Palisades Charter High School

Regular Board Meeting

Date and Time

Tuesday November 17, 2026 at 5:00 PM PST

Location

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

Board Member Teleconference Location(s)
8889 Olympic Blvd, #200, Beverly Hills, CA 90211

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

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

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

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:00 PM**
	Opening Items			
A.	Call the Meeting to Order		Amir Ebtehadj	
B.	Roll Call/ Establish Quorum		Amir Ebtehadj	2 m
C.	Public Comment			15 m

Members of the public may address the Board at regular meetings on agenda or non-agenda items that are within the subject matter jurisdiction of the Board, and at special meetings on agenda items only. Non-agenda public comment (i.e. at regular meetings) may occur at the end of the meeting. Comments are limited to two (2) minutes per person per meeting, with no more than 10 minutes per single topic, so that as many people as possible may be heard. By law, the Board is allowed to take action only on items on the agenda. 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. Government Code § 54954.3.

II.	**Academic Excellence**			**5:17 PM**
A.	Virtual Academy Course-Based Independent Study Update	Vote	Randy Tenan-Snow and Amie Whiteley	20 m

"Approval and Certification of the 2026-2027 Virtual Academy Independent Study Courses."

"Approval of the 2026-2027 Course-Based Independent Study Policy."

III.	**Finance**			**5:37 PM**
A.	Board Financials and Presentation	FYI	Marie Arce, Charter Impact	10 m

		Purpose	Presenter	Time
B.	PCHS First Interim SACS and MYP	FYI	Marie Arce, Charter Impact, Alexis Duston	10 m
C.	Changes to PCHS Fundraising Policy for Acceptance of Securities	Vote	Rene Rodman	5 m
	"Motion to approve Changes to PCHS Fundraising Policy for Acceptance of Securities."			
D.	Draft - Grant Allocations	Vote	Rene Rodman	5 m
	"Motion to approve the Grant Allocations Draft."			

IV. Consent Agenda — 6:07 PM

A.	Finance Items: School Organized Conferences/Trips	Vote	Amir Ebtehadj	5 m
	December 13-14, 2026 | VEI Conference - San Diego, CA | Supervising Teacher(s): B. Kolavo and D. Carini January 9-10, 2027 | DECA SoCal Career Development Conference - Costa Mesa, CA | Supervising Teacher(s): B. Kolavo and D. Carini			
B.	Personnel Items	Vote	Dr. Martha Monahan	5 m
C.	Approve Minutes	Approve Minutes		2 m
	Approve minutes for Board Meeting on October 20, 2026			

V. Academic Reports — 6:19 PM

A.	Science Department Physics Proposal	FYI	David Schalek	20 m
B.	2026-2027 Schoolwide Goals	FYI	Dr. Pam Magee	10 m

VI. PCHS Mental Health Services — 6:49 PM

A.	School Psychiatric Social Worker (PSW) Report	FYI	Madison Ho, Bayli Tucker, Amie Whiteley	10 m

		Purpose	Presenter	Time
VII.	**Governance**			**6:59 PM**
A.	LAUSD Compliance Monitoring Board Cetification	FYI	Dr. Pam Magee	5 m
VIII.	**Closed Session**			**7:04 PM**
A.	CONFERENCE WITH LEGAL COUNSEL-EXISTING LITIGATION (Paragraph (1) of subdivision (d) of Government Code Section 54956.9) Name of case: OAH Case No. 2026090342	Vote		5 m
IX.	**Return to Open Session**			**7:09 PM**
A.	Report Out on Action Taken In Closed Session, If Any.	FYI	Amir Ebtehadj	1 m
X.	**Organizational Reports**			**7:10 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
D.	Represented Classified Staff Report	FYI	Andrew Paris	3 m
E.	Unrepresented Classified Staff Report	FYI	Jeff Roepel	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	3 m
H.	Director of Operations Report	FYI	Kalei Park	3 m
I.	Director of Information Technology Report	FYI	Jeff Roepel	3 m
J.	Director of Development Report	FYI	Rene Rodman	3 m

		Purpose	Presenter	Time
K.	Executive Director/Principal (EDP) Report	FYI	Dr. Pam Magee	5 m
XI.	**Board Committees (Stakeholder Board Level Committees)**			**7:45 PM**
A.	Academic Accountability Committee Update	FYI	Negeen Ben-Cohen, Randy Tenan-Snow	5 m
	"Motion to approve committee members/positions."			
B.	Budget & Finance Committee Update	FYI	Sara Margiotta	5 m
C.	Election Committee Update	FYI	Amir Ebtehadj	5 m
	There is nothing to report at this time.			
D.	Charter Committee Update	FYI	Dr. Pam Magee	5 m
E.	Grade Appeal Committee Update	FYI	Amir Ebtehadj	5 m
XII.	**Board Committees (Board Members Only)**			**8:10 PM**
A.	Board Members Only - Committee Updates	FYI	Various	5 m
	• Audit Committee • Survey Committee			
XIII.	**General Public Comment – Non-Agenda Items**			**8:15 PM**
A.	General Public Comment on Non-Agenda Items	FYI		15 m
XIV.	**New Business / Announcements**			**8:30 PM**
A.	Announcements / New Business	FYI	Amir Ebtehadj	1 m
	Next Monthly Board Meeting: Tuesday, December 8, 2026 at 5:00 PM in Gilbert Hall			
XV.	**Closing Items**			**8:31 PM**
A.	Adjourn Meeting	FYI	Amir Ebtehadj	1 m

Coversheet

Virtual Academy Course-Based Independent Study Update

Section:	II. Academic Excellence
Item:	A. Virtual Academy Course-Based Independent Study Update
Purpose:	Vote
Submitted by:	
Related Material:	CBIS_Board_Resolution_2026_2027.pdf Course Based VA Final Draft.pdf Virtual_Academy_CBIS_Policy_2026_2027.pdf

PALISADES CHARTER HIGH SCHOOL

BOARD OF TRUSTEES RESOLUTION

Resolution No. _____ | Date of Adoption: _____

Approval and Certification of Virtual Academy Course-Based Independent Study Courses 2026–2027 School Year

WHEREAS, Palisades Charter High School (PCHS) operates the Virtual Academy as an educational program serving eligible students through independent study; and

WHEREAS, California Education Code sections 51749.5 and following establish requirements for course-based independent study, including governing-board certification of courses and applicable instructional, attendance, assessment, and accountability requirements; and

WHEREAS, the Board of Trustees approves the courses for delivery through the PCHS Virtual Academy Course-Based Independent Study (CBIS) Program during the 2026–2027 school year; and

WHEREAS, PCHS administration is responsible for confirming that each listed course and its implementation meet all applicable legal, charter, and school requirements before the course is offered or attendance is claimed;

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of Palisades Charter High School hereby:

1. Approves the Virtual Academy CBIS courses for the 2026–2027 school year, subject to applicable California law and school policies.

2. Directs administration to maintain course outlines, standards alignment, instructional and assessment plans, appropriately credentialed teacher assignments, student agreements, and records required for CBIS compliance and audit review.

3. Requires verification before implementation and apportionment claims that each course satisfies applicable CBIS requirements, including any required course certification findings, pupil participation and progress measures, and instructional time or attendance accounting.

4. Authorizes implementation by the Executive Director/Principal or designee, including non-substantive administrative corrections; additions or material changes to the certified course list shall return to the Board when required by law or policy.

5. Establishes the effective period of this approval as the 2026–2027 school year, unless amended or superseded by subsequent Board action.

BOARD ACTION AND VOTE

Motion by: _____	Seconded by: _____
Ayes: _____ Noes: _____	Abstentions: _____ Absent: _____
☐ Adopted ☐ Not adopted	Meeting date: _____

CERTIFICATION AND SIGNATURES

The undersigned certify that the foregoing resolution was duly considered and acted upon by the PCHS Board of Trustees at a properly noticed meeting on the date recorded above.

_____

Board Chair / Presiding Officer | Date

_____

Board Secretary / Authorized Attesting Officer | Date

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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 for graduation requirement; A-G requirement must pass with “C” or better
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.

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2. Honors English 10: Grade Level 10th grade
Duration: One year, two semesters**Credits:** Five credits each semester
Passing Grade: A-D for graduation requirement; A-G requirement must pass with “C” or better
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 for graduation requirement; A-G requirement must pass with “C” or better
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.

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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 for graduation requirement; A-G requirement must pass with “C” or better
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

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Passing Grade: A-D for graduation requirement; A-G requirement must pass with “C” or better
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: Practice (Diagnostic), 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 for graduation requirement; A-G requirement must pass with “C” or better
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



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(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 for graduation requirement; A-G requirement must pass with “C” or better
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 for graduation requirement; A-G requirement must pass with “C” or better
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 for graduation requirement; A-G requirement must pass with “C” or better

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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 for graduation requirement; A-G requirement must pass with “C” or better**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 for graduation requirement; A-G requirement must pass with “C” or better
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 for graduation requirement; A-G requirement must pass with “C” or better



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Primary Instructional Materials: UC Scout and AP Classroom and World History Text
Time Commitment: Students are expected to engage in a minimum of 300 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 external assignments supplemented by a minimum of 300 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 for graduation requirement; A-G requirement must pass with “C” or better
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.



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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 for graduation requirement; A-G requirement must pass with “C” or better
Primary Instructional Materials: UC Scout, AP Classroom, and APUSH Text
Time Commitment: Students are expected to engage in a minimum of 300 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, APUSH text, AP Classroom, and Schoology supplemented by a minimum of 300 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.

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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 for graduation requirement; A-G requirement must pass with “C” or better
Primary Instructional Materials: UC Scout, AP Gov text, AP Classroom
Time Commitment: Students are expected to engage in a minimum of 300 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 Gov text, AP Classroom, and Schoology supplemented by a minimum of 300 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 for graduation requirement; A-G requirement must pass with “C” or better
Primary Instructional Materials: UC Scout and AP Classroom
Time Commitment: Students are expected to engage in a minimum of 300 minutes of study per week, equivalent to classroom instructional time, which includes asynchronous reading, assignments, and synchronous instruction.

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Instructional Delivery: Instruction is delivered asynchronously via UC Scout, AP Classroom, and Schoology supplemented by a minimum of 300 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 complexeconomic 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 for graduation requirement; A-G requirement must pass with “C” or better
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



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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 for graduation requirement; A-G requirement must pass with “C” or better
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 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.

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Science

1. Biology and Honors Biology: Grades 9- 12
Duration: One year, two semesters
Credits: Five credits each semester
Passing Grade: A-D for graduation requirement; A-G requirement must pass with “C” or better
Primary Instructional Materials from Accelerate 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 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 for graduation requirement; A-G requirement must pass with “C” or better
Primary Instructional Materials Accelerate 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

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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 for graduation requirement; A-G requirement must pass with “C” or better
Primary Instructional Materials Accelerate 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 and In-Person Proctored Unit/Final Exams/Essays. Students must demonstrate "satisfactory progress" by completing a minimum of 60% in the course

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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 for graduation requirement; A-G requirement must pass with “C” or better
Primary Instructional Materials 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.

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5. AP Environmental Science: Grade Level: 10-12th grade
Duration: One year, two semesters
Credits: Five credits each semester
Passing Grade: A-D for graduation requirement; A-G requirement must pass with “C” or better
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 for graduation requirement; A-G requirement must pass with “C” or better
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- 11
Duration: One year, two semesters
Credits: Five credits each semester
Passing Grade: A-D for graduation requirement; A-G requirement must pass with “C” or better
Primary Instructional Materials from the Algebra 1 Essential Standards, 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, Essential Standards, Concept Quizzes, Unit Exams, and Proctored In-Person Midterm and Final Exams. 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 1AB
Credits: Five credits each semester
Passing Grade: A-D for graduation requirement; A-G requirement must pass with “C” or better
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, Essential Standards, Concept Quizzes, Unit Exams, and Proctored In-Person Midterm and Final Exams. 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

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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. Honors Geometry Grades 9-12
Duration: One year, two semesters. Must have completed Algebra 1AB. Teacher recommendation required**Credits:** Five credits each semester
Passing Grade: A-D for graduation requirement; A-G requirement must pass with “C” or better
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, Essential Standards, Concept Quizzes, Unit Exams, and Proctored In-Person Midterm and Final Exams. 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). Honors Geometry is a rigorous, college-preparatory course designed to deepen students’ understanding of geometric concepts through critical thinking, logical reasoning, and real-world applications. The course builds upon foundational algebraic skills, and students explore geometric relationships involving points, lines, angles, triangles, polygons, circles, and three-dimensional figures. The course emphasizes formal mathematical proofs, geometric constructions, transformations, congruence, similarity, coordinate geometry, and trigonometric relationships. Students apply deductive and inductive reasoning to solve complex problems, justify mathematical conclusions, and communicate their thinking with precision. The Honors curriculum extends beyond standard Geometry by incorporating more challenging applications, multi-step problem-solving, and opportunities for independent inquiry. Through analytical investigations and practical applications, students strengthen their mathematical fluency, spatial reasoning, and problem-solving abilities, preparing them for Algebra II, Precalculus, and Calculus.

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4. Algebra II: Grades 9-12
Duration: One year, two semesters
Credits: Five credits each semester. Must have completed Algebra 1AB and Geometry AB
Passing Grade: A-D for graduation requirement; A-G requirement must pass with “C” or better**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, Essential Standards, Concept Quizzes, Unit Exams, and Proctored In-Person Midterm and Final Exams. 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 II 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.

