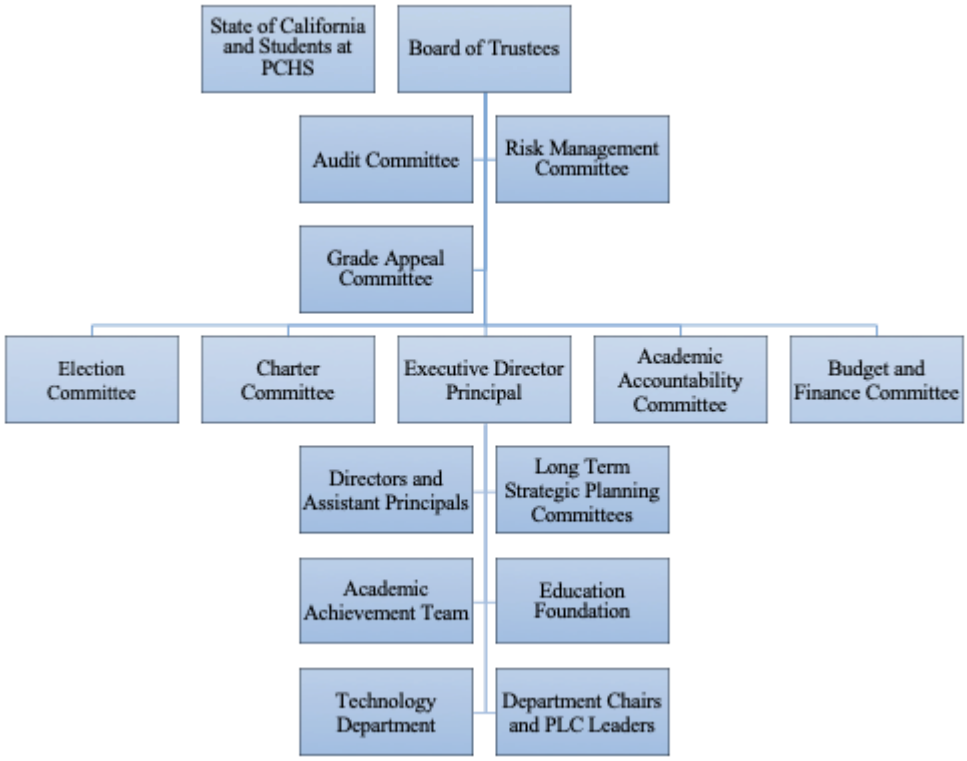
PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any

documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.



Board Roles, Responsibilities, and Purpose

The goal of PCHS Governance is to give voice and effect to the notion of local control of PCHS by the stakeholders directly affected by PCHS. This includes the students, faculty, parents, classified staff, and administration. In addition, PCHS Governance is designed to ensure that all voices are heard; that decisions by the governing Board are made in a transparent way, visible to the public; that consensus is achieved when possible; and that there is strong accountability for the decisions that are made. More particularly, the Board of Trustees is charged with ensuring that PCHS achieves appropriate results, in an appropriate manner, for its students in accordance with its Charter. Finally, it is important for pupils to witness, engage with, and participate in a democratic, transparent system of governance and shared decision-making.

To this end, the PCHS Board of Trustees is elected by the different stakeholder groups, with various different groups having the ability to elect certain members of the Board of Trustees. By allowing Trustees to be directly elected by stakeholder groups, the ability of those groups to be heard in a meaningful way is enhanced. At the same time, however, the Board of Trustees, and each of its members, must always be cognizant of the fact that in their capacity as a Trustee, he or she does not "represent" the stakeholder group that elected him or her. Rather, each Trustee is obligated to

"represent" the stakeholders as a whole. Accordingly, each Trustee must decide each question put to the Board based on what is best for PCHS overall, not simply what is best for the stakeholder group that elected that particular Trustee.

To best fulfill its Mission, PCHS has adopted the Carver/Carpenter model of governance. It is a combination of two models Brian Carpenter is a recognized expert in charter governance. Accordingly, while all governance power ultimately resides in the Board of Trustees, it is anticipated that this power will be delegated to the Executive Director and Principal (EDP) as to the day-to-day operations of PCHS. This is so for a number of reasons. First, the EDP is a full-time employee whose job is to implement the Board's policies and goals, and to determine the best method to do so. Because the EDP is a full time employee, and because he or she has direct control over the administration, he or she is in a better position to run the school on a day-to-day basis than would be a part-time Board of Trustees. Accordingly, good governance demands that, except under exceptional circumstances, the Board of Trustees not micro-manage the EDP's operational administration of PCHS and further that (again, absent exceptional circumstances) the EDP have the latitude to hire and fire senior managerial personnel. Second, it is critical that the EDP be accountable for PCHS's operations. This cannot be accomplished if the EDP does not have the discretion to choose the best methods by which to implement the policies and goals set by the Board of Trustees. Third, because of the manner in which the Board of Trustees is elected, it is critical that the EDP be given wide latitude in PCHS's operations.

While it is anticipated that operations and day-to-day governance will be delegated, the Board of Trustees remains directly responsible for setting PCHS's overall goals, priorities, and major policies. It is also directly responsible for ensuring that PCHS operates in a fiscally responsible manner. The Board is also responsible for directly overseeing and evaluating the EDP, and for being informed concerning the performance of PCHS's senior staff. Finally, the Board is directly responsible for ensuring that PCHS obey all applicable laws and regulations and operate in the highest ethical manner possible. Those responsibilities cannot be delegated to others, although all members of the PCHS community have a responsibility to work toward these ends as well.

To implement this governance philosophy, the Board of Trustees has adopted Governance Policies. Under those policies, the Board's role is to specify outcomes and ensure that those outcomes are achieved, but it is the EDP's duty to determine and, where appropriate, execute the means necessary to achieve those outcomes. Thus, the Board of Trustees' actions emphasize goals rather than means, encourage diversity in viewpoints, focus on governance rather than administrative detail, draw a clear distinction between the Board's role and the EDP's role, rely on collective rather than individual decision-making, and strive to be proactive rather than reactive.

Because PCHS cannot fulfill its responsibilities without the aid of other stakeholders, the Board will have the benefit of the advice of certain Board-level committees comprised of stakeholders. It is anticipated that these committees can and will focus on particular aspects of PCHS with the aid of appropriate stakeholder members in order to advise the Board on Board-level issues.

In short, all governing authority at PCHS shall reside in the Board of Trustees, and nothing herein shall be construed as limiting the Board of Trustees' power except as may be required by law or as may occur by virtue of properly approved collective bargaining agreements or other lawful contracts. Notwithstanding the foregoing, the Board of Trustees may, through governance policies or otherwise, delegate the day-to-day operations at PCHS to the EDP. It is anticipated that such

delegation will occur as a matter of routine. The Board of Trustees adopted a Recusal Policy on May15, 2018 to ensure legally appropriate Board member disclosure and recusal when the Board is discussing or acting on any matter in which a member has a personal financial interest.

Stakeholder Board Level Committees

Stakeholder Board Level Committees (SBLC's) are committees that report directly to the Board of Trustees and are made up of at least one Board member and additional members who need not be on the Board of Trustees. SBLC's are limited to topics in which the Board of Trustees has principal responsibility, rather than topics in which the EDP has principal responsibility. On the latter group of topics, stakeholder input will be through the Long-Term Strategic Planning (LTSP) committees or their functional equivalent.

SBLC's may be set up by the Board of Trustees and disbanded by the Board of Trustees at the Board's discretion, subject to the limitations below. No Board power or authority may be delegated to an SBLC.

Except as set forth below, SBLC's shall be made up of representatives from all stakeholder groups (except community members, who may or may not be on an SBLC at the Board of Trustees' discretion), provided, however, that the faculty shall have the right, but not the obligation, to constitute a majority of each SBLC except as set forth below. SBLC members shall be appointed by the Board of Trustees in consultation with stakeholder groups. Absent exceptional circumstances, however, the Board of Trustees should give great deference to nominees presented by the stakeholder group at issue. (In other words, faculty nominations for faculty positions on a committee should be given deference by the Board of Trustees.) Nothing in the foregoing, however, shall limit the Board of Trustees' ability, in its discretion, to make appointments. Moreover, the Board of Trustees may remove a member of any SBLC with or without cause in its discretion, but the removal of a committee member shall not be used to undermine the faculty's right to constitute a majority on each SBLC. Nothing herein shall in any way relieve the Board of Trustees of its fiduciary duties or limit its power to fulfill those duties. Accordingly, the Board of Trustees may accept, modify, or reject any recommendation made to it by any SBLC.

Except where otherwise provided by law, all SBLCs shall be subject to the Brown Act. It shall be the responsibility of each committee's chairperson to ensure compliance with the Brown Act, and the Board shall have the power and obligation to take whatever actions are necessary to ensure that SBLC's are in compliance.

Budget and Finance Committee

The purpose of the Palisades Charter High School Budget and Finance Committee is to ensure non-employee stakeholder participation (i.e., parents, students, and community members) in decisions relating to revenues, expenditures, and fund balances of the Charter School. The primary consideration of the Budget and Finance Committee in its decision-making shall be to ensure fiscal solvency while fostering development of a quality educational program and improved student achievement at PCHS.

The Budget and Finance Committee shall be an SBLC, and the Board of Trustees shall not have the discretion to disband this SBLC. The Budget and Finance Committee is so important that the community wishes to ensure that it will not be disbanded by Board action.

The Budget and Finance Committee shall, with the advice of the Executive Director and Principal and Chief Business Officer, propose a budget to the Board of Trustees in a timely fashion by a date set by the Board of Trustees. The Budget and Finance Committee shall also consider any other significant budgetary matters that may be referred to it by the Board of Trustees or its own members. Generally, any decision that will have a significant fiscal impact on the school shall be presented to the Budget and Finance Committee before being voted upon by the Board of Trustees.

Nothing herein shall in any way relieve the Board of Trustees of its fiduciary duty to ensure that PCHS is run in a fiscally responsible manner, or in any way limit the Board's discretion as to the adoption and contents of a budget, giving due regard for the expertise and recommendations of the Budget and Finance Committee.