5. Honors Algebra II: Grades 9-12
Duration: One year, two semesters. Must have completed Algebra 1AB and Geometry AB. Teacher recommendation required.
Credits: Five credits each semester
Passing Grade: A-D for graduation requirement; A-G requirement must pass with “C” or better
Primary Instructional Materials from the Algebra II 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



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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, Essential Standards, Concept Quizzes, Unit Exams, and Proctored In-Person Midterm and Final Exams. 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 II 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 II also prepares the learners with the building blocks needed to dive deeper into trigonometry, pre-calculus, and advanced probability and statistics.

6. Pre-Calculus: Grades 10-12
Duration: One year, two semesters. Must have taken Algebra 1, Geometry, and Algebra II with a grade of C or better
Credits: Five credits each semester
Passing Grade: A-D for graduation requirement; A-G requirement must pass with “C” or better
Primary Instructional Materials: Accelerate, 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

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CCSSM) and focuses on Number and Quantity, Algebra, Functions, Trigonometry, and introduction to Calculus, 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, algebraic and transcendental functions, trigonometry, and limits. 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.

7. Honors Pre-Calculus Duration: One year, two semesters. Must have taken Algebra 1, Geometry, and Algebra II with a grade of C or better and teacher recommendation
Credits: Five credits each semester
Passing Grade: A-D for graduation requirement; A-G requirement must pass with “C” or better
Primary Instructional Materials: Accelerate, 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, Trigonometry, and introduction to Calculus, 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, algebraic and transcendental functions, trigonometry, and limits. 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. The Honors curriculum emphasizes mathematical modeling, multi-step problem-solving, and the application of advanced mathematical concepts to real-world situations. Through challenging investigations, algebraic analysis, and graphical representations, students develop a deeper understanding of mathematical relationships while strengthening their ability to construct

logical arguments, interpret complex problems, and communicate mathematical reasoning with precision. The course fosters independent thinking, perseverance, and conceptual mastery, providing a strong foundation for success in AP Calculus, and college-level mathematics.

8. 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 for graduation requirement; A-G requirement must pass with “C” or better
Primary Instructional Materials: UC Scout 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 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 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.

9. 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 for graduation requirement; A-G requirement must pass with “C” or better

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Primary Instructional Materials: Accelerate. *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.

10. 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 for graduation requirement; A-G requirement must pass with "C" or better
Primary Instructional Materials: Accelerate and AP Classroom. Graphing Calculator Needed
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.

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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.

11. 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 for graduation requirement; A-G requirement must pass with "C" or better
Primary Instructional Materials: Accelerate 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 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 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 for graduation requirement; A-G requirement must pass with “C” or better
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

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Credits: Five credits each semester
Passing Grade: A-D for graduation requirement; A-G requirement must pass with “C” or better
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 for graduation requirement; A-G requirement must pass with “C” or better
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.

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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 for graduation requirement; A-G requirement must pass with "C" or better
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

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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 for graduation requirement
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 Course: Grade Level:9-12th grade
Duration: Two Semesters. Prerequisite: Concurrent enrollment or completion of Geometry
Credits: Five credits for each semester

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Passing Grade: A-D for graduation requirement; A-G requirement must pass with “C” or better
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 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 for graduation requirement; A-G requirement must pass with “C” or better
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

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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 for graduation requirement; A-G requirement must pass with “C” or
better
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.

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4. Media Literacy: Grade Level 9-12th grade
Duration: One semester
Credits: Five credits for the semester
Passing Grade: A-D for graduation requirement; A-G requirement must pass with “C” or better
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 for graduation requirement; A-G requirement must pass with “C” or better
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

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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 for graduation requirement
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 for graduation requirement
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 for graduation requirement; A-G requirement must pass with “C” or better
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

PALISADES CHARTER HIGH SCHOOL
Empowering Educational Excellence.

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 for graduation requirement; A-G requirement must pass with “C” or better
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 for graduation requirement; A-G requirement must pass with “C” or better
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 for graduation requirements
Primary Instructional Materials from Accelerate aligned on 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: 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 for graduation requirement
Primary Instructional Materials from Accelerate aligned on 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: 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 for graduation requirements
Primary Instructional Materials from Accelerate aligned on 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: 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.

PALISADES CHARTER HIGH SCHOOL

VIRTUAL ACADEMY | COURSE-BASED INDEPENDENT STUDY POLICY

2026–2027 School Year

1. Purpose, authority, and voluntary participation

Palisades Charter High School (PCHS) Virtual Academy offers course-based independent study (CBIS) as an optional educational alternative under California Education Code §§ 51749.5 and 51749.6. No pupil shall be required to enroll in CBIS. Pupils referred or assigned under Education Code §§ 48915 or 48917 may receive CBIS only when classroom instruction is also offered as an alternative.

2. Course certification and instructional equivalency

The PCHS Board of Trustees shall annually certify CBIS courses and policy by resolution. Certified courses shall align with applicable state and local standards and provide rigor and intellectual challenge substantially equivalent to classroom-based instruction. Certification shall identify each course's duration, equivalent daily and total instructional minutes, credits, and a plan for at least weekly synchronous instruction throughout the school year. Graduation and UC/CSU A–G courses shall not be offered exclusively through independent study.

3. Eligibility, staffing, and learning agreements

Pupils shall meet applicable age, residency, and enrollment requirements. Each pupil shall have a written CBIS learning agreement identifying courses, supervising teachers, duration (not exceeding one school year), credits, objectives, study and evaluation methods, resources, assignment submission and progress reporting expectations, and required signatures. Agreements shall be executed and retained according to applicable law. CBIS courses shall be under the general supervision of appropriately credentialed PCHS certificated employees; applicable pupil-to-certificated-employee ratios shall be observed.

Before signing, a pupil or, if under 18, a parent/guardian/caregiver may request a telephone, video, or in-person pupil-parent-educator conference to discuss educational options, available supports, and curriculum. A pupil with an IEP may participate when the IEP specifically provides for CBIS participation. PCHS shall meet applicable IDEA and Section 504 obligations.

4. Instruction, materials, and assessment

Instruction may include synchronous and asynchronous virtual lessons, independent reading, textbooks, computer-based curriculum, essays, projects, labs, and practice. Progress may be evaluated through assignments, work samples, observations, quizzes, tests, examinations, and state assessments. PCHS shall provide necessary instructional materials, personnel, devices, and connectivity on terms equivalent to those available to other pupils; lack of such resources alone shall not bar participation. Proctors shall administer examinations. No prohibited pupil fees shall be assessed.

5. Assignment deadlines and satisfactory progress

For grades 9–12, the maximum period between assignment issuance and due date is five (5) school days. Satisfactory educational progress shall be evaluated using pupil achievement and engagement measures, assignment and assessment completion, mastery of required concepts, and progress toward course completion, as determined by the supervising teacher.

IMPLEMENTATION, ACCOUNTABILITY & ADOPTION

6. Intervention, reengagement, and program evaluation

After four (4) missed assignments in any enrolled course, or whenever satisfactory educational progress is not being made, PCHS shall evaluate whether CBIS remains appropriate or whether referral to another program, including classroom-based instruction, is warranted. The certificated instructor shall notify the pupil and, if under 18, the parent/guardian. Findings shall be documented as a mandatory interim pupil record, retained for three years, and forwarded to another California public school upon transfer.

Tiered reengagement procedures shall include verifying current contact information, outreach to identify academic and other needs (including connection to health or social services as needed), and a clear standard for requiring a pupil-parent-educator conference to review the learning agreement and the course's effect on achievement and well-being. PCHS may use its Student Study Team process to support pupils needing additional assistance, including English learners, foster youth, pupils experiencing homelessness, and pupils requiring mental health support. Additionally, students may be enrolled in a Study Seminar or Study Skills course for support.

7. Student access, return to classroom instruction, and exceptions

PCHS shall transition pupils whose families request a return to in-person instruction as expeditiously as possible and no later than five instructional days. As stated in the learning agreement, weekly synchronous instruction, tiered reengagement, and the five-day return requirement do not apply to pupils participating fewer than 16 schooldays in a school year, or qualifying classroom-based pupils receiving medically necessary treatment or inpatient mental health/substance-use treatment under appropriately licensed professionals; PCHS shall obtain supporting professional evidence. Temporarily disabled pupils shall not receive individual instruction under Education Code § 48206.3 through CBIS.

8. Records, attendance, and accountability

PCHS shall maintain written or electronic evidence of satisfactory progress for each pupil and course, including a gradebook or summary of assignments, examinations, and grades. Combined instructional minutes across CBIS and other enrolled courses shall satisfy applicable minimum schoolday and annual instructional-minute requirements. Average daily attendance shall be calculated under Education Code § 51749.5, based on certified instructional minutes, eligible schooldays, and demonstrated satisfactory progress, without exceeding one ADA unit per pupil. PCHS shall comply with applicable ADA limitations and reporting requirements. State assessment results shall be reported and disaggregated as required for comparison with classroom-based pupils.

9. Administration and annual review

The Virtual Academy Coordinator, Counselor, Administrator, and designated certificated staff shall implement this policy, maintain agreements and progress records, monitor course certification and instructional compliance, and recommend revisions as necessary. This policy shall be administered consistently with applicable law, the PCHS charter, and collectively bargained rights.

Board adoption

Adopted by the Palisades Charter High School Board of Trustees on _____, 2026.
Board Resolution No.: _____ Effective School Year: 2026–2027

Board Chair Signature: _____ Date: _____

Board Secretary Signature: _____ Date: _____

Coversheet

Board Financials and Presentation

Section: III. Finance
Item: A. Board Financials and Presentation
Purpose: FYI
Submitted by:
Related Material:
FY27 Pali October Board Financials and Presentation_First Interim 11_15_2026.pdf

CHARTER IMPACT

BOARD FINANCIALS

PALISADES CHARTER HIGH SCHOOL

October Monthly Finance Update | First Interim

HIGHLIGHTS

- First Interim Reports are due to LAUSD on **11/16/26**

- Revenues are Forecasted to be **$53M** at year end
  - Change in revenue recognition for the full $10.8M in Hold Harmless

- Expenses are projected to be **$44M** at year end
- Year end Surplus/[deficit] is Projected to be **$8.6M**

- Month 2 [September Enrollment] was **2,472**
  - Forecast Enrollment held at **2,375**; historical attrition from P1 to P2

REVENUE

Revenues are Forecasted to be **$53,075,157**

- No change in enrollment/ADA projections in the forecast.
- Recognized the full $10.79M in Hold Harmless in FY27.
- Fire Insurance Reimbursement Revenue - adjusted from **$2.8M** to **$1.9M.** The net impact is $0; corresponding Expenses were adjusted as well.

FY26-27 Palisades Charter High School

LCFF Funding Calculation

CHARTER IMPACT

LCFF Calc v27.2 /released 8/5/26

Grade level	2026-27
COLA	4.31%
TK Add-On per ADA	**$ 5,704**
TK-3	$ 10,698
4-6	$ 10,860
7-8	$ 11,181
9-12	$ 12,958
	Enrollment
9-12	2,375.00
Total Enrollment	**2,375.00**
	ADA
9-12	2,208.75
Total LCFF	**$30,750,200**
Total Funding per ADA *(Total ADA/Total LCFF)*	**$ 13,922**

	Year-to-Date			*Annual/Full Year*		
	Actual	Forecast	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Revenue						
State Aid-Rev Limit	$ 7,130,790	$ 7,134,712	$ (3,922)	$ 30,750,200	$ 30,742,565	$ 7,635
Federal Revenue	234,275	101,631	132,644	1,362,009	1,367,176	(5,168)
Other State Revenue	2,694,597	2,031,716	662,881	17,053,763	9,811,933	7,241,829
Other Local Revenue	1,425,939	3,347,468	(1,921,529)	3,909,186	4,624,537	(715,350)
Total Revenue	**$ 11,485,601**	**$ 12,615,527**	**$(1,129,926)**	**$ 53,075,157**	**$ 46,546,211**	**$ 6,528,946**

MYP- RESTRICTED REVENUE

FY 2026-27 Palisades Charter High School
Restricted Revenue
Unaudited
As of: *10/31/2026*

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*
6387	CTEIG	278,000	278,000	$278,000	$278,000	$108,000	$0	*one-time and subject to Pali submitting an application*
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	10,791,000						*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
		$13,100,573	$1,963,149	$1,110,415	$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 **$44,427,859**

- Included **$330k** in Prop 28 tagged to the projected expenses
- Fire Insurance Reimbursed Expenses were adjusted from **$2.8M** to **$1.9M.** The net impact is $0; corresponding Revenue adjusted as well.