The Budget and Finance Committee shall be open to all non-employee stakeholders of PCHS. The committee shall be limited to a maximum of 9 non-employee stakeholder members unless that number is increased by the Board of Trustees. Those desiring membership may make such request to the Secretary of the committee. Should an excess number from any stakeholder group apply, a vote on the relevant stakeholder group(s) shall be held by the Budget and Finance Committee. The PCHS Board of Directors shall then appoint committee members in accordance with the provisions of this Charter as well as its bylaws and in consultation with the Budget and Finance Committee. The Committee will consist of the following composition:

- parents
- students
- community members
- a member representing the Booster Club and a member representing the PCHS Fund and Development Committee – these may be either parent or community members.

To ensure meaningful employee input on the PCHS budget, the Chief business Officer (CBO) will submit the draft budget to academic department chairs and each bargaining unit representative for feedback. Each academic department is encouraged to have a representative from the department attend the meetings of the Budget & Finance Committee to represent and discuss the academic department's budgetary needs and interests The academic department representative cannot be a current board member of the PCHS Board. Following this review and discussion process, the CBO will revise the budget in consideration of the feedback, and will then present the budget to the Budget and Finance Committee. The Committee's feedback, approval, and recommendation will be considered by the Board, which has ultimate approval authority over the budget.

Academic Accountability

The Academic Accountability Committee shall be an SBLC. It will focus on student achievement and will examine quantitative and qualitative academic data in order to ensure that PCHS is complying with state and charter accountability measures and fulfilling PCHS's mission, as well as any other issues referred to it by the Board of Trustees. It will provide a detailed, written report to the Board at least once a semester regarding its findings, and its Chairperson shall be present at the Board meeting to explain the report and answer any questions that the Board might have. This report may also include recommendations for Board-level policies, priorities, and goals to be considered by the Board of Trustees.

Elections

120

The Elections Committee shall be made up of one PESPU representative, two United Teachers of Los Angeles (UTLA) representatives, and no fewer than three Board members (at least one of whom shall be a parent representative and two of whom shall be non-interested, parties that do not have a financial interest.), none of whom are running for election to the Board of Trustees in the next coming election. The Elections Committee is responsible for drafting specific voting guidelines, which must be approved by the Board of Trustees before becoming effective, for facilitating Board of Trustee elections, enhancing voter turnout, counting the votes, and presenting the certified results to the Board of Trustees. The Board of Trustees shall accept the Elections Committee's certified results absent objective evidence that the election procedures as described in the publicized election materials were not followed or that some other impropriety existed calling the election into question. Election improprieties are investigated by the committee with a recommended resolution made to the Board of Trustees. The Board of Trustees is briefed on the issues and may direct the committee on the agreed upon resolution.

Charter

The Charter Committee shall consider and recommend to the Board of Trustees changes to PCHS's Charter. The Charter Committee shall include at least one parent Board member and a total of at least three parent members. Notwithstanding the foregoing, however, the faculty shall have the right, but not the obligation, to constitute a majority of the Charter Committee. No recommendation shall be made unless it is supported by a majority of faculty members to the committee, a majority of parent members to the committee, and a majority of the committee overall. Each group needs a majority. Any recommendation of the Charter Committee shall be transmitted to the Board during the Organizational Report portion of the Board's next regular meeting. The Board may adopt, modify, or reject the committee's recommendation. The Board may adopt changes to the Charter without the Charter Committee's input, but it is anticipated that this will not be done absent unusual circumstances.

Other Committees

The Board of Trustees may appoint additional SBLC's in its discretion and may disband any SBLC so appointed other than the Budget and Finance Committee, due to the significance in the community as previously stated in the Charter. The faculty shall have the right, but not the obligation, to constitute a majority of the committee's membership unless the SBLC's purpose does not deal with educational priorities or teaching. When the Board of Trustees appoints an SBLC, the Board shall state in writing the scope of the SBLC's authority and whether the committee is to exist for a limited time, and, if so, when the committee will terminate.

Board Member Committees

The following committees are Board Member Committees. The Board of Trustees may appoint committees of the Board from time to time as it sees fit, and it may disband such committees in its discretion except as set forth below. Board Member Committees shall be solely comprised of Board members. The Board of Trustees may delegate its power to any Board Member Committee, but, if it does so, it shall do so by written resolution. Unless otherwise set forth herein, a Board Member Committee shall have no more than five (5) voting members. The Brown Act shall apply to such committees to the extent required by law. Each Board Member Committee shall elect its own chairperson, unless the chairperson is designated by the Board of Trustees, and may, but need not, adopt operating policies. In the event that no specific policies are adopted, then Robert's Rules of Order shall be deemed the operating policies.

Audit

The Audit Committee shall be made up of a majority of non-interested Board members. The ASB Treasurer shall serve as a non-voting *ex officio* member of the committee. The Executive Director and Principal (EDP), the Chief Budget Officer, and the ASB Treasurer shall be staff to the Audit Committee. It shall work with the outside audit firm to ensure that PCHS's financial books and records are properly kept and maintained. It shall also recommend to the Board of Trustees the retention of an audit firm to the Board of Trustees. The Audit Committee shall oversee the implementation of any recommendations made by PCHS's auditors unless the Board of Trustees rejects such recommendations, provided, however that the rejection of any auditor recommendation shall be done in writing and in public session unless otherwise required by law.

Grade Appeal

The Grade Appeal Committee shall consist of one faculty member, one classified or administrative member, and one community member. It is anticipated, but not required, that the Grade Appeal Committee shall have delegated to it the Board of Trustees' power to alter or change a grade given to a student at PCHS. If this is the case, the committee's decision is not appealable to the Board of Trustees. In exercising its authority, the Grade Appeal Committee shall be bound by Ed code 49066 with regard to when it is appropriate to change a grade. The Grade Appeal Committee shall report to the full Board of Trustees the result of any grade appeal, but in doing so it generally shall not identify the student or teacher involved. The Grade Appeal Committee shall bring any trends or concerns it might have to the full Board of Trustees. To the extent such trends or concerns involve confidential information, such a report may be made in closed session. If the Board of Trustees has delegated its authority to the Grade Appeal Committee, then the Grade Appeal Committee's decision on any grade appeal shall constitute the final decision of the Board of Trustees and of PCHS and is not appealable.

Risk Management

The Risk Management Committee shall consist of no fewer than three members, and a majority of members shall be non-interested trustees or those who do not have a financial interest. The Risk Management Committee shall meet regularly with the Executive Director and Principal (EDP) to stay informed as to any risk of pending or threatened litigation, including significant grievances or potential grievances, of which the EDP may be aware. In addition, the Risk Management Committee shall be kept informed of any potential reputational or financial risk to PCHS by the EDP. The Risk Management Committee may advise the EDP, and may, in its discretion, bring any matter to the full Board of Trustees. The Risk Management Committee may not, however, dictate to or instruct the EDP with regard to any risk management topic unless specifically authorized to do so by the Board of Trustees. (Per the PCHS Charter governance policies.)

Evaluation

The Evaluation Committee shall be made up solely of non-interested trustees or those who do not have a financial interest. It shall typically have six members. The Evaluation Committee shall be delegated with the Board of Trustees' power to evaluate the Executive Director and Principal (EDP) and to receive the detailed evaluations of senior administrators from the EDP. The evaluation shall take place at least annually pursuant to the Governing Policies. The evaluative tool shall be aligned with the school-wide goals adopted by the Board of Trustees.

Bargaining Committee

The Bargaining Committee shall be made up of all non-interested trustees or those who do not have a financial interest members of the Board of Trustees. The Executive Director and Principal (EDP) shall attend all meetings of the Bargaining Committee unless the Bargaining Committee otherwise requires. The Board of Trustees may, but need not, invite the Administrative representative (not the EDP) to sit as a non-voting member of the Bargaining Committee or to attend Bargaining Committee meetings. The Bargaining Committee shall have delegated to it the Board of Trustees' power to negotiate all collective bargaining agreements and approve all collective bargaining agreements. Any agreement approved by the Bargaining Committee shall be reported in public session of the Bargaining Committee and reported to the Board of Trustees at the Board of Trustees' next meeting. The Board votes on the approval of the Collective Bargaining Agreement. The Bargaining Committee shall have the right to retain counsel to assist it.

Survey Committee

The Survey Committee shall be comprised of Board members, at least one of whom shall be a member of the faculty and at least one of whom shall be a parent. The Survey Committee will conduct an annual survey of all stakeholders to gather staff, parent, and student opinions on PCHS's overall performance. It may also gather information from the surrounding community. The survey will seek information about overall and specific areas of satisfaction with the academic program, the working and learning environment, the school culture, and the school's administration. The Survey Committee shall seek input from the Board of Trustees and all stakeholder groups as to topics that should be included in the survey. The Survey Committee may also recommend that the Board conduct other surveys, and that if such surveys are authorized, the Survey Committee shall oversee the conduct of the survey. The Survey Committee shall report the results of all surveys taken to the Board of Trustees, and shall make all statistical results public unless doing so would be prohibited by law. Narrative responses may be made public unless doing so would, in the opinion of the Survey Committee as approved by the Board of Trustees, be improper, detrimental, or slanderous.

Other Committees

The Board of Trustees may appoint such other Board Member Committees as it deems necessary and appropriate. Any such committee that is anticipated to last beyond the end of the fiscal year in which it is appointed must have its duties and responsibilities set forth by written resolution of the Board of Trustees. Such committees shall not be subject to the Brown Act if they are *ad hoc* committees as defined therein, but shall be subject to the Brown Act in all other cases and circumstances to the extent required by law. Such other committees shall not have delegated to it any powers of the Board of Trustees except upon written resolution by the Board of Trustees, and, in such case, the committee shall be subject to the Brown Act to the extent required by law even if it is *ad hoc* in nature. All actions of any committee with delegated powers shall be reported to the extent required by law in open session of that committee, and shall be reported to the Board of Trustees at the Board's next meeting.

Administrative Roles and Responsibilities

PCHS administrative roles are related directly to the daily operations of the charter school. PCHS Administration provides stewardship of the Charter School's and procedures as well as pertinent school action plans. The Administration team includes the following positions under the direction of the EDP: Director/Assistant Principals of Academic Achievement, Academic Planning and Guidance Services, Admissions and Attendance, Student Support Services, Athletics/Activities and Discipline, as well as the Chief Business Officer, Director of Operations and Facilities, and Director of Human

Resources. The Administration must ensure compliance with both federal and state mandates. The Administration provides guidance and proper resources in order to achieve the school-wide goals. Additionally, the administration manages, develops, and evaluates school employees.

The Administration will manage lawfully, observing the principles of good school leadership, with an emphasis on (a) the means necessary to achieve school outcomes; (b) encouragement of diversity in viewpoints; (c) a clear distinction between administrators' purview and Board governance roles; and (d) proactivity rather than reactivity.

The Executive Director and Principal (EDP) will cultivate a sense of group responsibility among the administrative team. The Administration and the administrative team refer to the Executive Director Principal; the Director of Operations, The Chief Business Officer, the Director of Academic Planning and Guidance; The Director of Admission and Attendance; Director of Academic Achievement; Director of Student Support Services; Director of Student Activities, Athletics, Discipline & Security and the Director of Human Resources. The EDP will communicate with the administration to enact management initiatives. The EDP will provide the administrative team with timely feedback and will evaluate administrators on a yearly cycle. For the specific duties and responsibilities of each administrator, please refer to Element 5 of this document.

The EDP shall determine the best way to implement the priorities and goals adopted by the Board of Trustees. The scope of the EDP's discretion in this regard shall be determined by the Board of Trustees; absent a limitation, however, the EDP shall have the discretion to make all such decisions necessary to implement the priorities and goals adopted by the Board and in his or her discretion so long as the decision is permitted by law. The EDP shall report directly to, and be responsible directly to, the Board of Trustees, and it shall be the Board of Trustees' duty and responsibility to hold the EDP accountable for his or her decisions in this regard. It is anticipated that, absent exceptional circumstances, the Board of Trustees will delegate oversight over every other member of the management team at PCHS, and will not give direct instructions to other senior managers except in the form of requests for information made at a Board meeting or in the direct performance of its non-delegated duties and responsibilities (for example, such as might be required in the context of the Audit Committee).

The EDP shall oversee PCHS's management, and shall give such guidance and direction to them as he or she deems prudent. The EDP is strictly and directly responsible for the successes and failures of his or her senior management, whether or not their actions were directed by, approved by, or known to the EDP. Accordingly, the EDP shall generally have wide latitude over senior, non-union administrative staff.

Hiring and Firing Senior Managerial Staff

The power to hire and fire senior non-union managerial administrative staff resides with the Board of Trustees. Consistent with the Carver/Carpenter Managerial Model, however, it is anticipated that the Board of Trustees will, absent extraordinary circumstances, delegate its authority in this regard as to any or all such employees (other than the Executive Director Principal) to the EDP. In the event that such power is not delegated, any Trustee who has a conflict of interest or the appearance of a conflict of interest shall take no part in the discussion or determination as to any hiring or firing decision. A Trustee believing himself or herself to have a conflict or the appearance of a conflict and therefore recusing himself or herself from the decision-making process shall not have that decision questioned by the Board. The Board of Trustees may determine that a member has a conflict of interest or the

appearance of a conflict of interest by affirmative vote, and in doing so may be guided by the opinion of counsel. Such a determination shall be made in closed session to the extent allowed by law.

Whether or not the power to hire and fire senior management is delegated, the EDP shall evaluate each such employee at least annually. The EDP shall report in detail each such evaluation to the Evaluation Committee of the Board of Trustees. Such evaluations shall be candid and forthright. The Evaluation Committee of the Board of Trustees shall have the written evaluations presented to it as part of the EDP's report, but no Trustee shall retain that written evaluation. The EDP is evaluated annually based on progress toward the school wide goals.

Notwithstanding any delegation of authority, any contract of employment must be approved by the Board of Trustees pursuant to, and to the extent required by, its governance policies. Similarly, to the extent that the termination of a senior manager would give rise to a financial obligation that, pursuant to the Charter or other policies and procedures adopted by the Board of Trustees, must be approved by the Board of Trustees, such a termination must be so approved before it becomes effective. Any hiring or termination decision made by the EDP that does not require approval of the Board of Trustees shall be reported to the Board of Trustees at its next meeting, although the report may be in closed session if permitted by the Brown Act, and, in appropriate circumstances, members of the Board of Trustees may be excluded from such a meeting if they have a conflict of interest or their participation would, in the opinion of the majority of the Board of Trustees and, when appropriate, on advice of counsel, present the appearance of a conflict.

Long-Term Strategic Planning Committees

In order for PCHS to continually address the needs of its pupils and stakeholders—student achievement and well-being, fiscal solvency and allocation of resources, data-driven instruction, collaboration and collegiality, transparency, innovation, continuous improvement, and "bottom-up," grass-roots stakeholder input—PCHS will regularly convene meetings of its Long-Term Strategic Planning Committees (LTSPC's), which report to the EDP. The purposes of the LTSPC's are:

- to continually monitor and update the Local Control Accountability Plan and WASC Action Plan for Equity;
- to help the EDP and the Budget Committee prioritize the needs of the pupils and School in order to inform and support PCHS's annual budget process;
- to identify the need for, to research, to vet and analyze using available data, and to recommend proposals for new and innovative educational ideas and programs, especially school-wide ones, to better address the needs of the School's pupils;
- to promote and foster communication, collaboration, respect, collegiality, professionalism, and shared decision-making among all stakeholders by engaging in purposeful, vigorous discussion regarding continuous improvement of the School's academic program, both within and across departments, and
- to act as a repository of institutional memory for the School through robust discussion, research, data analysis, agenda-setting, and minutes-keeping.

LTSPC's shall be formed in the following areas: Academic Achievement; Facilities and Operations; Technology; Family and Community Outreach; Financial Development and Fundraising, each with a focus on innovation. Other LTSPC's may be formed by the EDP at his or her discretion. The faculty

shall have the right, but not the obligation, to appoint a majority of the members of each LTSPC, but each such LTSPC shall have representatives from the classified, administrative, parent, and student stakeholder groups unless the group in question declines to appoint a member or members. Additional LTSPC's may be established by the EDP on his or her own initiative or at the request of the Board of Trustees or the faculty. As a whole, the LTSPC will remain a "committee of the all" to which all stakeholders are welcome, but certain stakeholders are automatic members: administrators; department chairs; PLC and SLC leaders; and major program coordinators. Members of each LTSPC shall serve during the fiscal year in which they are appointed. They may be removed as determined by the EDP, but with due regard for the advice of the stakeholder group appointing the member in question.

Although LTSPC's are not subject to the Brown Act because they are not local government entities, each LTSPC shall appoint a chair or co-chairs and a secretary. Minutes shall be kept at each meeting. Minutes will be posted for all stakeholders in a timely manner. LTSPC's will post agendas for each meeting, although items may be added to the agenda during a meeting. New issues and ideas can be discussed at LTSPC's. Each LTSPC may, but is not required to, adopt operating guidelines.

Each LTSPC shall present to the EDP a Long-Term Strategic Plan incorporating the LCAP for the topics within that committee's purview, recognizing that some topics are within the purview of more than one LTSPC. If a Long-Term Strategic Plan already exists for a topic, the LTSPC shall recommend any changes or modifications it deems to be appropriate.

The EDP is not bound by the recommendations of any LTSPC, and the EDP may, in his or her discretion, change or modify any Long-Term Strategic Plan recommendation even in a manner inconsistent with the recommendation of the relevant LTSPC, although the EDP shall, in exercising his or her discretion, give due regard to the LTSPC's recommendation. The EDP may bring the recommendations of the LTSPC to the Board. Nothing in the foregoing sentence, however, is intended to limit the EDP's discretion in adopting policies at PCHS, and the failure of the EDP to adopt an LTSPC proposal shall not be subject to review by any person or entity, other than the Board of Trustees.

The EDP may, in his or her discretion, choose to appoint other committees to advise him or her on any subject or topic that may arise. Such advisory committees may be made up of members appointed by the EDP in his or her discretion, and need not be made up of a majority of faculty.

GOVERNING BOARD COMPOSITION and MEMBER SELECTION

The Board of Trustees will be made up of 11 voting members and one non-voting member as follows: three faculty members, one administrative member, one classified member, three parent members, three community members, and one non-voting student member. As set forth above in more detail, this structure is designed to contribute to effective school governance. Employee Board members will recuse themselves from matters that uniquely affect their employment.

The faculty will elect two members to the Board of Trustees, each of whom shall serve a staggered two-year term. The students will elect one faculty member. The student-elected faculty member shall serve a one-year term. The administrative staff shall elect the administrative member, who shall serve a two-year term. The classified staff shall elect the classified member, who shall serve a two-year term. Employee Board members will recuse themselves from matters that uniquely affect their
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employment. The election of the classified staff member is to be staggered with the administrative member. The parents shall elect the parent members, one of whom shall be designated as not living in PCHS's traditional geographic catchment area. Parent members will serve two-year terms. The parent member designated as not living in PCHS's traditional geographic catch area shall be elected at the same time as one other parent member. The other parent member's term shall be staggered such that all members are not elected in the same year. Two of the three community members will be elected by PCHS personnel, the parent stakeholder group, and the student body. All PCHS personnel will elect the third community member. The community members will serve two-year terms. The terms shall be staggered so that the PCHS-elected community representative and one of the other community representatives are elected in one year, and the third community representative will be elected in the other year. The year that one parent member is elected shall be the year in which two community members are elected.

The ASB Student Body President shall serve as a non-voting member of the Board of Trustees. He or she shall have the same rights as a voting member of the Board of Trustees except the right to vote, to move or second a proposal, or to hold a Board office. The Student member of the Board of Trustees shall not be counted when considering whether a quorum is present.