	Year-to-Date			*Annual/Full Year*		
	Actual	Forecast	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Expenses						
Certificated Salaries	$ 4,927,911	$ 4,406,331	$ (521,580)	$ 15,073,582	$ 14,560,521	$ (513,061)
Classified Salaries	1,426,279	1,369,488	(56,791)	4,335,975	4,279,184	(56,791)
Benefits	1,475,922	3,300,254	1,824,332	9,104,604	10,341,831	1,237,227
Books and Supplies	431,069	1,030,442	599,373	2,847,120	2,410,139	(436,980)
Subagreement Services	234,817	642,294	407,477	2,709,330	2,377,744	(331,586)
Operations	893,764	972,889	79,126	2,931,378	2,929,732	(1,647)
Facilities	166,534	339,317	172,783	1,572,952	1,017,952	(555,000)
Professional Services	647,065	1,559,958	912,893	4,770,774	5,481,219	710,444
Depreciation	421,835	309,967	(111,868)	1,082,144	929,900	(152,244)
Interest	-	-	-	-	-	-
Total Expenses	**$ 10,625,196**	**$ 13,930,941**	**$ 3,305,745**	**$ 44,427,859**	**$ 44,328,221**	**$ (99,638)**

FUND BALANCE

- The Surplus/(deficit) is forecasted to be **$8,647,298**
  - Fund Balance is **47%** of Annual Expenses
  - The Year End Fund Balance[Net Asset]is Projected to be **$21M**
  - Consider Restricting Fund Balance for Future MYP deficits

	Year-to-Date			*Annual/Full Year*		
	Actual	Forecast	Fav/(Unf)	Forecast	Budget	Fav/(Unf)
Total Surplus(Deficit)	$ 860,405	$ (1,315,414)	$ 2,175,819	$ 8,647,298	$ 2,217,990	$ 6,429,308
Beginning Fund Balance [Net Asset]	12,549,312	12,549,312		12,549,312	12,549,312	
Total Ending Fund Balance [Net Asset]	$ 13,409,718	$ 11,233,898		$ 21,196,611	$ 14,767,302	
Restricted Fund Balance [Net Asset]				1,630,830		
Unrestricted Fund Balance [Net Asset]				19,565,781		
As a % of Annual Expenses	*30.2%*	*25.3%*		*47.7%*	*33.3%*	

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****

Multi-Year Projection

FY26-27 Palisades Charter High School

Multi-Year Forecast

Revised 11/13/2026

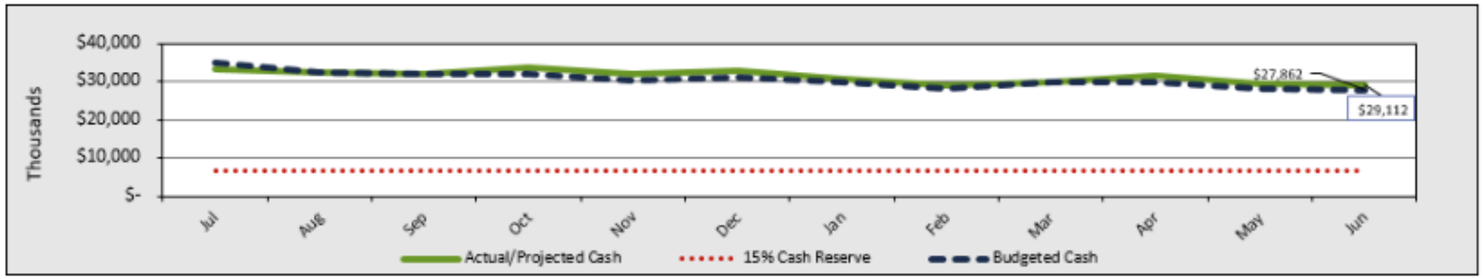
FY27 ADA 93%

		2026-27 Forecast	2027-28 Forecast	2028-29 Forecast
Assumptions				
	State COLA	*4.31%*	*3.30%*	*3.09%*
	Other Revenue COLA	*n/a*	*0.00%*	*0.00%*
	Expense COLA	*3.08%*	*2.75%*	*2.68%*
	Enrollment	*2,375.00*	*2,460.00*	*2,460.00*
	Average Daily Attendance	*2,208.75*	*2,287.80*	*2,287.80*
Revenues				
Total Revenue		**$ 53,075,157**	**$ 42,343,358**	**$ 42,758,503**
Expenses				
Total Expenses		**$ 44,427,859**	**$ 44,565,869**	**$ 45,747,499**
Surplus (Deficit)		**$ 8,647,299**	**$ (2,222,512)**	**$ (2,988,996)**
*subject to change as audit is in progress	Fund Balance, Beginning of Year	$ 12,549,312	$ 21,196,611	$ 18,974,099
	Fund Balance, End of Year	**$ 21,196,611**	**$ 18,974,099**	**$ 15,985,103**
		47.7%	***42.6%***	***34.9%***

CASH BALANCE

- Year End Cash Balance is forecasted to be **$29,111,834**

- The October Cash Balance was **$33,844,418**
  - Restricted **$24.6M** [cafeteria, fundraising, drama, permit, ed foundation, transportation, pool and OPEB]
  - Unrestricted **$9.1M** [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 October 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)	$ 9,768,762	$ 9,268,281	$ 7,617,392	1,650,889			*deferred revenue*
Cash - ASB - x6842	-		-					*Charter Impact does not reconcile the ASB account*
Cash - CB - Cafeteria x6850	-	2,014,149	2,014,149				2,014,149	
Cash - CB - Fundraising x6885	-	141,258	141,258				141,258	
Cash - CB - Drama x6869	-	1,282	1,282				1,282	
Cash - CB - Permit x6877	-	1,469,908	1,469,908				1,469,908	
Cash - CB - Ed Foundation x6893	-	1,569,241	1,569,241				1,569,241	
Cash - CB - Transportation x0440	-	1,952,407	1,952,407				1,952,407	
Cash - CB - Pool x6923	-	1,534,885	1,534,885				1,534,885	
Cash - CB - Investment x6958	-	13,913	13,913				13,913	
Cash - Merrill Lynch	-	16,457,350	16,457,350			16,457,350		
Cash - Treasury	(1,344,638)	1,249,951	(94,687)				(94,687)	
Fair Value Adjustment to Cash in County Treasury	33,377	(522,196)	(488,819)				(488,819)	
Cash & Cash Equivalents	(1,811,742)	35,650,910	33,839,168	$ 7,617,392	1,650,889	16,457,350	8,113,537	
Liabilities								
Retirement Plan Payable	14,831,653	47,344	14,878,997			14,878,997		*Lifetime Health Benefits [OPEB]- Restricted liability*
Net				$ 7,617,392	1,650,889	1,578,353	8,113,537	
Total Unrestricted				*$ 7,617,392*		*1,578,353*		*$ 9,195,745*
Total Restricted					*1,650,889*	*14,878,997*	*8,113,537*	*24,643,423*
Total Cash								*33,839,168.00*

BALANCE SHEET

Palisades Charter High School

Unaudited

For the period ended October 31, 2026

Restricted [deferred] Revenue

Resource Code		
7435	Learning Recovery Educational Block Grant	88,314.00
6019	Student Support & PD Discretionary Block Grant	633,119.00
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	862,954.73
0000	Unrestriced	66,406.75
7028	KIT-Kitchen Infrastructure & Equipment	95.52
		1,650,890

Palisades Charter High School

Statement of Financial Position

For the period ended October 31, 2026

	Other Postemployement Benefits	Palisades Charter High School	All Locations
Assets			
Current Assets			
Cash & Cash Equivalents			
Cash - CB - Op x6940	$ (500,481)	$ 9,768,762	$ 9,268,281
Cash - ASB - x6842	-	5,250	5,250
Cash - CB - Cafeteria x6850	-	2,014,149	2,014,150
Cash - CB - Fundraising x6885	-	141,258	141,257
Cash - CB - Drama x6869	-	1,282	1,282
Cash - CB - Permit x6877	-	1,469,908	1,469,908
Cash - CB - Ed Foundation x6893	-	1,569,241	1,569,241
Cash - CB - Transportation x0440	-	1,952,407	1,952,407
Cash - CB - Pool x6923	-	1,534,885	1,534,885
Cash - CB - Investment x6958	-	13,913	13,913
Cash - Merrill Lynch	-	16,457,350	16,457,350
Cash - Treasury	(1,344,638)	1,249,951	(94,687)
Fair Value Adjustment to Cash in County Treasury	33,377	(522,196)	(488,819)
Cash & Cash Equivalents	(1,811,742)	35,656,160	33,844,418
Accounts Receivable	-	297,093	297,093
Public Funding Receivables	-	81,007	81,007
Due To/From Related Parties	(200,251)	200,251	-
Prepaid Expenses	-	3,946	3,946
Other Current Assets			
Other Short Term Assets	-	209,996	209,996
Total FSP-SoFP-Other Current Assets	-	209,996	209,996
Total Current Assets	(2,011,993)	36,448,453	34,436,460
Long-term Assets			
Property & Equipment, Net			
Building	-	13,278,561	13,278,561
Building Improvements	-	2,112,833	2,112,833
Furniture, Fixtures & Equipment	-	4,343,888	4,343,888
Accumulated Depreciation - Building	-	(8,918,007)	(8,918,007)
Accumulated Depreciation - Building Improvements	-	(1,100,277)	(1,100,277)
Accumulated Depreciation - Furniture & Fixtures	-	(2,566,898)	(2,566,898)
Accumulated Depreciation - Computer Equipment	-	(363,379)	(363,379)
Insurance Replacements Assets	-	5,000	5,000
Property & Equipment, Net	-	6,791,721	6,791,721
Total Long-term Assets	-	**6,791,721**	**6,791,721**
Total Assets	**$ (2,011,993)**	**$ 43,240,174**	**$ 41,228,181**
Liabilities			
Current Liabilities			
Accrued Liabilities			
Credit Card Payable	-	(39,599)	(39,599)
Accrued Liabilities	(54,196)	2,559,379	2,505,183
Accrued Payroll	-	1,764,128	1,764,128
Accrued Vacation	-	78,550	78,550
Accrued Payroll Tax	-	(222,357)	(222,357)
STRS Payable	-	1,015,929	1,015,929
PERS Payable	-	370,620	370,620
Retirement Plan Payable	14,836,976	47,344	14,884,320
Union Dues	-	1,367	1,366
Suspense Clearing	-	(1,116,613)	(1,116,612)
Accrued Liabilities	14,782,780	4,458,748	19,241,528
Deferred Revenue	-	1,650,890	1,650,889
Total Current Liabilities	14,782,780	6,109,638	20,892,417
Total Liabilities	**14,782,780**	**6,109,638**	**20,892,417**
Net Asset	**(16,794,773)**	**37,130,536**	**20,335,763**
Liabilities & Net Assets	**$ (2,011,993)**	**$ 43,240,174**	**$ 41,228,181**

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

Multi-Year Forecast

Revised 11/13/2026

			2026-27 Forecast	2027-28 Forecast	2028-29 Forecast
FY27 ADA 93%					
Assumptions					
		State COLA	*4.31%*	*3.30%*	*3.09%*
		Other Revenue COLA	*n/a*	*0.00%*	*0.00%*
		Expense COLA	*3.08%*	*2.75%*	*2.68%*
		Enrollment	*2,375.00*	*2,460.00*	*2,460.00*
		Average Daily Attendance	*2,208.75*	*2,287.80*	*2,287.80*
Revenues					
State Aid - Revenue Limit					
	8011	LCFF State Aid	$ 11,317,640	$ 12,170,512	$ 12,565,558
	8012	Education Protection Account	9,607,576	10,615,643	11,258,126
	8019	State Aid - Prior Year	-	-	-
	8096	In Lieu of Property Taxes	9,824,984	10,176,615	10,176,615
			30,750,200	32,962,770	34,000,299
Federal Revenue					
	8181	Special Education - Entitlement	616,214	612,346	612,346
	8220	Federal Child Nutrition	425,380	440,604	440,604
	8290	Title I, Part A - Basic Low Income	221,541	229,470	229,470
	8291	Title II, Part A - Teacher Quality	38,259	39,628	39,628
	8296	Other Federal Revenue	60,615	40,695	40,695
			1,362,009	1,362,743	1,362,743
Other State Revenue					
	8311	State Special Education	3,678,581	3,166,819	3,264,673
	8520	Child Nutrition	87,164	93,263	96,145
	8550	Mandated Cost	134,373	137,994	147,349
	8560	State Lottery	605,198	626,857	626,857
	8598	Prior Year Revenue	-	-	-
	8599	Other State Revenue	12,548,447	1,951,161	1,218,686
			17,053,763	5,976,094	5,353,710
Other Local Revenue					
	8634	Food Service Sales	135,494	140,343	140,343
	8650	Lease and Rental Income	-	-	-
	8660	Interest Revenue	505,579	523,673	523,673
	8670	Transportation Revenue	684,000	708,480	708,480
	8689	Other Fees and Contracts	295,200	305,765	305,765
	8690	Other Local Revenue	-	-	-
	8697	Insurance Revenue	1,937,984		
	8699	School Fundraising	350,930	363,489	363,489
			3,909,186	2,041,750	2,041,750
Total Revenue			**$ 53,075,157**	**$ 42,343,358**	**$ 42,758,503**
Expenses					
Certificated Salaries					
	1100	Teachers' Salaries	10,412,799	9,996,529	10,146,476
	1170	Teachers' Substitute Hours	407,840	413,958	420,167
	1175	Teachers' Extra Duty/Stipends	82,931	84,175	85,437
	1200	Pupil Support Salaries	2,184,907	2,202,560	2,235,599
	1300	Administrators' Salaries	999,197	1,061,007	1,076,922
	1900	Other Certificated Salaries	985,907	1,020,700	1,036,011
			15,073,582	14,778,928	15,000,612
Classified Salaries					
	2100	Instructional Salaries	1,229,572	1,270,370	1,289,426