The EDP shall serve as an advisor to the Board of Trustees. He or she is not a member of the Board of Trustees, however. He or she shall work with the Board directly, and shall have full participatory rights in all Board of Trustees meetings and agenda-setting, except where otherwise directed by the Board of Trustees.

The Board's specific manner of operations will be set forth in Bylaws and Policies. A copy of the current Bylaws are appended hereto. The Bylaws may be modified by the Board of Trustees as set forth therein. Board Policies may be modified or repealed by the Board of Trustees.

Should there be a vacancy on the Board of Trustees, the vacancy shall be filled in accordance with the Bylaws. However, nothing in the Bylaws shall in any way conflict with the concept that the stakeholder group or groups that elected the member whose vacancy is being filled shall be empowered to fill the vacancy, although the vacancy need not be filled by holding a new election of all stakeholders in the affected group.

Should there be a change in the law, through either statute or applicable case law, or in the event the District requires a change necessitating a change in Board composition to only non-interested members or those who do not have a financial interest, Board member selection shall follow the Ad Hoc Screening Committee process outlined below, with the existing sitting Board members ratifying or rejecting the recommendation made by the Ad Hoc Board Screening Committee. Such a change in Board composition will not require District approval. The District will be promptly notified of any such change.

In the event an Ad Hoc Screening Committee is necessary to select a Board comprised of only non-interested members, that committee will be composed of a minimum of 6 stakeholder members and a maximum of 11 stakeholder members. Membership may include employee stakeholders of the Charter School. All members of the Ad Hoc Screening Committee will be voting members. This committee shall be formed within 30 days of a change law or District directive and will make recommendations within 90 days of the change in law or District directive. Such recommendations shall be placed on the Board agenda for the next regularly scheduled Board meeting or within 15

days of the Ad Hoc Committee's recommendations, whichever is the earlier in time. The Ad Hoc Committee is charged with the following:

· Solicit nominations of qualified candidates, instruct interested nominees to submit a resume consisting of experience, qualifications, and an interest and understanding of PCHS and its history and goals.
· Within 75 days of the change in law or District directive the committee will meet to review candidate resumes and interview candidates.
· Within 90 days of the change in law or District directive the committee will make a recommendation to the Board.

Board Qualifications and Development

Board development shall include the following: orientation and training of new Board members in the PCHS Charter, the Board's Bylaws, the Board's Governance Policies and the Carver/Carpenter Governance Philosophy. The Board shall continue to discuss process policy improvements. Qualifications for Board members that should be considered include special skills that the community member may possess that would assist the Board of Trustees, as well as ties to PCHS.

GOVERNANCE PROCEDURES and OPERATIONS

The Board of Trustees is governed by, and adheres to, the Brown Act. Generally, the Board holds regular meetings on campus on the third Tuesday of each month at 5 p.m. at PCHS, as per a schedule approved by the Board. In addition, the Board may hold special or emergency meetings as needed, provided that such meetings are consistent with the Brown Act. The public is invited to—and is welcome to attend—all Board meetings, and members of the public are invited to speak as provided in the Brown Act. Notices for meetings are posted in the Main Office of the school, outside of the school library, and on the school website.The charter school complies with the requirements of Education Code Section 47604.1 which specifies the governing body of the charter school meets within the physical boundaries of the county in which the charter school is located; a two-way teleconference location shall be established at each schoolsite; charter schools shall audio record, video record, or both all the governing board meetings and post the recordings on each charter school's internet website.

The Board's decision-making procedures are specified in its Bylaws and comply in all respects with the Brown Act. The current Bylaws state that a quorum consists of six voting members of the Board, and further specifies the minimum number of affirmative votes to pass a Board resolution. Board members may participate in meetings via teleconference as provided in the Bylaws and in a manner consistent with the Brown Act. Board members may abstain in their discretion. Board members must abstain if they have a conflict of interest with regard to any matter under discussion.

Board committees typically meet on campus on a monthly basis or as needed, and to the extent they are subject to the Brown Act, comply therewith in all respects, including notice. Long-Term Strategic Planning Committees typically meet monthly on the third Wednesday of each month at 3:30 p.m. at PCHS during the school year, but the LTSPC's may also meet more or less often as needed. The public is invited to those meetings, and is generally allowed to participate fully in each meeting.

Pursuant to the Brown Act, public postings of the agenda will be 72 hours before regular meeting and 24 hours before special meetings. The Board posts agendas inside the A Building in the main office, outside of the library and electronically through email and website. The materials and minutes are available to the public on the website, by e-mail, and physically at the meetings.

Board meetings are held in public. The Board complies with the Public Records Act. Draft minutes and approved minutes are accessible to the public and maintained on the school's website.

STAKEHOLDER INVOLVEMENT

Stakeholder involvement takes place at both a formal and informal level. The PCHS governance structure and organizational chart describes stakeholder involvement. For example, the PCHS Board of Trustees has representatives from all stakeholder groups, including the faculty, classified staff, administration, parents, and students. In addition, the Board Level Stakeholder Committees and the Long-Term Strategic Planning Committees also include faculty, classified staff, administrators, parents, and students.

Stakeholders are informed of PCHS's educational programs in a variety of ways. For example, at Back to School Night, parents have an opportunity to hear about their students' individual classes. In addition, throughout the school year, there are targeted educational discussions for all parents led by the Administration and sponsored by the Education Foundation and PTSA.

In addition, the Board of Trustees commissions an annual survey to inform itself concerning the views of all stakeholders. Moreover, the results of that survey are discussed at a Board of Trustees meeting and are made available to the public. Further, there are a number of parent organizations at PCHS, including, but not limited to, the Booster Club, the PTSA, and the Education Foundation. The Administration typically attends meetings of these organizations.

The charter school consults with all stakeholders (parents, teachers, staff, administrators, and students) to develop its annual LCAP and annual update. LTSPC meetings and parent/student education groups including PTSA, The Village Nation, Fuerza Unida, and FACTOR are included in the feedback gathering process for LCAP priorities as well as providing information on educational priorities. Schoolwide stakeholder surveys for parents, staff, and student are posted on the charter school website are also implemented to determine priorities. The website, email notifications, automated phone calls, and student information system updates are all means other charter school uses to communicate opportunities for stakeholder involvement.

Parent organizations, such as the Booster Club (an independent 501.c.3 organization), PTSA, and the PCHS Fund, are open to any stakeholder who wishes to join. The Mission of the Booster Club is to raise monies to support a non-profit organization dedicated to raising funds to enhance the learning environment for all students at PCHS by supporting academics, arts, athletics, drama, music, and technology. The PTSA's critical role on campus is achieved through a collaboration of parents, teachers, administrators, staff and students—partners in the PTSA mission: "*every* child; *one* voice." The Education Foundation is the Long-Term Strategic Planning Committee's fundraising arm, which was created to fulfill the operational and strategic needs as identified by the current EDP, her administrative team, and the Board of Trustees. In addition, the Education Foundation will consult

with and educate parents regarding PCHS's Long-Term Strategic Plan and the educational program. The specific rules regarding those organizations may be found in their governing documents.

The Village Nation (TVN) is a high-profile group on campus created to celebrate, support and promote the self-esteem and academic success of PCHS's African American students. Currently, The Village Nation has a peer mentoring program in which successful upper classmen are paired with 9th and 10th graders who are struggling academically. TVN educates parents on PCHS's educational programs and how to build the capacity of students to succeed in school and progress to college.

Fuerza Unida, or "United Strength," is a social, cultural, academic, and community support program for PCHS Latino students and families. Using The Village Nation (TVN) model, a team of elders made up of teachers, counselors, an administrator, and a parent organizes impact assemblies, parent meetings, and Latino Student Union (LSU) activities that educate, organize, and connect Latino students and families to resources and support. By strengthening the relationship with Latino parents and building a network of Latino families, *Fuerza Unida* builds the capacity of students to succeed in school and progress to college.

Board of Trustees Governance Policies
Revised September 26, 2017

Governance Process Policies

Global Governance Process Policy

The purpose of the Board of Trustees (Board) of Palisades Charter High School (PCHS) is to act in the best interest of the residents of the State of California and PCHS's stakeholders and to ensure that PCHS (a) achieves appropriate results for its students in accordance with the PCHS Mission Statement and Charter (as specified in Board Goals Policies) and (b) avoids unacceptable actions and situations (as prohibited in Board-Executive Limitations Policies).

"Governance" as used in these Governance Process Policies is distinct and separate from "management" in that governance ensures that (a) conditions apply whereby PCHS's management acts in the interests of the residents of the State of California and (b) the Executive Director/Principal (EDP), formerly known as the Executive Director, is held accountable to the residents of the State of California and PCHS's stakeholders for outcomes and goals and the proper use of PCHS assets. The role of governance generally is to specify outcomes (e.g., that PCHS close the achievement gap) and to ensure that outcomes are achieved, while the role of management is to recommend and, where appropriate, to execute the means necessary to achieve the outcomes (e.g., allocation of resources, determining which programs, classes, employees, facilities, materials, etc.).

Policy GP #1: Governing Style

The Board shall govern lawfully, observing the principles of good governance, with an emphasis on (a) goals rather than means, (b) encouragement of diversity in viewpoints, (c) governance more than administrative detail, (d) clear distinction of Board (through its officers and members) and EDP roles, (e) collective rather than individual decisions, and (f) pro-activity rather than reactivity.

1.1 The Board shall cultivate a sense of group responsibility among Trustees. The Board, not the management, shall be responsible for excellence in governing. The Board shall initiate governance policy, not merely react to management initiatives. The Board shall not use the expertise of individual Trustees to substitute for the judgment of the Board in any of its functions, although the expertise of individual Trustees may be used to enhance the Board's understanding as a body.

1.2 The Board shall direct and inspire PCHS through the careful establishment of broad written policies consistent with the Charter and reflecting PCHS and the Board's values and perspectives. The Board's major policy focus shall be on the intended long-term impacts outside the day-to-day operations of the school, and not on the administrative or programmatic means of attaining those effects (except in cases where means violate Board-established policy).

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1.3 The Board shall enforce upon itself whatever discipline is needed to govern with excellence. Discipline shall apply to matters such as attendance, preparation for meetings, policy-making principles, respect of roles, and ensuring the continuance of governance capability. Although the Board can change its Governance Process Policies at any time, it shall scrupulously observe those currently in force.

1.4 Board development shall include training and orientation for both new and returning Board members regarding legal requirements and best practices for Board members, the PCHS Charter, the Board's Bylaws, and the Board's Governance Policies. The Board shall continue to discuss process policy improvements.

1.5 The Board shall allow no officer, individual, or committee of the Board to hinder or to serve as an excuse for not fulfilling the Board's group obligations. For instance, the Board may not blame its own failed performance on the flawed recommendation of a committee, manager, or individual Trustee.

1.6 The Board shall regularly monitor and discuss the Board's process and performance. Self-monitoring shall include comparison of Board activity and behavior to the Governance Process and Board - EDP Linkage Policies included within this document.

1.7 The Board shall actively encourage and seek the input and opinions of stakeholders as defined by the Charter on major issues and policies under consideration.

Policy GP #2: Board Roles and Responsibilities

Specific roles and responsibilities of the Board ensure appropriate organizational performance as defined in Board Goals Policies.

2.1 Board Roles and Responsibilities include:

- Linkage between the residents of the State of California and PCHS
- Adopting written governance policies that address the broadest levels of all organizational decisions and situations
- Using its best efforts to assure successful organizational performance

2.2 To accomplish its governance mission, the Board shall follow an annual agenda that (1) completes re-exploration of Goals Policies annually and (2) continually improves Board performance through Board education, input, and deliberation.

2.3 The Annual Agenda cycle shall conclude each year on the last day of June so that

administrative planning and budgeting can be based on accomplishing a one-year period of the Board's most recent statement of long-term Goals Policies.

2.4 The Annual Agenda cycle shall start with the Board's development of its agenda for the next year.

2.4a Consultations with standing committees and stakeholder groups, and other methods of gaining public input, shall be determined and arranged as appropriate in sufficient time for the Annual Agenda to be discussed and adopted each September. Input will also be sought from standing committees at least quarterly regarding updates for agenda items.

2.4b Review of the current Governance Policies shall be on the agenda during the first quarter (July through September) to enable the Board to make any modifications or amendments in a timely manner and to ensure compliance therewith.

2.5 The EDP's performance shall be reviewed annually by the Board according to the Goals Policies and the Executive Limitations Policies.

2.6 Generally speaking, Board meetings shall be governed by Robert's Rules of Order. (See Appendix)

2.7 The Board shall have legal counsel available at Board meetings when deemed appropriate by the Board's officers, based on the agenda items to be discussed.

2.8 If a Trustee believes there has been a violation of law, or that there is an imminent violation of law, that Trustee shall be entitled to seek the advice of PCHS's legal counsel on that topic, but if practical, the Trustee shall first discuss the matter with the Board Chair. In all other instances, the Trustee may seek the advice of PCHS's legal counsel only in conjunction with the Board Chair or with the Board's approval.

Policy GP #3: Board Chair Role and Responsibilities

As noted here and in the PCHS bylaws, the Board Chair is a specifically empowered Trustee of the Board who ensures the integrity of the Board's processes and, occasionally, represents the Board to outside parties. Any action by the Chair is subject to review and modification or reversal by the Board.

3.1 The Chair's job is to serve as facilitator and guide to the Board. The Chair ensures that the Board acts consistently with its own rules and those legitimately imposed upon it from outside the organization. Related to this, the Chair shall:

- Ensure the development and circulation of Board agendas in conjunction with Trustees and the EDP, consistent with the protocol listed below.
- Preside over Board meetings

- Communicate with the Board's legal counsel concerning legal issues that arise
- Communicate with stakeholders and the public
- Act as the primary point of Board contact with the press
- In conjunction with the Board's decision and/or legal counsel, address any reports that the Board or individual Trustee(s) are in violation of law or Board policies

3.1a The Chair shall work with the EDP and Board committees to ensure that issues that are not appropriate for Board purview are properly redirected.

3.1b The Chair shall preside over Board meetings guided by Robert's Rules of Order.

3.1c: The Chair shall ensure that Board deliberation is fair, open, and thorough, but also timely, orderly, and to the point.

3.1d The Chair may represent the Board to outside parties in (a) announcing Board-stated positions and decisions, and (b) providing information on Board process and upcoming agendas.

3.1e The Chair shall put any lawful item on the agenda at the request of the EDP, given notice in accordance to agenda posting guidelines. The Chair shall put any lawful item on the agenda at the request of any two Trustees.

3.2 No approved Board policy may be changed without the approval of the Board. The Chair shall act as the primary liaison between the Board and the EDP.

3.3 The Chair may delegate his/her authority to the Vice-Chair when available, or when the Vice-Chair is not available, to any Board member, but remains accountable for its use. If the Chair perceives, or the Board determines, that the Chair has an actual or potential conflict of interest, the Chair shall delegate his or her authority to the Vice-Chair.

Policy GP #4: Board Vice-Chair Role and Responsibilities

As noted here and in the PCHS bylaws, the Vice-Chair of the Board is a specifically empowered Trustee of the Board who, in the absence of the Chair, presides at Board meetings and may assume other roles and functions of the Chair as directed by the Board. Further, the Vice-Chair supports and assists the Chair as needed. The Vice-Chair may not speak or act for the Board except when formally given such authority for specific and time-limited purposes.

Policy GP #5: Board Secretary Role and Responsibilities

As noted here and in the PCHS bylaws, the Board Secretary is an officer of the Board whose purpose is to ensure the integrity of the Board's documents. The Secretary may not speak or act for the Board except when formally given such authority for specific and time-limited purposes.

5.1 The Secretary's job is to ensure that all Board and Board committee documents and filings are accurate, timely, and adhere to legal requirements, including privacy and confidentiality; to ensure that all such documents are properly stored and accessible; and to inform the Board Chair if the documents are not in compliance.

Further, the Board Secretary shall ensure that:

- Governance Policies reflect the most current Board decisions
- Requirements for format, brevity, and accuracy of Board agenda and minutes are met
- Draft Board minutes are prepared in a timely manner for Board review, and approved at the following regular Board meeting

5.2 The authority of the Secretary includes access to and control over Board documents.

Policy GP #6: Board Member Code of Conduct

Trustees commit to ethical, professional, and lawful conduct, including proper use of authority and appropriate decorum when acting as Trustees.

6.1 Trustees must uphold the PCHS Charter and Bylaws and all other corporate documents.

6.2 To the best of their ability, Trustees shall communicate to the Board the interests, concerns, and priorities of the group they represent, but shall at all times make decisions based on the full findings of fact and the best interests of the residents of the State of California.

6.3 Trustees must not permit their stakeholder affiliation to interfere with their fiduciary duty to act in the best interests of PCHS as a whole.

6.4 Trustees must avoid conflicts of interest with respect to their fiduciary responsibility as further outlined in PCHS's Conflict of Interest Code. In circumstances where the existence of a conflict of interest may be unclear, Trustees are encouraged to discuss the matter with the Board Chair or full Board in order to ensure that the Trustee fulfills his or her fiduciary responsibilities.

6.5 Trustees shall exercise the powers and duties of their office honestly and in good faith, and exercise the degree of care, diligence, and skill that a reasonably prudent person would exercise in comparable circumstances.

6.6 Trustees must not make personal promises or take private action that may compromise their performance or responsibilities as a Trustee.

6.7 Trustees must not attempt to exercise individual authority over the organization.

6.7a Trustees' interaction with the EDP or with any other PCHS employee must recognize the lack of authority invested in individual Trustees, except when explicitly authorized by the Board.

6.7b A Trustee's interaction with the public, the press, or any other entity must recognize the same limitation set forth above. Individual Trustees may not speak for the Board, except to repeat explicitly stated Board decisions.

6.8 Trustees shall maintain strict confidentiality of any confidential matters discussed in closed session. Any violation of this duty shall result in appropriate sanction, which may include immediate dismissal from the Board.

6.9 In recognition of the high standards, trust, and responsibility required of those who serve on the PCHS Board, Trustees (whether or not acting in their official capacity as a Trustee) shall be respectful, judicious, and prudent when communicating with other Trustees, PCHS stakeholders, and the public. Further, Trustees must adhere to the requirements of the Brown Act when communicating with other Trustees.

6.10 Trustees shall be properly prepared for Board deliberation.

6.11 Trustees shall support the legitimacy and authority of the final determination of the Board on any matter, without regard to the Trustee's personal position on the matter.

6.12 Trustees shall volunteer to participate on standing and ad hoc committees as necessary to fulfill the Board's obligations.

6.13 Trustees who violate "Policy GP #6: Board Member Code of Conduct" or their duties to PCHS are subject to appropriate sanction by the Board including, without limitation, private admonishment, public censure, or removal.

GP #7: Board Committee

Board committees shall take direction from and report to the Board.

7.1 Pursuant to the Charter, the Board shall consider the recommendations of, and in

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some cases delegate decision-making authority to, its committees. Board committees may not speak or act for the Board except when formally given such authority for specific and time-limited purposes. Expectations and authority shall be carefully stated so as not to conflict with authority delegated to the EDP.

7.2 Unless the Board has delegated its authority to a committee in writing, Board committees may not exercise authority over the EDP, and even then shall not exercise authority directly over employees. Because the EDP works for the full Board, he or she shall not be required to obtain approval of a Board committee before an executive action unless the Board has delegated its authority to the committee.

7.3 It is recognized that, pursuant to the Charter, committees may, only in unique circumstances approved by the Board, make recommendations in areas under the purview of EDP for her/his consideration.

7.4 All Board committees that fall under the Brown Act must adhere to the requirements of the Act.

7.5 The Board shall periodically monitor its Standing Board Level Committees (SBLCs) including: Academic Accountability; Budget and Finance; Charter; Elections; and Post-Retirement Healthcare Benefits. Annually, the Board shall evaluate each SBLC's (1) effectiveness; and (2) determine whether the committee has fulfilled its purpose, roles, and responsibilities as defined in PCHS's Charter in "setting overall school-wide policies and goals, ensuring fiscal responsibility, and exercising compliance with law."