FY26-27 Palisades Charter High School

Multi-Year Forecast

Revised 11/13/2026

		FY27 ADA 93%	2026-27 Forecast	2027-28 Forecast	2028-29 Forecast
	2200	Support Salaries	44,520	48,531	49,259
	2300	Classified Administrators' Salaries	259,574	333,145	338,142
	2400	Clerical and Office Staff Salaries	1,969,026	1,910,477	1,939,134
	2900	Other Classified Salaries	833,282	780,848	792,561
			4,335,975	4,343,371	4,408,522
Benefits					
	3101	STRS	2,796,079	2,822,775	2,865,117
	3202	PERS	1,070,631	1,129,277	1,075,679
	3301	OASDI	263,419	269,289	273,328
	3311	Medicare	274,284	277,273	281,432
	3401	Health and Welfare	3,344,178	5,015,954	5,517,549
	3501	State Unemployment	3,832	898	898
	3601	Workers' Compensation	284,210	267,712	271,728
	3901	Other Benefits	1,067,971	1,067,971	1,067,971
			9,104,604	10,851,149	11,353,703
Books and Supplies					
	4100	Textbooks and Core Curricula	187,849	199,923	205,281
	4200	Books and Other Materials	51,620	54,938	56,410
	4302	School Supplies	176,695	188,052	193,092
	4305	Software	592,364	630,437	647,333
	4310	Office Expense	6,900	7,343	7,540
	4311	Business Meals	3,600	3,831	3,934
	4313	Operating/Other Supplies	258,769	265,885	273,011
	4400	Noncapitalized Equipment	921,285	946,620	971,990
	4700	Food Services	648,038	689,690	708,173
			2,847,120	2,986,720	3,066,764
Subagreement Services					
	5101	Nursing	-	-	-
	5102	Special Education	225,000	239,462	245,879
	5103	Substitute Teacher	87,700	93,337	95,838
	5104	Transportation	1,413,540	1,504,393	1,544,711
	5105	Security	566,504	602,915	619,073
	5106	Other Educational Consultants	416,586	443,362	455,244
			2,709,330	2,883,469	2,960,746
Operations and Housekeeping					
	5201	Auto and Travel	26,200	27,884	28,631
	5300	Dues & Memberships	39,316	41,843	42,964
	5400	Insurance	1,552,451	1,652,232	1,696,512
	5501	Utilities	571,600	608,339	624,642
	5502	Janitorial Services	653,015	694,987	713,612
	5516	Miscellaneous Expense	500	514	528
	5531	ASB Fundraising Expense	1,147	1,178	1,210
	5900	Communications	71,400	75,989	78,026
	5901	Postage and Shipping	15,750	16,762	17,212
			2,931,378	3,119,728	3,203,337
Facilities, Repairs and Other Leases					
	5601	Rent	-	-	-
	5602	Additional Rent	54,600	58,109	59,667
	5603	Equipment Leases	87,740	93,379	95,882
	5604	Other Leases	73,000	77,692	79,774
	5610	Repairs and Maintenance	1,357,612	1,444,871	1,483,593

FY26-27 Palisades Charter High School

Multi-Year Forecast

Revised 11/13/2026

			2026-27	2027-28	2028-29
FY27 ADA	93%		Forecast	Forecast	Forecast
			1,572,952	1,674,051	1,718,916
Professional/Consulting Services					
	5801	IT	9,500	10,111	10,382
	5802	Audit & Taxes	160,500	164,914	169,333
	5803	Legal	87,300	89,701	92,105
	5804	Professional Development	78,330	83,365	85,599
	5805	General Consulting	491,100	522,665	536,672
	5806	Special Activities/Field Trips	38,000	40,442	41,526
	5807	Bank Charges	900	958	984
	5808	Printing	41,200	43,848	45,023
	5809	Other taxes and fees	29,800	31,715	32,565
	5810	Payroll Service Fee	78,100	83,120	85,347
	5811	Management Fee	555,219	590,905	606,741
	5812	District Oversight Fee	369,002	395,553	408,004
	5813	County Fees	1,283	1,366	1,402
	5814	SPED Encroachment	858,959	755,833	775,404
	5815	Public Relations/Recruitment	2,000	2,055	2,110
	5816	Insurance Cost - Temp Relocation	31,597	-	-
	5817	Insurance Cost - Replacement Exp	1,937,984	-	-
			4,770,774	2,816,550	2,893,197
Depreciation					
	6900	Depreciation Expense	1,082,144	1,111,903	1,141,702
			1,082,144	1,111,903	1,141,702
Interest					
			-	-	-
Total Expenses			**$ 44,427,859**	**$ 44,565,869**	**$ 45,747,499**
Surplus (Deficit)			**$ 8,647,299**	**$ (2,222,512)**	**$ (2,988,996)**
*subject to change as audit is in progress		Fund Balance, Beginning of Year	$ 12,549,312	$ 21,196,611	$ 18,974,099
		Fund Balance, End of Year	**$ 21,196,611**	**$ 18,974,099**	**$ 15,985,103**
			47.7%	***42.6%***	***34.9%***

Palisades Charter High School

Financial Package

October 31, 2026

Presented by:

CHARTER IMPACT

Palisades Charter High School

Budget vs Actual

For the period ended October 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	$ 1,139,204	$ 1,023,901	$ 115,303	$ 2,404,986	$ 2,161,568	$ 243,418	$ 11,310,004	21.3%
8012 - Economic Protection Account Funding	2,142,268	-	2,142,268	2,142,268	2,365,124	(222,856)	9,460,496	22.6%
8019 - State Aid - Prior Year	-	-	-	-	-	-	-	n/a
8096 - In Lieu of Property Taxes	794,934	802,467	(7,533)	2,583,536	2,608,020	(24,484)	9,972,065	25.9%
Total State Aid - Revenue Limit	**4,076,406**	**1,826,368**	**2,250,038**	**7,130,790**	**7,134,712**	**(3,922)**	**30,742,565**	**23.2%**
Federal Revenue								
8181 - Federal Special Education - IDEA	46,307	-	46,307	150,498	-	150,498	616,214	24.4%
8220 - Federal Child Nutrition	14,092	21,528	(7,435)	14,092	21,528	(7,435)	430,547	3.3%
8290 - Title I, Part A - Basic Low Income	55,380	-	55,380	55,380	55,385	(5)	221,541	25.0%
8291 - Title II, Part A - Teacher Quality	9,323	-	9,323	9,323	9,565	(242)	38,259	24.4%
8293 - Title III - Limited English	-	-	-	-	-	-	-	#DIV/0!
8296 - Other Federal Revenue	4,982	10,174	(5,192)	4,982	15,153	(10,172)	60,615	8.2%
8299 - Federal - Prior Year Adjustments	-	-	-	-	-	-	-	
Total Federal Revenue	**130,084**	**31,702**	**98,383**	**234,275**	**101,631**	**132,644**	**1,367,176**	**17.1%**
Other State Revenue								
8311 - State Special Education - AB602	172,134	331,072	(158,938)	559,436	698,931	(139,494)	3,678,581	15.2%
8520 - State - Child Nutrition	48,235	2,037	46,197	48,235	2,037	46,197	40,753	118.4%
8550 - State - Mandated Cost Reimbursement	-	-	-	-	-	-	134,372	0.0%
8560 - State - State Lottery	-	-	-	-	-	-	600,780	0.0%
8598 - Prior Year Revenues	(77,756)	-	(77,757)	-	-	-	-	
8599 - State - Other State Revenue	988,544	1,316,391	(327,846)	2,086,926	1,330,748	756,178	5,357,447	39.0%
Total Other State Revenue	**1,131,157**	**1,649,500**	**(518,344)**	**2,694,597**	**2,031,716**	**662,881**	**9,811,933**	**27.5%**
Other Local Revenue								
8634 - Food Service Sales	15,002	3,777	11,225	105,278	9,542	95,736	39,758	264.8%
8650 - Lease and Rental Income	-	-	-	-	-	-	-	#DIV/0!
8660 - Interest Revenue	608	42,132	(41,523)	2,656	168,526	(165,870)	505,579	0.5%
8670 - Transportation Revenue	92,439	171,000	(78,561)	281,728	171,000	110,728	684,000	n/a
8689 - Other Fees and Contracts	10,982	24,600	(13,619)	103,759	98,400	5,359	295,200	
8690 - Other Local Revenue	-	-	-	-	-	-	-	n/a
8697 - Insurance Revenue	-	-	-	750,000	2,800,000	(2,050,000)	2,800,000	n/a
8698 - ASB Fundraising	-	-	-	-	-	-	-	
8699 - School Fundraising	71,981	25,000	46,981	182,518	100,000	82,518	300,000	60.8%
Total Other Local Revenue	**191,012**	**266,509**	**(75,497)**	**1,425,939**	**3,347,468**	**(1,921,529)**	**4,624,537**	**30.8%**
Total Revenue	**5,528,659**	**3,774,079**	**1,754,580**	**11,485,601**	**12,615,527**	**(1,129,926)**	**46,546,211**	**24.7%**
Expenses								
Certificated Salaries								
1100 - Certificated Teachers' Salaries	895,639	984,880	89,241	3,518,641	2,954,639	(564,003)	9,848,797	35.7%
1170 - Certificated Teachers' Substitute Hours	98,962	37,076	(61,886)	147,392	111,229	(36,162)	407,840	36.1%
1175 - Certificated Teachers' Extra Duties/Stipen	-	6,911	6,911	-	27,644	27,644	82,931	
1200 - Certificated Pupil Support Salaries	172,925	199,342	26,417	644,080	629,183	(14,897)	2,170,010	29.7%
1300 - Certificated Supervisors' and Administratc	75,579	87,111	11,532	302,313	348,442	46,129	1,045,327	28.9%
1900 - Other Certificated Salaries	78,932	83,807	4,875	315,485	335,194	19,709	1,005,616	n/a
Total Certificated Salaries	**1,322,037**	**1,399,127**	**77,090**	**4,927,911**	**4,406,331**	**(521,580)**	**14,560,521**	**33.8%**
Classified Salaries								
2100 - Classified Instructional Salaries	129,141	105,172	(23,968)	392,975	414,999	22,024	1,251,596	31.4%
2200 - Classified Support Salaries	5,015	3,985	(1,031)	12,644	15,938	3,294	47,814	26.4%
2300 - Classified Supervisors' and Administrators	13,587	27,352	13,765	40,759	109,407	68,648	328,221	12.4%
2400 - Clerical, Technical, and Office Staff Salaries	178,959	169,742	(9,218)	672,158	585,374	(86,784)	1,882,243	35.7%
2900 - Other Classified Salaries	86,040	70,442	(15,597)	307,743	243,770	(63,973)	769,309	40.0%
Total Classified Salaries	**412,742**	**376,693**	**(36,049)**	**1,426,279**	**1,369,488**	**(56,791)**	**4,279,183**	**33.3%**
Benefits								
3101 - State Teachers' Retirement System, certifi	241,045	267,233	26,188	922,642	841,609	(81,033)	2,781,059	33.2%
3202 - Public Employees' Retirement System, cla	88,533	99,447	10,914	312,533	361,545	49,013	1,129,705	27.7%
3301 - OASDI/Medicare/Alternative, certificated	24,760	23,355	(1,404)	85,381	84,908	(473)	265,309	32.2%
3311 - Medicare certificated positions	24,051	25,750	1,697	90,419	83,750	(6,670)	273,176	33.1%
3401 - Health and Welfare Benefits, certificated p	(15,414)	379,996	395,412	(60,906)	1,519,986	1,580,892	4,559,958	-1.3%
3501 - State Unemployment Insurance, certificat	827	45	(783)	3,114	179	(2,934)	897	347.2%
3601 - Workers' Compensation Insurance, certific	106,685	24,861	(81,824)	106,685	80,862	(25,824)	263,756	40.4%
3901 - Other Benefits, certificated positions	(14,601)	100,667	115,268	10,731	327,415	316,684	1,067,971	1.0%
Total Benefits	**455,886**	**921,354**	**465,468**	**1,470,599**	**3,300,254**	**1,829,655**	**10,341,831**	**14.2%**
Books & Supplies								
4100 - Textbooks and Core Curricula Materials	35,774	46,962	11,188	49,164	140,887	91,723	187,849	> 200%
4200 - Books and Other Reference Materials	19,840	324	(19,516)	19,840	1,296	(18,544)	1,620	n/a
4302 - School Supplies	(2,561)	14,725	17,285	45,304	58,898	13,594	176,694	25.6%
4305 - Software	45,016	49,363	4,348	257,563	197,455	(60,109)	592,364	n/a
4310 - Office Expense	11	575	564	840	2,300	1,461	6,900	12.2%
4311 - Business Meals	-	300	300	61	1,200	1,139	3,600	1.7%
4313 - Other/Operating Supplies	16,838	21,564	4,726	39,530	86,256	46,726	258,769	
4400 - Noncapitalized Equipment	9,463	134,257	124,795	9,463	402,771	393,308	671,285	1.4%
4700 - Food Services	2,162	46,460	44,297	9,304	139,379	130,076	511,058	1.8%
Total Books & Supplies	**126,543**	**314,530**	**187,987**	**431,069**	**1,030,442**	**599,374**	**2,410,139**	**17.9%**
Subagreement Services								
5101 - Nursing	-	-	-	-	-	-	-	n/a
5102 - Special Education	29,948	20,455	(9,493)	29,947	61,364	31,416	225,000	13.3%
5103 - Substitute Teacher	2,277	7,972	5,695	4,085	23,918	19,833	87,699	n/a
5104 - Transportation	113,058	128,504	15,446	115,905	385,511	269,606	1,413,540	8.2%
5105 - Security	17,744	51,500	33,756	59,780	154,501	94,721	566,504	10.6%
5106 - Other Educational Consultants	17,300	8,500	(8,800)	25,100	17,000	(8,100)	85,000	29.5%
5107 - Food Service Contract	-	-	-	-	-	-	-	
Total Subagreement Services	**180,327**	**216,931**	**36,604**	**234,817**	**642,294**	**407,476**	**2,377,743**	**9.9%**
Professional/Consulting Services								
5801 - IT	-	375	375	3,341	1,500	(1,841)	4,500	74.2%
5802 - Audit and Tax	-	53,500	53,500	-	53,500	53,500	160,500	0.0%
5803 - Legal	30,481	7,275	(23,206)	33,004	29,100	(3,904)	87,300	37.8%
5804 - Professional Development	10,286	7,833	(2,453)	13,170	15,666	2,496	78,330	16.8%
5805 - General Consulting	60,963	43,610	(17,353)	81,139	87,220	6,081	436,100	18.6%
5806 - Special Activities	1,000	-	(1,000)	-	-	-	38,000	n/a
5807 - Bank Charges	-	90	90	-	180	180	900	n/a
5808 - Printing	7,414	120	(7,293)	7,413	240	(7,173)	1,200	n/a
5809 - Other Taxes and Fees	2,211	980	(1,232)	16,235	1,960	(14,275)	9,800	> 200%
5810 - Payroll Service Fee	-	6,509	6,509	400	26,033	25,633	78,100	n/a
5811 - Management Fee	41,667	46,268	4,601	166,668	185,073	18,405	555,219	30.0%
5812 - District Oversight Fee	23,901	21,916	(1,985)	77,678	85,617	7,938	368,911	21.1%
5813 - LACOE Fees	-	350	350	-	350	350	1,400	
5814 - SELPA Fees	43,688	66,215	22,527	141,986	139,786	(2,200)	858,959	16.5%
5815 - Public Relations	-	200	200	-	400	400	2,000	0.0%
5816 - Replacement Temp Facility	31,597	116,666	85,070	31,597	466,666	435,070	1,400,000	n/a
5817 - Insurance Replacements Expense	74,434	116,667	42,232	74,434	466,667	392,233	1,399,999	n/a
Total Professional/Consulting Services	**327,642**	**488,574**	**160,932**	**647,065**	**1,559,958**	**912,893**	**5,481,218**	**11.8%**
Facilities, Repairs & Other Leases								
5602 - Additional Rent	-	4,550	4,550	-	18,200	18,200	54,600	n/a
5603 - Equipment Leases	70,840	4,395	(66,445)	72,063	17,580	(54,483)	52,740	136.6%
5604 - Other Leases	-	6,083	6,084	-	24,333	24,333	73,000	n/a
5610 - Repairs and Maintenance	50,166	69,801	19,634	94,471	279,204	184,733	837,612	11.3%
5615 - Ins Claim Costs - Temp Reloc	-	-	-	-	-	-	-	#DIV/0!
Total Facilities, Repairs & Other Leases	**121,006**	**84,829**	**(36,177)**	**166,534**	**339,317**	**172,783**	**1,017,952**	**16.4%**
Operations & Housekeeping								
5201 - Auto and Travel Expense	1,568	2,382	814	1,742	7,146	5,404	26,200	6.6%
5300 - Dues & Memberships	13,982	3,276	(10,705)	13,982	13,105	(877)	39,316	35.6%
5400 - Insurance	7,391	129,371	121,980	522,291	517,484	(4,807)	1,552,451	33.6%
5501 - Utilities	331,970	47,634	(284,337)	331,970	190,533	(141,437)	571,600	58.1%
5502 - Janitorial/Trash Removal	3,851	54,418	50,567	9,667	217,672	208,005	653,015	1.5%
5516 - Miscellaneous Expense	500	-	(500)	500	-	(500)	-	#DIV/0!
5531 - ASB Fundraising Expenses	-	-	-	1,147	-	(1,147)	-	
5900 - Communications	3,301	5,950	2,648	10,709	23,800	13,090	71,400	15.0%
5901 - Postage and Shipping	590	1,575	985	1,756	3,150	1,395	15,750	> 200%
Total Operations & Housekeeping	**363,153**	**244,606**	**(118,548)**	**893,764**	**972,890**	**79,126**	**2,929,732**	**30.5%**
Depreciation								
6900 - Depreciation Expense	105,459	77,491	(27,967)	421,835	309,966	(111,869)	929,900	45.4%
Total Depreciation	**105,459**	**77,491**	**(27,967)**	**421,835**	**309,966**	**(111,869)**	**929,900**	**45.4%**
Total Expenses	**3,414,795**	**4,124,135**	**709,340**	**10,619,873**	**13,930,940**	**3,311,067**	**44,328,219**	**24.0%**
Change in Net Assets	**2,113,864**	**(350,056)**	**2,463,920**	**865,728**	**(1,315,413)**	**2,181,141**	**2,217,992**	
Net Assets, Beginning of Period	**35,016,672**	**0**	**2,113,864**	**36,264,808**	**0**	**865,728**	**0**	
Net Assets, End of Period	**$ 37,130,536**	**$ (350,056)**	**$ 4,577,784**	**$ 37,130,536**	**$ (1,315,413)**	**$ 3,046,870**	**$ 2,217,992**	