GP # 8: Board Training and Development

8.1 Board training shall be required annually to orient new members, as well as to maintain and increase existing members' skills and knowledge.

8.2 When deemed necessary, outside consultants may be retained by the Board.

8.3 In each fiscal year, costs may include, but shall not be limited to:

- Training relating to governance, management, and leadership, including attending conferences, classes, and workshops
- Audit and other third-party monitoring of organizational performance
- Surveys, focus groups, opinion analyses, and meeting costs

Executive Limitations Policies

Global Executive Limitations Policy

The Executive Director / Principal (EDP) shall not cause or allow any practice, activity, decision, or organizational circumstance that is imprudent, unethical, or unlawful.

Policy EL #1: Treatment of Students and Their Families

With respect to interactions with current or prospective students and their families, the EDP shall not cause or allow any condition, procedure, or decision that fails to provide appropriate confidentiality or privacy or is unsafe, undignified, unfair, unnecessarily intrusive, or unclear.

1.1 Accordingly, the EDP shall not:

- Use application forms that elicit information for which there is no clear necessity
- Use methods of collecting, reviewing, transmitting, or storing student information that fail to protect against improper access to the material elicited
- Maintain facilities that fail to provide a reasonable level of privacy, both visual and aural, when the circumstances create a reasonable expectation of such privacy
- Fail to establish with students and their families a clear understanding of what is expected and what is not acceptable from students at Palisades Charter High School (PCHS)
- Fail to establish written policies and procedures that are easily accessible to parents and students
- Discriminate against current or prospective parents or students for expressing an ethical dissent (reasoned disagreement as opposed to personal attacks)
- Fail to protect from retaliation any parent or student who wishes to address the Board of Trustees (Board), consistent with Board policies, when it is alleged that a Board policy has been violated to his or her detriment
- Fail to inform parents and students of this policy (EL#1), or to provide a grievance process to those who believe they have not been accorded a reasonable interpretation of their rights under this policy.

Policy EL #2: Treatment of Employees

With respect to the treatment of paid and volunteer employees, the EDP shall not cause or allow conditions that are unfair, unsafe, undignified, or not transparent and shall not fail to provide appropriate confidentiality or privacy.

2.1 The EDP shall not:

- Operate without written personnel policies that clarify personnel rules for employees, provide for effective handling of grievances, and protect against wrongful conditions
- Operate without written job descriptions that clarify roles and responsibilities among individual employees
- Fail to monitor and respond immediately to discrimination against any employee who expresses an ethical dissent
- Prevent employees from expressing grievances to the Board when 1) internal grievance procedures have been exhausted, and 2) the employee alleges either that a) Board policy has been violated to his or her detriment, or b) Board policy does not adequately protect his or her rights
- Fail to acquaint employees with their rights under this policy (EL#2).

Policy EL #3: Financial Planning and Budgeting

The EDP shall not fail to adhere to the Board-approved financial plan for the year or the remaining part of any fiscal year. The budget must never put the school in financial jeopardy or deviate materially from the Board's goals or priorities. The EDP shall not expend more funds in the year-to-date than have been received in the year-to-date.

3.1 The EDP shall not fail to provide credible projections of revenue and expenses, separation of capital and operational items, cash flow, balance sheet, and the disclosure of planning assumptions.

3.2 Restricted Funds (not under the control of the EDP): The Board denies the EDP the right to use any long-term reserve.

3.3 Payables: The EDP shall not settle payroll or any other payable in an untimely manner, and shall not allow tax payment or filing, or other government required payment or filing, to be overdue or inaccurately filed.

3.4 Receivables: The EDP may not allow receivables to be unpursued after a reasonable grace period.

3.5 Required Approvals Agenda: The EDP shall not fail to provide evidence to the Board that all budget materials that the Board is required to approve are complete, accurate, and in compliance with applicable laws.

3.6 Owner Input into Budgets: The EDP shall not fail to provide community inspection and consultation of budgets.

3.7 The EDP shall not fail to submit for Board approval all arms-length contracts over $30,000 and all non-arms-length contracts, independent of value. All non-arms-length transactions must be publicly disclosed. Contracts may not be broken apart in order to remain under the $30,000 requirement, and any contract or group of related contracts in excess of $10,000 shall be reported to the Board at its next meeting. The EDP shall not fail to submit for Board approval all budget transfers of sums from one sub-account to another in amounts over $50,000 or where the transfer (in any amount) is not fully consistent with the policies and funding priorities set by the Board of Trustees. Any such transfer shall be reported to the Board at its next meeting. The EDP may not break apart transfers to remain under the $50,000 limit. "Sub-account" shall mean the accounting level of detail submitted to the Board for its annual consideration and approval of the budget.

3.7a In the case of existing or anticipated litigation, the amount for contracts/agreements shall not exceed $50,000; however, in time-sensitive situations and with the approval of the Risk Management Committee, the amount shall not exceed $70,000. Any such agreement shall be reported to the Board at its next meeting.

3.8 The EDP shall not fail to ensure that monies or school resources that are designed for a specific program or use are not reallocated. Commingling of funds or "borrowing" of funds, or resources, between separate accounting entities is prohibited.

3.9 The EDP shall not allow a yearly budget to be created that contains insufficient information to enable a credible projection of revenues and expenses, separation of capital and operational items, cash flow, balance sheet, and disclosure of planning and assumptions.

3.9a The EDP shall not fail to provide the Board with adequate information, in a reasonable amount of time, to allow it to make an educated approval of the budget.

3.9b The EDP shall not fail to disclose to the Board all material information, as well as possible ramifications, on all key issues required for the Board to make an educated determination on the budget.

3.10 The EDP shall not fail to ensure that PCHS financials are posted to the

PCHS Web site in a timely manner.

3.11 The EDP shall not incur debt in an amount greater than can be repaid by certain, unencumbered revenue within sixty days.

Policy EL #4: Actual Financial Condition and Activities

With respect to the actual ongoing financial condition and activities, the EDP shall not cause or allow the development of financial jeopardy or a material deviation of actual expenditure from the Board-approved budget.

Policy EL #5: Asset Protection

The EDP shall not allow PCHS assets to be unprotected, inadequately maintained, or risked.

5.1 The EDP shall not:

- Fail to obtain insurance against theft and casualty losses to at least 80% of replacement value and against liability losses to Board members, employees, and the organization itself in an amount greater than the average for comparable organizations
- Fail to ensure that no financial instruments may be purchased, sold, or pledged with corporate assets that are not deemed prudent and conservative, unless specifically authorized by a Board vote. This restriction includes, but is not limited to, foreign currencies, derivatives, interest rate swaps, caps, floors, collars, swaptions, and forwards.
- Allow inadequately insured employees access to material amounts of funds
- Subject the PCHS physical plant or equipment to improper wear and tear or insufficient maintenance
- Expose PCHS, its Board, or its employees to liability
- Make or permit any purchase that would result in waste of PCHS resources or (1) wherein normally prudent protection has not been given against conflict of interest; (2) over $10,000 (not previously budgeted) without having obtained comparative process and quality; or (3) over $10,000 without a stringent method of assuring the balance of long-term quality and cost. Orders shall not be split to avoid these criteria.
- Fail to protect PCHS intellectual property, information, and files from loss or significant damage
- Expose PCHS to the risk of doing business with a failing institution. All financial banking relationships, including brokerage, must have assets over

$100 million and be rated A by both Moody's and Standard & Poor's. Governmental agencies are exempt from this requirement.

- Receive, process, or disburse funds under controls that are insufficient to meet the Board-appointed auditor's standards
- Compromise the independence of the Board's audit or other external monitoring
- Invest or hold operating capital in insecure instruments, including uninsured accounts or bonds of less than AA rating, or in non-interest-bearing accounts, except when necessary to facilitate ease in operational transactions
- Endanger the organization's public image or credibility, particularly in ways that would hinder the accomplishment of its Goals
- Change the organization's name or substantially alter its identity in the community

Policy EL #6: Investments

The EDP shall not cause or allow investment strategies or decisions that pursue a high rate of return at the expense of safety or liquidity.

6.1 The EDP shall not allow:

- Purchase of foreign investments where principle and interest are paid in other than US dollars
- Purchases of fixed income instruments that are not readily marketable
- Expenditures of more than $30,000 on the securities of any one corporate issuer
- An undiversified portfolio or diversification that deviates from an asset allocation heavily dominated by fixed-income securities
- Purchases of short-term investments that are not rated at least P-1 by Moody's or Standard and Poor's
- The use of brokerage houses not licensed by the National Association of Securities Dealers

Policy EL #7: Compensation and Benefits

With respect to employment, compensation, and benefits to employees, consultants, contract workers, and volunteers, the EDP shall not cause or allow jeopardy to fiscal integrity or public image.

7.1 Accordingly, he or she may not:

- Change his or her own compensation and benefits
- Change the compensation and/or contract terms of any administrator or manager without Board approval
- Fail to provide the Board with comparable salary and benefits comparisons in a timely manner
- Promise or imply permanent or guaranteed employment
- Establish current compensation or benefits that deviate materially from the geographic or professional market for the skills employed
- Create compensation obligations over a longer term than revenues can be safely projected

Policy EL #8: Communication and Support to the Board

The EDP shall not permit the Board to be uninformed or unsupported in its work.

8.1 Accordingly, he or she shall not:

- Neglect to submit data required by the Board in a timely, accurate, and understandable fashion, directly addressing provisions of Board policies being monitored
- Fail to submit data, meeting materials, and any additional information to the Board at least six days in advance of a Regular Board meeting, when possible, and as soon as practicable for a Special Board meeting
- Fail to provide written detailed monitoring data and additional information using Agenda Information Sheets provided by the Board
- Allow the Board to be unaware of relevant trends, financial or otherwise, anticipated adverse media coverage, or material external or internal changes, particularly changes in the assumptions upon which any Board policy has previously been established

- Fail to notify the Board immediately of any serious accusation, including from a whistleblower, against an employee, volunteer, or anyone else associated with the school

- Fail to notify the Board of litigation, pending litigation, or inquires of the Office of the Inspector General or other authorizer or governmental entity

- Fail to advise the Board if, in the EDP's opinion, the Board is not in compliance with its own policies on Governance Process and Board- EDP Linkage, particularly in the case of Board behavior that is detrimental to the working relationship between the Board and the EDP
- Fail to marshal for the Board the stakeholder and external points of view, issues, and options necessary for fully informed Board choices

- Fail to deal with the Board as a whole, except when fulfilling individual requests for information or responding to officers or committees duly charged by the Board

- Fail to report as soon as is practicable any actual or anticipated noncompliance with any Board policy

- Fail to supply for the agenda all items delegated to the EDP and required by law or contract to be Board-approved, along with the monitoring assurance pertaining thereto

Policy EL #9: Hiring

Absent Board approval, the EDP shall not allow the hiring of any individual for any position unless that person demonstrates that he or she possesses the minimum qualifications listed in the position announcement posted on the PCHS Web site and after all the background checks have been completed.

Policy EL #10: Administration

The EDP shall not fail to document all critical administrative job functions and deadlines.

10.1 Accordingly, the EDP shall not fail to ensure that detailed job descriptions are established for senior administrators, and that a Master Calendar is established for the school year setting forth all major deadlines and listing all major events.

Board - Executive Director / Principal Linkage Policies

Global Board-EDP Linkage Policy
The Board of Trustees (Board) shall direct and oversee Palisades Charter High School (PCHS) operations through the Executive Director/Principal (EDP).

Policy B-EDL#1: Board Chair and EDP

1.1 Unless the Board Chair is an employee of the school, he or she shall usually lead the process for evaluating the EDP.

1.2 The Board Chair shall consult regularly with the EDP to anticipate and strategize about issues, concerns, and priorities.

1.3 The Board Chair shall be available to listen to the EDP's concerns as they emerge.

Policy B-EDL #2: Unity of Control
Only decisions of the Board, or of a committee to which the Board has delegated its authority, are binding on the EDP.

2.1 Decisions or instructions of individual Board members, officers, or committees are not binding on the EDP except in rare instances when the Board has specifically authorized such exercise of authority.

2.2 In the case of a Trustee or Board Committee request that was not specifically authorized by the Board, the EDP may refuse any such request that the EDP believes would be disruptive to operations or require an unreasonable amount of employee time or funds.

Policy B-EDL #3: Accountability of the EDP
The EDP is responsible for and accountable to the Board for all PCHS operations.

3.1 The Board shall not give instructions to persons who report directly or indirectly to the EDP.

3.2 The Board shall formally evaluate the EDP. All other senior administrators shall be formally evaluated by the EDP, who shall report the evaluations to the Board along with any recommended actions.

3.3 The Board shall review EDP performance as identical to organizational performance.

Policy B-EDL #4: Delegation to the EDP

The Board shall direct the EDP through written policies that prescribe the organizational goals to be achieved and describe organizational situations and actions to be avoided, allowing the EDP to exercise discretion in determining the means to realize the Board-stated goals and limitations.

4.1 The Board's Executive Limitations Policies limit the latitude the EDP may exercise from the broadest, most general level, to more defined levels.

4.2 As long as the EDP exercises appropriate discretion in determining the means to realize the Board's Goals and Executive Limitations Policies, the EDP is authorized to establish all practices and develop all activities of the organization.

4.3 The Board may change its Goals and Executive Limitations Policies.

Policy B-EDL #5: Formal Monitoring EDP Performance

The Board's systematic monitoring of EDP job performance shall be in relation to EDP job outputs, including organizational accomplishment of Board Goals Policies, organizational operation within the boundaries established in Board policies on Executive Limitations, and any other criteria established by the Board.

5.1 The Board shall acquire formal monitoring information by one or more of three methods: a) by internal report, in which the EDP discloses compliance information to the Board; b) by external report, in which an external, non-interested third party selected by the Board assesses compliance with Board policies; and c) by direct Board inspection, in which a designated member or members of the Board assess compliance with the appropriate policy criteria.

5.2 The EDP shall be reviewed at least annually by a EDP Review Committee, which shall be comprised of six Board members, none of whom is an employee of the school. The committee's recommendations shall be presented to the full Board for consideration. In the event that a non-interested party is not available, the Evaluation Committee shall continue to convene.

5.3 All policies that apply to the EDP shall be monitored according to the frequency indicated in the table below. The Board may monitor any policy at any time by any of the above-referenced methods, but shall depend on the routine schedule and method listed in the table.

Schedule for Periodic Monitoring of EDP's Compliance with Policy:

Policy	Method	Frequency
Treatment of Students and Their Families	Internal	Annually
Treatment of Faculty and Employees	Internal	Annually
Financial Planning and Budgeting	Internal	Quarterly
Financial Condition and Activities	Internal External	Quarterly Annually
Emergency Management Succession	Internal	As needed, but not less than annually
Compensation and Benefits	Internal External	Annually Annually
Communication and Support	Direct Inspection	Annually
Asset Protection	Internal	Annually
Ends Focus of Grants or Contracts	Internal	Annually
Hiring	Internal	Annually
Achievement of Goals Policies	Internal	Annually
Strengthen of Financial Institutions	External	Annually

Goals Policies

Global Goals Policies

Palisades Charter High School (PCHS) envisions itself as a national model of a rigorous college-preparatory educational program serving a diverse student population. In a safe, supportive, and healthy environment, the diverse students of PCHS shall receive excellent instruction that shall deliver a comprehensive rigorous education that shall enable them to become inquiring, productive, and ethical members of society. This education shall be delivered at a per-student operating cost and administrative expense through practices that ensure long-term stability. In all actions the school undertakes, from hiring practices to teaching, counseling, and programming; and from shaping the organizational structure to allocating resources; pupils' needs are paramount.

Goals Policy #1

The goal of a comprehensive rigorous education recognizes that all students can learn and achieve. As part of a four-year academic plan, all students shall have access to a program of study that shall qualify them for entry into a collegiate institution or post-secondary career opportunities. A comprehensive education shall also address the emotional, physical, and creative needs of the student through access to a broad, co-curricular program. As part of this education, each student, in consultation with his/her counseling team shall develop an academic plan beginning the student's first year at PCHS. This plan shall be updated annually.

1.1 All students shall have access to qualify for Honors and AP classes to ensure a rigorous curriculum and eligibility for a four-year university. Enrichment opportunities shall be provided to enable a larger group of students to be successful in Honors and AP classes.

1.2 A comprehensive curriculum shall be updated periodically to reflect the needs of our diverse students and to respond to changes in technology and emerging fields of study.

1.3 PCHS shall increase the number of graduating seniors who are eligible to attend the California State University or University of California.

Goals Policy #2

PCHS shall continue to achieve continuous educational improvement. It shall achieve the quantifiable API, AYP, and other goals as set forth in its Charter in the timeframes designated. It shall set annual goals for measures of educational achievement. These goals shall be for the school as a whole and for various subgroups.

Goals Policy #3

Excellent instruction means that excellent teachers are appropriately recognized, that teachers are adequately supported and given the resources necessary to deliver an excellent education to students, that teachers who need to improve are given the tools to improve quickly, and that appropriate action is taken with regard to teachers who need to improve, but fail to do so.

Goals Policy #4

A supportive environment means that PCHS puts students first. The school's instructional, budget, policy, human resources, and program decisions all revolve around student needs. Programs and systems shall be place to encourage student learning, review outcomes, and provide assistance as necessary for student success.

4.1 Supporting student achievement means expectations are clear, teachers are highly qualified, counselors, administrators and support employees are pro-active, and communication is regular and ongoing between school and home.

4.2 Supporting student achievement also includes incorporating differentiation of instruction into the classroom, personalization, and using a variety of learning methods, including innovative technology and resources.

Goals Policy #5

Students shall gain knowledge and skills to become inquiring, productive, and ethical members of society. PCHS shall foster a culture of intellectual curiosity, ethical decision-making, honesty, and integrity. Students shall be taught the art of questioning and logical and critical thinking to achieve this goal.

Goals Policy #6

As per the Charter, PCHS is committed to educating a diverse student body, taking into account ethnic and cultural demographics.

Goals Policy #7

Education at PCHS requires operating efficiently and providing sufficient funding to meet educational goals. By planning over a 3-5 year horizon, PCHS shall maintain the financial capability and reserves to withstand short-term funding shortfalls without compromising the Goals Policies.

Governance Policies Appendix

The Basics of Robert's Rules of Order

Preamble

The complete Robert's Rules of Order has many nuances. However most are not used in day to day business. The basic rules listed below provide a framework for ensuring orderly debate in almost all circumstances.

The purpose of the Rules is to ensure a fair debate that ultimately moves forward to a resolution. Not everyone may agree with the decision, but everyone ought to agree that the decision was arrived at fairly, and without taking up too much time. And, at the end, no one should hate anyone. Some have said that the point of the Rules is to allow the majority to do what it wants (consistent with its chartering documents), but to allow the minority to insist on a deliberative process.

Ultimately, it is up to the Board to enforce its own rules, and it is any Board's duty to ensure that its business is conducted in a fair, orderly, and professional manner. Although the chair has substantial ability to ensure that this is done, ultimately, it is the Board's job and responsibility, not the chair's, to enforce the rules and discipline itself. This means that the members must be willing to take on a chair that is not enforcing the rules to the detriment of the organization.

A quick note on the role of a Parliamentarian - Where all members of an organization are familiar with the Rules and the members are all friendly with one another, a Parliamentarian is not really needed, as the chair will abide the rules and the organization will override the chair if the chair fails to do so. However, where an organization is unfamiliar with the rules or there is a level of distrust, a Parliamentarian serves a useful purpose. First, the Parliamentarian can advise the chair and the organization on what is allowed and what is not so as to avoid confusion. Second, and sometimes more importantly, the Parliamentarian is generally accepted by all as a neutral person who will enforce the rules neutrally. This will disarm what otherwise might be an accusation that the chair or the majority is engaging in improper behavior or not allowing a fair debate. It is worth noting that generally speaking, a Parliamentarian can only advise. The Parliamentarian does not actually decide, for example, whether or not a point of order is well taken; the chair does that in the first instance subject to an appeal to the Board.