Palisades Charter High School

Budget vs Actual

For the period ended October 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	$ 5,323.00	$ -	$ (5,323.00)	$ 5,323.00	$ -	$ (5,323.00)	$ -	
Total Benefits	5,323	-	(5,323)	5,323	-	(5,323)	-	
Total Expenses	**5,323**	**-**	**(5,323)**	**5,323**	**-**	**(5,323)**	-	
Change in Net Assets	**(5,323)**	**-**	**(5,323)**	**(5,323)**	**-**	**(5,323)**	-	
Net Assets, Beginning of Period	**(16,789,450)**	**-**	**(5,323)**	**(16,789,450)**	**-**	**(5,323)**	-	
Net Assets, End of Period	**$ (16,794,773)**	**$ -**	**$ (10,646)**	**$ (16,794,773)**	**$ -**	**$ (10,646)**	**$ -**	

Palisades Charter High School

Statement of Financial Position

For the period ended October 31, 2026

	Other Postemployement Benefits	Palisades Charter High School	All Locations
Assets			
Current Assets			
Cash & Cash Equivalents			
Cash - CB - Op x6940	$ (500,481)	$ 9,768,762	$ 9,268,281
Cash - ASB - x6842	-	5,250	5,250
Cash - CB - Cafeteria x6850	-	2,014,149	2,014,150
Cash - CB - Fundraising x6885	-	141,258	141,257
Cash - CB - Drama x6869	-	1,282	1,282
Cash - CB - Permit x6877	-	1,469,908	1,469,908
Cash - CB - Ed Foundation x6893	-	1,569,241	1,569,241
Cash - CB - Transportation x0440	-	1,952,407	1,952,407
Cash - CB - Pool x6923	-	1,534,885	1,534,885
Cash - CB - Investment x6958	-	13,913	13,913
Cash - Merrill Lynch	-	16,457,350	16,457,350
Cash - Treasury	(1,344,638)	1,249,951	(94,687)
Fair Value Adjustment to Cash in County Treasury	33,377	(522,196)	(488,819)
Cash & Cash Equivalents	(1,811,742)	35,656,160	33,844,418
Accounts Receivable	-	297,093	297,093
Public Funding Receivables	-	81,007	81,007
Due To/From Related Parties	(200,251)	200,251	-
Prepaid Expenses	-	3,946	3,946
Other Current Assets			
Other Short Term Assets	-	209,996	209,996
Total FSP-SoFP-Other Current Assets	-	209,996	209,996
Total Current Assets	(2,011,993)	36,448,453	34,436,460
Long-term Assets			
Property & Equipment, Net			
Building	-	13,278,561	13,278,561
Building Improvements	-	2,112,833	2,112,833
Furniture, Fixtures & Equipment	-	4,343,888	4,343,888
Accumulated Depreciation - Building	-	(8,918,007)	(8,918,007)
Accumulated Depreciation - Building Improvements	-	(1,100,277)	(1,100,277)
Accumulated Depreciation - Furniture & Fixtures	-	(2,566,898)	(2,566,898)
Accumulated Depreciation - Computer Equipment	-	(363,379)	(363,379)
Insurance Replacements Assets	-	5,000	5,000
Property & Equipment, Net	-	6,791,721	6,791,721
Total Long-term Assets	**-**	**6,791,721**	**6,791,721**
Total Assets	**$ (2,011,993)**	**$ 43,240,174**	**$ 41,228,181**
Liabilities			

Current Liabilities			
Accrued Liabilities			
Credit Card Payable	-	(39,599)	(39,599)
Accrued Liabilities	(54,196)	2,559,379	2,505,183
Accrued Payroll	-	1,764,128	1,764,128
Accrued Vacation	-	78,550	78,550
Accrued Payroll Tax	-	(222,357)	(222,357)
STRS Payable	-	1,015,929	1,015,929
PERS Payable	-	370,620	370,620
Retirement Plan Payable	14,836,976	47,344	14,884,320
Union Dues	-	1,367	1,366
Suspense Clearing	-	(1,116,613)	(1,116,612)
Accrued Liabilities	14,782,780	4,458,748	19,241,528
Deferred Revenue	-	1,650,890	1,650,889
Total Current Liabilities	14,782,780	6,109,638	20,892,417
Total Liabilities	**14,782,780**	**6,109,638**	**20,892,417**
Net Asset	**(16,794,773)**	**37,130,536**	**20,335,763**
Liabilities & Net Assets	**$ (2,011,993)**	**$ 43,240,174**	**$ 41,228,181**

Palisades Charter High School

Statement of Cash Flows

For the period ended October 31, 2026

	Other Postemployment Benefits	Palisades Charter High School	All Locations
Cash Flows from Operating Activites			
Change in Net Assets	$ (5,323)	$ 2,113,864	$ 2,108,541
Adjustments			
Depreciation	-	105,459	105,459
(Increase) Decrease in Operating Assets			
Grants, Contributions & Pledges Receivable	-	597,146	597,146
Increase (Decrease) in Operating Liabilities			
Accounts Payable	-	(24,822)	(24,822)
Accrued Expenses	5,323	(1,017,524)	(1,012,201)
Deferred Revenue	-	31,919	31,919
Total Cash Flows from Operating Activites	**-**	**1,806,042**	**1,806,042**
Change in Cash and Cash Equivalents	**-**	**1,806,042**	**1,806,042**
Cash & Cash Equivalents, Beginning of Period	**(1,811,742)**	**33,850,118**	**32,038,376**
Cash & Cash Equivalents, End of Period	**$ (1,811,742)**	**$ 35,656,160**	**$ 33,844,418**

Palisades Charter High School

Check Register

For the period ended October 31, 2026

Check/Voucher No.	Vendor	Check Date	Amount Applied
10722	ADMINISTRATIVE SERV. CO-OP	10/02/2026	19,422.00
10723	Appliance Repair Pros	10/02/2026	17,266.58
10724	ATKINSON, ANDELSON, LOYA, RUUD & ROMO	10/02/2026	8,220.04
10725	B&H PHOTO VIDEO	10/02/2026	295.50
10726	BRIAN BENGLER	10/02/2026	2,266.97
10727	Bridgeport West School	10/02/2026	6,128.75
10728	CHARTER SAFE	10/02/2026	58,596.00
10729	CLEAN HARBORS	10/02/2026	22,527.67
10730	COASTAL CARBONIC	10/02/2026	176.10
10731	Comprehensive Therapy Associates, Inc.	10/02/2026	294.00
10732	Cross Country Education	10/02/2026	5,330.50
10733	EXCEPTIONAL CHILDREN'S FOUNDATION - KAYNE ERAS CENTER	10/02/2026	1,854.87
10734	FLOYD SKEREN MANUKIAN LANGEVIN LLP	10/02/2026	806.00
10735	HERFF JONES, INC.	10/02/2026	22,744.20
10736	Infinite Campus, Inc.	10/02/2026	455.00
10737	Instinct Behavior Analysis	10/02/2026	28,610.00
10738	Kennethson Thang	10/02/2026	1,500.00
10739	KNORR SYSTEMS, INC.	10/02/2026	362.93
10740	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	10/02/2026	14,829.13
10741	MATTHEW GOLAD	10/02/2026	123.62
10742	Michael Deitz	10/02/2026	5,797.50
10743	My Child Assessment	10/02/2026	6,000.00
10744	REFRESH AIR CONDITIONING & HEATING INC	10/02/2026	5,400.00
10745	S&R SPORT	10/02/2026	2,305.06
10746	SAVVAS LEARNING COMPANY LLC	10/02/2026	19,331.80
10747	Swim Center	10/02/2026	5,199.48
10748	The Boelter Companies Inc.	10/02/2026	221.87
10749	The Help Group	10/02/2026	1,829.13
10750	VISTA SCHOOL	10/02/2026	7,916.92
10751	WATERLINE TECHNOLOGIES INC.	10/02/2026	4,279.63
10752	WILLIAMS SCOTSMAN	10/02/2026	71,618.34
10754	ADMINISTRATIVE SERV. CO-OP	10/09/2026	$ 20,305.62
10755	Brad Kolavo	10/09/2026	327.63

Palisades Charter High School

Check Register

For the period ended October 31, 2026

Check/Voucher No.	Vendor	Check Date	Amount Applied
10756	Bridgeport West School	10/09/2026	1,515.16
10757	Chrissy Stirling	10/09/2026	39.84
10758	CINDI CALHOUN	10/09/2026	1,201.09
10759	City of Santa Monica Finance & Billing Collections x1702	10/09/2026	3,794.22
10760	City of Santa Monica Finance & Billing Collections x1802	10/09/2026	124.03
10761	City of Santa Monica Finance & Billing Collections x1902	10/09/2026	9,217.72
10762	Cross Country Education	10/09/2026	42,140.57
10763	DUNN EDWARDS	10/09/2026	1,250.67
10764	Easysuite Software	10/09/2026	1,883.91
10765	ELIZABETH STOYANOVICH	10/09/2026	847.53
10766	Evan Townsley	10/09/2026	518.00
10767	HIRSCH PIPE & SUPPLY CO INC.	10/09/2026	149.07
10768	Instinct Behavior Analysis	10/09/2026	89,833.75
10769	J. W. PEPPER & SON, INC.	10/09/2026	167.87
10770	JACKSON LEWIS	10/09/2026	82,860.95
10771	KNORR SYSTEMS, INC.	10/09/2026	1,860.77
10772	KOHL BUILDING MAINTENANCE	10/09/2026	43,482.48
10773	Maggie Nance	10/09/2026	7,718.48
10774	MPS	10/09/2026	10,607.98
10775	OFFICE CONNECTION	10/09/2026	6,026.48
10776	PHILLIP HOAG	10/09/2026	1,239.74
10777	Quick Uniforms Inc.	10/09/2026	985.01
10778	Rigged Theatrical Contractors, Inc.	10/09/2026	43,593.13
10779	SAMY'S CAMERA	10/09/2026	515.97
10780	ServeSmart K-12 Products	10/09/2026	43,720.00
10781	The Help Group	10/09/2026	5,372.37
10782	WATERLINE TECHNOLOGIES INC.	10/09/2026	2,032.31
10783	WILLIAMS SCOTSMAN	10/09/2026	102,465.26
10784	Allison S Avina-Wyant	10/15/2026	2,100.00
10785	AMAZON CAPITAL SERVICES, INC	10/15/2026	15,230.16
10786	APPLEONE EMPLOYMENT SERVICES	10/15/2026	8,360.96
10787	ATKINSON, ANDELSON, LOYA, RUUD & ROMO	10/15/2026	2,576.02
10788	BOARD ON TRACK	10/15/2026	5,923.00
10789	Ceasar Avina-Wyant Delgadillo	10/15/2026	1,500.00

Palisades Charter High School

Check Register

For the period ended October 31, 2026

Check/Voucher No.	Vendor	Check Date	Amount Applied
10790	CHARTWELLS DINING SERVICE	10/15/2026	2,162.70
10791	CONTAINER ALLIANCE COMPANY	10/15/2026	511.68
10792	J. W. PEPPER & SON, INC.	10/15/2026	946.21
10793	Laguna Clay Co	10/15/2026	623.46
10794	LAW OFFICES OF YOUNG, MINNEY & CORR, LLP	10/15/2026	519.96
10795	OFFICE CONNECTION	10/15/2026	2,853.06
10796	Oren Dror	10/15/2026	1,500.00
10797	Sean McDermott	10/15/2026	2,100.00
10798	Shannyn Sul	10/15/2026	1,500.00
10799	Steve Weiss Music	10/15/2026	2,290.56
10800	STUMBAUGH ASSOCIATES, INC.	10/15/2026	1,533.00
10801	Sue Limsukonth Selzer	10/15/2026	16,200.00
10802	TEACHERS ON RESERVE, LLC	10/15/2026	2,277.54
10803	Thomas Kato	10/15/2026	1,500.00
10804	WILLIAMS SCOTSMAN	10/15/2026	31,596.86
10805	CTA MEMBERSHIP DEPARTMENT	10/19/2026	2,733.56
10806	UTLA	10/19/2026	11,857.65
10807	ArbiterPay FBO Account	10/19/2026	3,059.00
10808	ATKINSON, ANDELSON, LOYA, RUUD & ROMO	10/19/2026	17,959.17
10809	CODEHS INC	10/19/2026	5,835.00
10810	Keysi S. Sernas Lopez	10/19/2026	8,689.05
10811	Jennifer Rich	10/20/2026	1,465.00
10812	NWEA	10/20/2026	36,562.50
10813	Allison S Avina-Wyant	10/23/2026	2,100.00
10814	AMAZON CAPITAL SERVICES, INC	10/23/2026	15.57
10815	APPLEONE EMPLOYMENT SERVICES	10/23/2026	8,750.11
10816	Band Shoppe	10/23/2026	1,678.02
10817	BARGREEN ELLINGSON	10/23/2026	524.85
10818	ELLEN UNT	10/23/2026	302.89
10819	Fraiser Solutions	10/23/2026	250.00
10820	GOTO COMMUNICATIONS INC	10/23/2026	3,301.54
10821	Graphic Design Marketing Systems	10/23/2026	261.48
10822	JAMF SOFTWARE	10/23/2026	8,453.20
10823	Jennifer Rich	10/23/2026	1,020.00
10824	KARYN NEWBILL	10/23/2026	259.70
10825	Keysi S. Sernas Lopez	10/23/2026	2,973.60

Palisades Charter High School

Check Register

For the period ended October 31, 2026

Check/Voucher No.	Vendor	Check Date	Amount Applied
10826	MARTHA MONAHAN	10/23/2026	12.74
10827	OFFICE CONNECTION	10/23/2026	17,042.42
10828	Shelby Hanson	10/23/2026	3,325.00
10829	STUMBAUGH ASSOCIATES, INC.	10/23/2026	1,184.00
10830	Virtual Enterprises International, Inc	10/23/2026	5,000.00
10831	Amie Whiteley	10/29/2026	386.30
10832	Cengage Learning Inc	10/29/2026	19,839.82
10833	Jasper Hoegh-Goldberg	10/29/2026	500.00
10834	TIER ONE MECHANICAL INC	10/29/2026	393.00
10835	VISTA SCHOOL	10/29/2026	5,327.85
122203950000052	AMERICAN TRANSPORTATION SYSTEMS	10/09/2026	50,264.00
122203950000053	FedEx Office	10/09/2026	7,413.13
122203950000054	Kiichi Okumura	10/15/2026	2,250.00
122203950000055	SISC FLEX	10/19/2026	4,729.37
122203950000056	SchoolsFirst Plan Administration, LLC	10/19/2026	47,343.65
122203950000057	AMERICAN TRANSPORTATION SYSTEMS	10/23/2026	61,545.00
122203950000058	AMY LETCHER	10/23/2026	750.00
122203950000059	First Insurance Funding	10/28/2026	55,479.87
122203950000060	AMERICAN TRANSPORTATION SYSTEMS	10/29/2026	206.00
E100526-01	WELLS FARGO VENDOR FINANCIAL SERVICES LLC	10/05/2026	70,328.52
E101326-01	US BANK CORPORATE PAYMENT SYSTEMS	10/13/2026	6,033.75
E101326-02	PALISADES CHARTER H.S.	10/13/2026	80,766.03
E101326-03	PALISADES CHARTER H.S.	10/13/2026	335,334.31
E102326-01	SELF-INSURED SCHOOLS OF CALIFORNIA	10/23/2026	439,233.95
VOID	EDUCATIONAL NETWORKS	10/09/2026	VOID
VOID	EDUCATIONAL NETWORKS	10/09/2026	VOID

Palisades Charter High School

Check Register

For the period ended October 31, 2026

Check/Voucher No.	Vendor	Check Date	Amount Applied
		Total Disbursements in October	**$ 2,304,052.97**

Palisades Charter High School

Accounts Payable Aging

For the period ended October 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
			$ -	$ -	$ -	$ -	$ -	
			-	-	-	-	-	
			-	-	-	-	-	
			-	-	-	-	-	
			-	-	-	-	-	
			-	-	-	-	-	
			-	-	-	-	-	
			-	-	-	-	-	
Total Outstanding Invoices			**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**

Coversheet

PCHS First Interim SACS and MYP

Section: III. Finance
Item: B. PCHS First Interim SACS and MYP
Purpose: FYI
Submitted by:
Related Material: FY27-PCHS First Interim Form 62.pdf
PCHS Forecast MYP First Interim_11_13_2026.pdf

Palisades Charter High
Los Angeles Unified
Los Angeles County

2026-27 First Interim
Charter Schools Enterprise Fund
Expenditures by Object

19647331995836
Form 62I
H81UWA3DRM(2026-27)

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
A. REVENUES								
1) LCFF Sources		8010-8099	30,742,565.00	30,742,565.00	7,130,790.00	30,750,200.00	7,635.00	0.0%
2) Federal Revenue		8100-8299	1,367,176.20	1,367,176.20	234,275.34	1,362,008.65	(5,167.55)	-0.4%
3) Other State Revenue		8300-8599	3,035,865.10	6,133,352.10	2,135,160.85	13,375,181.20	7,241,829.10	118.1%
4) Other Local Revenue		8600-8799	7,797,538.90	8,303,117.90	1,985,375.26	7,587,767.59	(715,350.31)	-8.6%
5) TOTAL, REVENUES			42,943,145.20	46,546,211.20	11,485,601.45	53,075,157.44		
B. EXPENSES								
1) Certificated Salaries		1000-1999	14,560,520.52	14,560,520.52	4,927,911.26	15,073,581.82	(513,061.30)	-3.5%
2) Classified Salaries		2000-2999	4,403,883.43	4,279,183.64	1,426,279.14	4,335,974.58	(56,790.94)	-1.3%
3) Employee Benefits		3000-3999	10,386,044.14	10,341,831.06	1,475,921.93	9,104,603.71	1,237,227.35	12.0%
4) Books and Supplies		4000-4999	2,410,139.29	2,410,139.29	431,068.88	2,847,119.65	(436,980.36)	-18.1%
5) Services and Other Operating Expenses		5000-5999	10,843,695.55	11,806,646.19	1,942,180.09	11,984,434.81	(177,788.62)	-1.5%
6) Depreciation and Amortization		6000-6999	929,900.00	929,900.00	421,835.04	1,082,144.12	(152,244.12)	-16.4%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299,7400-7499	0.00	0.00	0.00	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENSES			43,534,182.93	44,328,220.70	10,625,196.34	44,427,858.69		
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(591,037.73)	2,217,990.50	860,405.11	8,647,298.75		
D. OTHER FINANCING SOURCES/USES								
1) Interfund Transfers								
a) Transfers In		8900-8929	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses								
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.00	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.00	0.00		
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(591,037.73)	2,217,990.50	860,405.11	8,647,298.75		
F. NET POSITION								
1) Beginning Net Position								
a) As of July 1 - Unaudited		9791	13,004,330.00	13,004,330.00		12,549,312.16	(455,017.84)	-3.5%
b) Audit Adjustments		9793	0.00	0.00		0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			13,004,330.00	13,004,330.00		12,549,312.16		
d) Other Restatements		9795	0.00	0.00		0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			13,004,330.00	13,004,330.00		12,549,312.16		
2) Ending Net Position, June 30 (E + F1e)			12,413,292.27	15,222,320.50		21,196,610.91		
Components of Ending Net Position								
a) Net Investment in Capital Assets		9796	0.00	0.00		0.00		
b) Restricted Net Position		9797	0.00	0.00		0.00		
c) Unrestricted Net Position		9790	12,413,292.27	15,222,320.50		21,196,610.91		
LCFF SOURCES								
Principal Apportionment								
State Aid - Current Year		8011	11,310,004.00	11,310,004.00	2,404,986.00	11,317,640.00	7,636.00	0.1%
Education Protection Account State Aid - Current Year		8012	9,460,496.00	9,460,496.00	2,142,268.00	9,607,576.00	147,080.00	1.6%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers								
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	9,972,065.00	9,972,065.00	2,583,536.00	9,824,984.00	(147,081.00)	-1.5%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			30,742,565.00	30,742,565.00	7,130,790.00	30,750,200.00	7,635.00	0.0%
FEDERAL REVENUE								
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8220	430,547.50	430,547.50	14,092.34	425,379.95	(5,167.55)	-1.2%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	616,213.70	616,213.70	150,498.00	616,213.70	0.00	0.0%
Title I, Part A, Basic	3010	8290	221,541.00	221,541.00	55,380.00	221,541.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	38,259.00	38,259.00	9,323.00	38,259.00	0.00	0.0%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.00	0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3182, 4037, 4124, 4126, 4127, 5630	8290	19,920.00	19,920.00	4,982.00	19,920.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	40,695.00	40,695.00	0.00	40,695.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			1,367,176.20	1,367,176.20	234,275.34	1,362,008.65	(5,167.55)	-0.4%
OTHER STATE REVENUE								
Other State Apportionments								
Special Education Master Plan								
Current Year	6500	8311	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	40,752.45	40,752.45	48,234.85	87,164.30	46,411.85	113.9%
Mandated Costs Reimbursements		8550	134,372.65	134,372.65	0.00	134,372.65	0.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	600,780.00	600,780.00	0.00	605,197.50	4,417.50	0.7%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	0.00	0.00	0.00	0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.00	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	278,000.00	278,000.00	0.00	278,000.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	580,181.00	580,181.00	0.00	580,181.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	1,401,779.00	4,499,266.00	2,086,926.00	11,690,265.75	7,190,999.75	159.8%
TOTAL, OTHER STATE REVENUE			3,035,865.10	6,133,352.10	2,135,160.85	13,375,181.20	7,241,829.10	118.1%
OTHER LOCAL REVENUE								