With those preliminary thoughts in mind, here are the basics of Robert's Rules.

1.Conduct of the Meeting

The Agenda. The meeting proceeds per the agenda. The Board can re-arrange the order of items on the agenda by majority vote, but not when a motion is pending. If a member attempts to take up a matter that is not appropriate to the agenda, any member can call for the "Orders of the Day" and request that the chair deem the comment out of order. Such a call can

be made even while someone else is speaking, but it is not subject to debate or explanation. If the chair agrees, then the agenda is enforced, and the person speaking will either have to relinquish the floor or confine the remarks to the matter before the Board.

Neutrality of the Chair. The chair is to retain his or her neutrality. In fact, the Rules suggest (but do not require) that the Chair not vote unless the vote would make a difference in the outcome in order to retain neutrality.

Civility of Debate and Discussion. Debate is civil at all times. Personal attacks are inappropriate, and comments are directed to the chair, not to other members unless it is to pose or answer a question.

General Rules and Suspending the Rules. Typically, the majority can do anything it wants if it does so properly, and it can suspend the Rules (including Robert's Rules) by way of a motion to "Suspend the Rules." Such a motion allows debate to proceed in an orderly but less formal fashion.

2.Discussion items

When an item is being taken up but no action is required or requested, typically the Board will hear the report and then ask questions or comment on it. However, no motion is appropriate in such a case as no action is being requested. It is not typical to "move" to accept the report unless doing so has some significance.

3.Action items/Motions

Debate typically begins with a person obtaining recognition from the chair and making a motion. For example "I move that we adopt the Committee's proposed guidelines."

The motion itself must be made when no other motion is pending, it must be consistent with the order of the agenda unless that order has been altered, and it cannot be accompanied by debate. Thus, it is generally inappropriate for a person to explain at length why a particular action is a good idea, and then move that the action be taken.

Immediately upon making the motion, the person so moving must be seated. No debate is allowed. The chair will then ask for a second. If there is no second, then the motion "dies" for "want of a second" without any debate whatsoever.

A person seconding the motion is not allowed to debate the issue at that time. Rather, the person is limited to saying "I second the motion."

At that point, the chair will traditionally re-state the motion and ask if the Board is ready for the motion (although in modern procedure, the chair does not typically ask the question, but rather merely states the motion), which is a signal that the floor is open for debate, and also to make sure that everyone understands what the motion is. If the chair misstates the motion, the moving member can correct the chair.

At any point up to the time that the chair re-states the motion, the moving person may amend the motion unilaterally. If there is such a change, the person who seconded the motion may withdraw the second, but a different member may then second the modified motion. Once the chair has re-stated the motion, no unilateral amendments are allowed.

Typically, the moving member is given the right to open the debate.

The chair typically will call on members to debate in the following manner. If the chair can ascertain a speaker's position on the question, the chair should endeavor to alternate pro and con. No one speaks a second time until everyone who wants to speak has spoken once. No one is allowed to speak more than twice on the motion (although this rule is generally relaxed in small groups). If people are allowed to speak more than twice, it is typical for the chair not to allow anyone to speak for a third time until everyone who wants to speak has spoken twice, and so forth.

The chair typically does not participate in the debate other than to recognize speakers or rule on procedural questions. However, in a group like this, it is not unusual for the chair to have a position and want to contribute to the debate. One tactic that is often used is for the chair to "pass the gavel" to the person sitting next to the chair, who will "chair" the meeting while the chair expresses his or her position, after which the chair will resume the gavel. That formality is not required -- it is really more for show than for anything else. However, the chair is bound by the protocol set forth above in terms of recognizing himself or herself.

When no one wants to continue debate, the chair can ask if the Board is ready to vote. If there is no objection, then the vote will occur. If there is an objection, then debate continues.

If someone believes that the debate should end, that person, upon being recognized by the chair, can "move the previous question." Moving the previous question means that debate should end and a vote should be taken. Moving the previous question requires a second, and cannot be debated. The person moving the question cannot speak to the motion and then move the question, thereby taking the last word. Instead, someone who moves the question must do only that.

If the previous question is moved and seconded, then the chair will ask immediately if the Board wants to end debate. There is no discussion on the point. Rather, the chair will call for a vote on moving the previous question. If 2/3 of those voting vote in favor of moving the previous question, debate ends and the Board will proceed to vote on the motion (or the amendment to the motion if an amendment is before the Board). If less than 2/3 of those voting are in favor of moving the previous question, debate continues.

Absent unusual circumstances, a motion will pass by a majority of those voting.

4.Conduct of Debate

If the chair believes that a person is off topic, the chair can gently so state or can rule the speaker out of order. If the speaker disagrees, the speaker can appeal the chair's ruling to the

Board, which will vote (without debate) on whether the speaker can continue speaking.

If a member believes that the speaker is out of order, the member can interrupt and make a "Point of Order," so stating. The chair rules on the point of order, but that ruling can be appealed to the Board. A speaker can be out of order because the speaker is off topic, or because the speaker is engaging in inappropriate debate, such as making derogatory comments about others.

A member can interrupt a speaker to request permission to ask a question, also known as a "Point of Information." It is up to the speaker whether to allow the question or not. If the question is allowed, it should not be a disguised debate, but rather a straightforward question.

5.Amendments

There is technically no such thing as a "friendly amendment" once debate has opened. That said, where it is clear that there will be no objection from anyone to the proposed amendment, it is faster just to accept the amendment without formality.

An amendment is similar to a motion in that it is made by a member on being recognized by the chair, and is made without debate. An amendment requires a second. If an amendment is proposed and seconded, the person proposing the amendment is usually given the right to speak first.

Once an amendment is on the floor, debate should center on the amendment rather than the main motion.

The amendment must be germane to the motion, although it can vary the substance of the motion, or even be contrary to the motion. For example, if the motion is to approve the Guidelines, it would be inappropriate to amend the motion so that the amended motion would be to give the EDP a raise. Similarly, it is generally inappropriate to amend the motion simply to state its converse. For example, if the motion is to approve the Guidelines, it would not be appropriate to amend the motion to state that the Board "not" approve" the Guidelines, as that is simply the same thing as defeating the motion. However, it would be appropriate to amend the motion by changing the proposed Guidelines dramatically.

Although Robert's Rules allows amending the amendment, (but not amending the amendment to the amendment,) this can get too confusing. Accordingly, it is suggested that people not amend the amendment.

Debate on amendments is governed by the same rules as debate on the main motion, including moving the previous question.

Eventually, the Board will vote on the amendment. If the amendment passes, then the motion, as amended, is before the Board, and debate resumes on the main motion. If the motion fails, then the original motion remains before the Board.

Amendment after amendment can be proposed. There is no limit set forth in the Rules.

6.Other Ways to End Debate or Dispose of a Motion

In addition to voting up or down on the motion, the Board can take other actions.

Tabling. The Board can "table" a motion. Doing so essentially puts the motion in limbo until such time (if ever) that the Board "Takes the Motion from the Table." It is typically used as a way of defeating a motion without actually voting it down, but it is also often used as a way of delaying resolution of a motion until more information can be had or until the Board has adequate time to consider the motion but without setting forth a particular time when the motion will be taken up again. Tabling a motion is made in the same way as moving the previous question. That is, a member is recognized, and then moves to table the motion. That member is not to debate the merits of the motion (or tabling it) when making the tabling motion. The motion to table requires a second. No debate is appropriate on a motion to table, and the motion carries by a simple majority of those voting. If a motion is tabled, then the Board would move on to the next agenda item.

Postponing to a Time Certain. This is like tabling a motion, and it requires a second. There are two major differences, however. The first is that there is a time attached to this form of the tabling motion that determines when the Board will continue its consideration of the motion. The motion is automatically placed on the agenda at the appointed time if this motion carries. The second major difference is that debate is allowed on the motion to postpone to a time certain, and the motion to postpone to a time certain can be amended to reflect a different time for taking up the motion. Often, the debate focuses on when the time will be to take up the motion again, but it need not be limited to that. (This is different than a motion to "Postpone indefinitely" which can be debated, but not amended. Postponing indefinitely is a procedural
way to kill a motion without actually having to vote it down. This does not seem appropriate for the PCHS Board.)

Referring to Committee. Where the Board believes that further investigation is appropriate, it can refer the matter to a Committee. This motion is made in the same manner as a motion to postpone to a time certain, and again, only requires a simple majority to pass and can be amended. The matter is then referred to the designated Committee, which will, at an appropriate time, report back to the Board with its recommendation. This motion does not vest the Committee with the power to adopt or reject the motion, but rather only vests the Committee with the authority to consider the motion and make a recommendation back to the full Board. The Motion of Referral can also specify the time when the matter will be brought back to the Board from the Committee. A motion to refer can be debated.

Adjourn. A motion to adjourn is always in order, even while another motion is pending. It, too, is made without debate, and it requires only a simple majority to pass.

Recess. A motion to recess is a motion to take a break in the meeting. This does not end debate on the motion, as when the meeting reconvenes, you take up where you left off. However, it is often used to allow tempers to calm.

7. Motion for Reconsideration

If a motion carries and someone in the majority thinks better of their vote, they may move to reconsider. That motion requires a second, and it can only be made by someone in the majority. It must be made on the same day as the motion being reconsidered was passed. The motion is subject to debate to the same extent as was the matter being potentially reconsidered. (For example, if a main motion is potentially being reconsidered, then the motion to reconsider may be debated. If a motion to table is being reconsidered, then there is no debate.) If the motion passes, then the prior vote becomes a nullity, and debate on the motion being reconsidered continues as if no vote had occurred.

*Many thanks are due Mark Epstein for developing these simplified Rules