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Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
Sales								
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	39,757.50	39,757.50	105,277.86	135,493.56	95,736.06	240.8%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	0.00	505,579.00	2,656.24	505,579.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts								
Child Development Parent Fees		8673	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	3,678,581.40	3,678,581.40	559,436.00	3,678,581.40	0.00	0.0%
All Other Fees and Contracts		8689	295,200.00	295,200.00	103,759.21	295,200.00	0.00	0.0%
Other Local Revenue								
All Other Local Revenue		8699	3,784,000.00	3,784,000.00	1,214,245.95	2,972,913.63	(811,086.37)	-21.4%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments								
Special Education SELPA Transfers								
From Districts or Charter Schools	6500	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers of Apportionments								
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			7,797,538.90	8,303,117.90	1,985,375.26	7,587,767.59	(715,350.31)	-8.6%
TOTAL, REVENUES			42,943,145.20	46,546,211.20	11,485,601.45	53,075,157.44		
CERTIFICATED SALARIES								
Certificated Teachers' Salaries		1100	10,339,567.79	10,339,567.79	3,666,033.46	10,903,570.68	(564,002.89)	-5.5%
Certificated Pupil Support Salaries		1200	2,170,010.00	2,170,010.00	644,080.47	2,184,906.99	(14,896.99)	-0.7%
Certificated Supervisors' and Administrators' Salaries		1300	1,045,326.67	1,045,326.67	302,312.64	999,197.09	46,129.58	4.4%
Other Certificated Salaries		1900	1,005,616.06	1,005,616.06	315,484.69	985,907.06	19,709.00	2.0%
TOTAL, CERTIFICATED SALARIES			14,560,520.52	14,560,520.52	4,927,911.26	15,073,581.82	(513,061.30)	-3.5%
CLASSIFIED SALARIES								
Classified Instructional Salaries		2100	1,251,596.07	1,251,596.07	392,974.99	1,229,572.23	22,023.84	1.8%
Classified Support Salaries		2200	47,814.21	47,814.21	12,644.19	44,520.33	3,293.88	6.9%
Classified Supervisors' and Administrators' Salaries		2300	328,221.71	328,221.71	40,759.50	259,573.98	68,647.73	20.9%
Clerical, Technical and Office Salaries		2400	2,006,942.79	1,882,243.00	672,157.49	1,969,026.06	(86,783.06)	-4.6%
Other Classified Salaries		2900	769,308.65	769,308.65	307,742.97	833,281.98	(63,973.33)	-8.3%
TOTAL, CLASSIFIED SALARIES			4,403,883.43	4,279,183.64	1,426,279.14	4,335,974.58	(56,790.94)	-1.3%
EMPLOYEE BENEFITS								
STRS		3101-3102	2,781,059.42	2,781,059.42	922,642.39	2,796,079.26	(15,019.84)	-0.5%
PERS		3201-3202	1,162,625.23	1,129,704.48	312,532.35	1,070,630.89	59,073.59	5.2%
OASDI/Medicare/Alternative		3301-3302	548,024.63	538,485.10	175,799.97	537,703.16	781.94	0.1%
Health and Welfare Benefits		3401-3402	4,559,958.00	4,559,958.00	(60,905.88)	3,344,178.12	1,215,779.88	26.7%
Unemployment Insurance		3501-3502	904.20	897.20	3,113.80	3,831.56	(2,934.36)	-327.1%
Workers' Compensation		3601-3602	265,501.66	263,755.86	106,685.00	284,209.72	(20,453.86)	-7.8%

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Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	1,067,971.00	1,067,971.00	16,054.30	1,067,971.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			10,386,044.14	10,341,831.06	1,475,921.93	9,104,603.71	1,237,227.35	12.0%
BOOKS AND SUPPLIES								
Approved Textbooks and Core Curricula Materials		4100	187,849.00	187,849.00	49,163.88	187,849.00	0.00	0.0%
Books and Other Reference Materials		4200	1,620.00	1,620.00	19,839.82	51,620.00	(50,000.00)	-3,086.4%
Materials and Supplies		4300	1,038,327.97	1,038,327.97	343,298.86	1,038,327.97	0.00	0.0%
Noncapitalized Equipment		4400	671,284.87	671,284.87	9,462.51	921,284.87	(250,000.00)	-37.2%
Food		4700	511,057.45	511,057.45	9,303.81	648,037.81	(136,980.36)	-26.8%
TOTAL, BOOKS AND SUPPLIES			2,410,139.29	2,410,139.29	431,068.88	2,847,119.65	(436,980.36)	-18.1%
SERVICES AND OTHER OPERATING EXPENSES								
Subagreements for Services		5100	2,377,744.00	2,377,744.00	234,817.07	2,709,330.00	(331,586.00)	-13.9%
Travel and Conferences		5200	26,200.00	26,200.00	1,741.96	26,200.00	0.00	0.0%
Dues and Memberships		5300	39,316.00	39,316.00	13,982.00	39,316.00	0.00	0.0%
Insurance		5400-5499	589,500.00	1,552,450.64	522,290.35	1,552,450.64	0.00	0.0%
Operations and Housekeeping Services		5500	1,224,615.00	1,224,615.00	343,284.14	1,226,261.81	(1,646.81)	-0.1%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,017,952.00	1,017,952.00	166,534.34	1,572,952.00	(555,000.00)	-54.5%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800-5899	5,481,218.55	5,481,218.55	647,065.18	4,770,774.36	710,444.19	13.0%
Communications		5900	87,150.00	87,150.00	12,465.05	87,150.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			10,843,695.55	11,806,646.19	1,942,180.09	11,984,434.81	(177,788.62)	-1.5%
DEPRECIATION AND AMORTIZATION								
Depreciation Expense		6900	929,900.00	929,900.00	421,835.04	1,082,144.12	(152,244.12)	-16.4%
Amortization Expense–Lease Assets		6910	0.00	0.00	0.00	0.00	0.00	0.0%
Amortization Expense–Subscription Assets		6920	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			929,900.00	929,900.00	421,835.04	1,082,144.12	(152,244.12)	-16.4%
OTHER OUTGO (excluding Transfers of Indirect Costs)								
Tuition								
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments								
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.0%
Other Transfers Out								
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service								
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS								
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.0%

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Description	Resource Codes	Object Codes	Original Budget (A)	Board Approved Operating Budget (B)	Actuals To Date (C)	Projected Year Totals (D)	Difference (Col B & D) (E)	% Diff Column B & D (F)
TOTAL, EXPENSES			43,534,182.93	44,328,220.70	10,625,196.34	44,427,858.69		
INTERFUND TRANSFERS								
INTERFUND TRANSFERS IN								
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT								
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES								
SOURCES								
Other Sources								
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.0%
USES								
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS								
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.00	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES								
(a - b + c - d + e)			0.00	0.00	0.00	0.00		

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Resource	Description	2026-27 Projected Totals
Total, Restricted Net Position		0.00

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FY26-27 Palisades Charter High School

Multi-Year Forecast

Revised 11/13/2026

			2026-27 Forecast	2027-28 Forecast	2028-29 Forecast
FY27 ADA 93%					
Assumptions					
		State COLA	*4.31%*	*3.30%*	*3.09%*
		Other Revenue COLA	*n/a*	*0.00%*	*0.00%*
		Expense COLA	*3.08%*	*2.75%*	*2.68%*
		Enrollment	*2,375.00*	*2,460.00*	*2,460.00*
		Average Daily Attendance	*2,208.75*	*2,287.80*	*2,287.80*
Revenues					
State Aid - Revenue Limit					
	8011	LCFF State Aid	$ 11,317,640	$ 12,170,512	$ 12,565,558
	8012	Education Protection Account	9,607,576	10,615,643	11,258,126
	8019	State Aid - Prior Year	-	-	-
	8096	In Lieu of Property Taxes	9,824,984	10,176,615	10,176,615
			30,750,200	32,962,770	34,000,299
Federal Revenue					
	8181	Special Education - Entitlement	616,214	612,346	612,346
	8182	Special Education - Discretionary	-	-	-
	8220	Federal Child Nutrition	425,380	440,604	440,604
	8290	Title I, Part A - Basic Low Income	221,541	229,470	229,470
	8291	Title II, Part A - Teacher Quality	38,259	39,628	39,628
	8293	Title III - Limited English	-	-	-
	8294	Title V, Part B - PCSG	-	-	-
	8295	Charter Facility Incentive Grant	-	-	-
	8296	Other Federal Revenue	60,615	40,695	40,695
	8299	Prior Year Federal Revenue	-	-	-
			1,362,009	1,362,743	1,362,743
Other State Revenue					
	8311	State Special Education	3,678,581	3,166,819	3,264,673
	8520	Child Nutrition	87,164	93,263	96,145
	8545	School Facilities (SB740)	-	-	-
	8550	Mandated Cost	134,373	137,994	147,349
	8560	State Lottery	605,198	626,857	626,857
	8598	Prior Year Revenue	-	-	-
	8599	Other State Revenue	12,548,447	1,951,161	1,218,686
			17,053,763	5,976,094	5,353,710
Other Local Revenue					
	8634	Food Service Sales	135,494	140,343	140,343
	8650	Lease and Rental Income	-	-	-
	8660	Interest Revenue	505,579	523,673	523,673
	8670	Transportation Revenue	684,000	708,480	708,480
	8689	Other Fees and Contracts	295,200	305,765	305,765
	8690	Other Local Revenue	-	-	-
	8697	Insurance Revenue	1,937,984		
	8698	ASB Fundraising	-	-	-
	8699	School Fundraising	350,930	363,489	363,489
			3,909,186	2,041,750	2,041,750
Total Revenue			**$ 53,075,157**	**$ 42,343,358**	**$ 42,758,503**
Expenses					
Certificated Salaries					
	1100	Teachers' Salaries	10,412,799	9,848,797	9,848,797
	1170	Teachers' Substitute Hours	407,840	407,840	407,840

FY26-27 Palisades Charter High School

Multi-Year Forecast

Revised 11/13/2026

FY27 ADA 93%

			2026-27 Forecast	2027-28 Forecast	2028-29 Forecast
	1175	Teachers' Extra Duty/Stipends	82,931	82,931	82,931
	1200	Pupil Support Salaries	2,184,907	2,170,010	2,170,010
	1300	Administrators' Salaries	999,197	1,045,327	1,045,327
	1900	Other Certificated Salaries	985,907	1,005,616	1,005,616
			15,073,582	14,560,521	14,560,521
Classified Salaries					
	2100	Instructional Salaries	1,229,572	1,251,596	1,251,596
	2200	Support Salaries	44,520	47,814	47,814
	2300	Classified Administrators' Salaries	259,574	328,222	328,222
	2400	Clerical and Office Staff Salaries	1,969,026	1,882,243	1,882,243
	2900	Other Classified Salaries	833,282	769,309	769,309
			4,335,975	4,279,184	4,279,184
Benefits					
	3101	STRS	2,796,079	2,781,059	2,781,059
	3202	PERS	1,070,631	1,112,588	1,044,121
	3301	OASDI	263,419	265,309	265,309
	3311	Medicare	274,284	273,176	273,176
	3401	Health and Welfare	3,344,178	5,015,954	5,517,549
	3501	State Unemployment	3,832	897	897
	3601	Workers' Compensation	284,210	263,756	263,756
	3901	Other Benefits	1,067,971	1,067,971	1,067,971
			9,104,604	10,780,710	11,213,839
Books and Supplies					
	4100	Textbooks and Core Curricula	187,849	199,923	205,281
	4200	Books and Other Materials	51,620	54,938	56,410
	4302	School Supplies	176,695	188,052	193,092
	4305	Software	592,364	630,437	647,333
	4310	Office Expense	6,900	7,343	7,540
	4311	Business Meals	3,600	3,831	3,934
	4312	School Fundraising	-	-	-
	4313	Operating/Other Supplies	258,769	265,885	273,011
	4400	Noncapitalized Equipment	921,285	946,620	971,990
	4700	Food Services	648,038	689,690	708,173
			2,847,120	2,986,720	3,066,764
Subagreement Services					
	5101	Nursing	-	-	-
	5102	Special Education	225,000	239,462	245,879
	5103	Substitute Teacher	87,700	93,337	95,838
	5104	Transportation	1,413,540	1,504,393	1,544,711
	5105	Security	566,504	602,915	619,073
	5106	Other Educational Consultants	416,586	443,362	455,244
			2,709,330	2,883,469	2,960,746
Operations and Housekeeping					
	5201	Auto and Travel	26,200	27,884	28,631
	5300	Dues & Memberships	39,316	41,843	42,964
	5400	Insurance	1,552,451	1,652,232	1,696,512
	5501	Utilities	571,600	608,339	624,642
	5502	Janitorial Services	653,015	694,987	713,612
	5516	Miscellaneous Expense	500	514	528
	5531	ASB Fundraising Expense	1,147	1,178	1,210
	5900	Communications	71,400	75,989	78,026

FY26-27 Palisades Charter High School

Multi-Year Forecast

Revised 11/13/2026

		FY27 ADA 93%	2026-27 Forecast	2027-28 Forecast	2028-29 Forecast
	5901	Postage and Shipping	15,750	16,762	17,212
			2,931,378	3,119,728	3,203,337
Facilities, Repairs and Other Leases					
	5601	Rent	-	-	-
	5602	Additional Rent	54,600	58,109	59,667
	5603	Equipment Leases	87,740	93,379	95,882
	5604	Other Leases	73,000	77,692	79,774
	5605	Real/Personal Property Taxes	-	-	-
	5610	Repairs and Maintenance	1,357,612	1,444,871	1,483,593
			1,572,952	1,674,051	1,718,916
Professional/Consulting Services					
	5801	IT	9,500	10,111	10,382
	5802	Audit & Taxes	160,500	164,914	169,333
	5803	Legal	87,300	89,701	92,105
	5804	Professional Development	78,330	83,365	85,599
	5805	General Consulting	491,100	522,665	536,672
	5806	Special Activities/Field Trips	38,000	40,442	41,526
	5807	Bank Charges	900	958	984
	5808	Printing	41,200	43,848	45,023
	5809	Other taxes and fees	29,800	31,715	32,565
	5810	Payroll Service Fee	78,100	83,120	85,347
	5811	Management Fee	555,219	590,905	606,741
	5812	District Oversight Fee	369,002	395,553	408,004
	5813	County Fees	1,283	1,366	1,402
	5814	SPED Encroachment	858,959	755,833	775,404
	5815	Public Relations/Recruitment	2,000	2,055	2,110
	5816	Insurance Cost - Temp Relocation	31,597	-	-
	5817	Insurance Cost - Replacement Exp	1,937,984	-	-
			4,770,774	2,816,550	2,893,197
Depreciation					
	6900	Depreciation Expense	1,082,144	1,111,903	1,141,702
			1,082,144	1,111,903	1,141,702
Interest					
	7438	Interest Expense	-	-	-
			-	-	-
Total Expenses			**$ 44,427,859**	**$ 44,212,835**	**$ 45,038,204**
Surplus (Deficit)			**$ 8,647,299**	**$ (1,869,478)**	**$ (2,279,701)**
*subject to change as audit is in progress		Fund Balance, Beginning of Year	$ 12,549,312	$ 21,196,611	$ 19,327,133
		Fund Balance, End of Year	**$ 21,196,611**	**$ 19,327,133**	**$ 17,047,432**
			47.7%	***43.7%***	***37.9%***

Coversheet

Changes to PCHS Fundraising Policy for Acceptance of Securities

Section: III. Finance
Item: C. Changes to PCHS Fundraising Policy for Acceptance of Securities
Purpose: Vote
Submitted by:
Related Material:
Section III, Item C_Fundraising Policy_B&F Meeting Revision 11_16_26.pdf

Revised Palisades Charter High School Schoolwide Fundraising Policies & Procedures approved by the Budget & Finance Committee on November 16, 2026 + One Change

H. Gift and Donation Acceptance Policy

Acceptance of any contribution, gift or grant is at the discretion of Palisades Charter High School. PCHS will not accept any gift unless it can be used or expended consistently with the purpose and mission of PCHS.

No irrevocable gift, whether outright or life-income in nature, will be accepted if under any reasonable set of circumstances the gift would jeopardize the donor's financial security.

PCHS will refrain from providing advice about the tax or other treatment of gifts and will encourage donors to seek guidance from their own professional advisors to assist them in the process of making their donation.

PCHS will accept donations of cash, cash equivalents, or publicly traded securities. Publicly traded securities will be subject to the following procedures:

- Acceptance: Publicly traded stocks, bonds, mutual funds, and ETFs must be transferred electronically through a company that operates as a direct participant in the Depository Trust Company (DTC).
- Liquidation: To minimize exposure to market fluctuations, all publicly traded securities received as a gift shall be liquidated as soon as administratively feasible upon receipt. Neither the donor nor any staff member shall dictate a hold period unless explicitly approved in advance by the Board of Trustees.
- Valuation: For gift-recording and financial statement purposes, the value of the security shall be established as the mean of the high and low quoted selling prices on the date the ownership is legally transferred to a PCHS account.
- Proceeds: Net proceeds from the sale of securities will be directed to the correct PCHS account in accordance with the donor’s written intent, net of any standard brokerage or wire fees.
- Tax Acknowledgment: The written acknowledgment of the donation shall omit the dollar value of the security (as valuing the stock is the donor's responsibility for IRS reporting).

Certain other gifts, real property, personal property, in-kind gifts, non-liquid securities, and contributions whose sources are not transparent or whose use is restricted in some manner, must be reviewed prior to acceptance due to special obligations raised or liabilities that may pose for PCHS.

PCHS will provide acknowledgments to donors meeting IRS substantiation requirements for property received by PCHS as a gift. However, except for gifts of cash and cash equivalents, no value shall be ascribed to any receipt or other form of substantiation of a gift received by PCHS.

PCHS will respect the intent of the donor relating to gifts for restricted purposes and those relating to the desire to remain anonymous. With respect to anonymous gifts, PCHS will restrict information about the donor to only those staff members with a need to know.

Coversheet

Draft - Grant Allocations

Section: III. Finance
Item: D. Draft - Grant Allocations
Purpose: Vote
Submitted by:
Related Material: Section III, Item D_Revised Grant Allocations 11_16_26.pdf

LAUSD Education Foundation 2026-27 Grant: $162,450.50

Allocations for Discussion/Approval - B&F Revisions 11.16.26

	Requested Items	Amount
1	AC units	14,000
2	ASB student activities/events	3,000
3	CPR training & EMT level Epi pen training for staff	2,000
4	Emergency food and water for classrooms and offices	14,806
5	Emergency shelter in place kits for classrooms and offices	8,000
6	Faculty/staff meeting hospitality	12,833
7	Fitness room flooring	0
8	Future Dolphins Night - snacks, spirit items/prizes, promo materials, supplies	2,000
9	Ice/water machine for nurse's office + heat wave supplies	4,500
10	Library books	20,000
11	Link Crew training and expenses	6,000
12	New Student Orientation 2027 - refreshments, spirit items/prizes, supplies, promo materials	3,000
13	Racks for PE and athletics storage	2,500
14	Radios	1,500
15	Special Ed support for higher need classroom (contract services)	10,000
16	Tables and chairs for testing	5,900
17	Weight room flooring	0
18	Wellness Center - Painting/prep, furniture, lighting, art, plants/décor	22,500
19	Wellness Center - Events, speakers, leadership/peer programs	5,950
20	Wellness Center - Weighted blankets, comfort items, fidgets/sensory regulation tools, coloring books, etc.	3,000
21	Wellness Center - Promotional materials	2,000
22	Wellness Center - Training & resources	2,000
23	Wellness Center - Maintenance, replenishment, contingency	1,400
24	Wellness Center - Refreshments/snacks	1,250
25	Wellness Center - Technology & wellness resources	1,200
26	Wellness Center - Student hygiene & personal care supplies	1,134
27	Wireless keyboards for smartboards (all classrooms)	11,979

TOTAL	**$162,451**
GRANT AMOUNT	**$162,451**
Over/(Under)	*$0*

LAUSD Education Foundation Sub-Grant Breakout

2-Year Grants Value	2026-27 Grant Amount	Allocated Amount	Allocated Items
91,667.00	45,833.50	45,833.50	Wellness Center events/speakers and comfort items; Special Ed Classroom Support; Link Crew Training/Expenses; Future Dolphins Night; New Student Orientation; ASB Activities; CPR and Epi Pen Training; Ice/Water and Heat Supplies for Nurse; Wellness Center Promo, Snacks, and Personal Care Products
125,211.00	62,605.50	62,605.50	AC Units; Emergency Food/Water; Racks for PE/athletics; Radios; Tables/Chairs for Testing; Wellness Center Prep, Maintenance and Contingency
41,666.00	20,833.00	20,833.00	Emergency Shelter In Place Supplies; Faculty/Staff Hospitality
66,357.00	33,178.50	33,178.50	Library Books, Wellness Center Tech/Resources, Wireless Keyboard for Smartboards
$324,901.00	***$162,450.50***	***$162,450.50***	

Powered by BoardOnTrack

Coversheet

Finance Items: School Organized Conferences/Trips

Section: IV. Consent Agenda
Item: A. Finance Items: School Organized Conferences/Trips
Purpose: Vote
Submitted by:
Related Material: School Organized Trips 11_17_2026.pdf

Submit by Email | Print Form

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** Employee Supervising trip Kolavo/Carini Certified x Non-Cert. _____

Telephone Number **(310) 230-6623** Grade levels (Circle) 9 10 11 12 OTHER _____

1. Destination San Diego State Are admission fees charged? Yes x No _____
2. Dates of Trips 12/13 to 12/14 (even day) 3. Number of Students 30 Number of adults 2
4. Name and employee number of employee who will go on trip: Brad Kolavo, David Carini
5. Substitute required? Yes x No _____ How Many? 2 Source of funds CTE
6. Time schedule required by school: Leave School 12/13 at 3pm Arrive destination 12/13 at 5pm
   Leave destination 12/14 at 3pm Return school 12/14 at 6pm
7. Duration of trip: Less than one day __ One day x Overnight 1 (if overnight, how many days?) _____
8. Method of transportation: School bus (indicate number required) ___ Walking _____ Automobile _____
   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 attend and compete at the 2026 VEI San Diego Conference Exhibition
10. Source of funds for trip _____

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 _____ No _____
12. Have forms for parent's or guardian's permission been obtained? Yes _____ 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 _____ No _____
    b. Has the area been checked for potential hazards? Yes _____ No _____
    c. Has the School Police Department been notified of the trip? Yes _____ 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.

Submit by Email | Print Form

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**
Employee Supervising trip Kolavo/Carini
Certified x
Non-Cert. _____
Telephone Number **(310) 230-6623**
Grade levels (Circle) 9 10 11 12 OTHER _____

1. Destination Costa Mesa, CA Are admission fees charged? Yes x No _____
2. Dates of Trips Jan 9 to Jan 10 3. Number of Students 112 Number of adults 7
4. Name and employee number of employee who will go on trip: Brad Kolavo, Chaperones
5. Substitute required? Yes x No _____ How Many? 0 Source of funds _____
6. Time schedule required by school: Leave School 1/9 at 7:30am Arrive destination 1/9 at 9am
   Leave destination 1/10 at 10am Return school 1/10 at 12pm
7. Duration of trip: Less than one day __ One day x Overnight 1 (if overnight, how many days?) _____
8. Method of transportation: School bus (indicate number required) ___ Walking _____ Automobile _____
   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 attend and compete at the 2026 SoCal District Career Development Conference
10. Source of funds for trip _____

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 _____ No _____
12. Have forms for parent's or guardian's permission been obtained? Yes _____ 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 _____ No _____
    b. Has the area been checked for potential hazards? Yes _____ No _____
    c. Has the School Police Department been notified of the trip? Yes _____ 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

Personnel Items

Section: IV. Consent Agenda
Item: B. Personnel Items
Purpose: Vote
Submitted by:
Related Material: Consent Agenda HR Items 11_17_2026.pdf

PALISADES CHARTER HIGH SCHOOL
Empowering Educational Excellence.

PCHS BOARD CONSENT AGENDA: PERSONNEL ITEMS
November 17, 2026

Approve/Ratify Certificated & Unrepresented Employment

NAME	POSITION	EFFECTIVE
Brown, Steven	College Advisor-Part Time	11/16/26

Approve/Ratify Classified & Coach Employment

NAME	POSITION	EFFECTIVE
Doyle, Sam	Marching Band/Drumline Coach	11/12/26

Approve/Ratify Retirement/Resignation/Termination

NAME	POSITION	EFFECTIVE

Coversheet

Approve Minutes

Section: IV. Consent Agenda
Item: C. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on October 20, 2026

DRAFT

Palisades Charter High School

Minutes

Board Meeting

Date and Time
Tuesday October 20, 2026 at 5:00 PM

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

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

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

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

Trustees Present

Amir Ebtehadj, Andrew Paris, Azadeh Lavi, 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

Guests Present
Nathan Shenasa

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

Amir Ebtehadj called a meeting of the board of trustees of Palisades Charter High School to order on Tuesday Oct 20, 2026 at 5:02 PM.

C. Public Comment

Alex Van Name - sharing grievances regarding teacher pay and work to rule

Paul Mittelbach - concerns about class sizes, interventions, core functions. Admin dropping the ball and expecting teachers to pick up the slack. Work to rule is because of admin not doing things right.

Steve Klima - claiming $1.9mm of funds not disclosed in budget. Based on enrollment and per student rates. Pali has the funds to reduce class sizes and pay teachers a fair wage.

Amir Osterweil - thinks the board is planning for a financial doomsday scenario. Lack of preparation with delays in books, materials, class sizes, etc. He's been through charter renewals and accreditations, this is the first time he hears teachers saying we should go back to lausd. He thinks admin are overextended because we are trying to save money.

Atousa Akhavan - junior student, concerned about the teacher salary situation. Angry with admin.

Michael Friedman - grievances about physical conditions on campus including safety issues. Also about crowding, staffing, training, decision-making. Blames poor leadership of admin and lausd. Need to be proactive.

Charlotte Kamdar - speaking up on behalf of teachers. Upset that she doesn't feel heard.

Robert King - urging resolution of the contract negotiations.

Nathan Calhoun - 6 years of challenges for Pali from covid to fire to now. Urges the admin and board to end the instability and be fair to teachers.

Karen Attyah - here in response to a teacher letter to parents re overcrowding in science class and concern over ending labs. Wants to know if there's a way to creatively address the situation with TAs or other options to ensure kids can do science labs.

Sarah Kamdar - parent perspective on overcrowding issues. Her son has been moved out and back into the same math class in October. Poor management to be doing this so late in the semester. Concerned about stability.

D. Approve Minutes

Negeen Ben-Cohen made a motion to approve the minutes from Board Meeting on 09-22-26.
Jane Davis seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

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

II. Academic Excellence

A. Course Based Virtual Academy Update

Course Based Revision stands as submitted.
They incorporated input from teachers.

Maggie - these are all the courses that are being offered virtually right now. How is VA going? Randy says they are having a lot of issues right now but her update is just informational not substantive.
Maggie is concerned because a foreign language teacher was brought in to VA to teach a social science class. Randy says when they made course adjustments a couple of weeks ago for student teacher ratio issues; that created an issue that has now been addressed so no teachers teaching outside their credentialed area in VA.
Maggie concerned about being able to avoid having these issues so far into the semester in the future.
Minh Ha - why no honors classes listed in math for VA. Randy says the teachers decided the classes would not qualify as honors. Minh Ha says this isn't in teachers' purview. Randy says she will review.
Minh Ha wants it to say A-D is a passing grade but not for A-G requirements. Randy discussed it with the teachers and it still needs to be addressed.

III. Operations and Facilities

A. School Emergency Operations Plan (SEOP)

- Rafael Negroe - there are some updates from the version that was submitted with the board materials. The changes begin on page 31 and are to refer to persons by position instead of by name. Otherwise it stands as submitted.
- Maggie - In an emergency not clear how staff members will know who is in the positions. We can add that to the classroom emergency kits. Rafael says people in safety roles will be identified by particular vests.
- Evacuation routes, maps have been updated from last year.
- They have pulled back on the emergency safety portion of the Raptor system for now so it is not included in this plan. It is still used for visitors and other functions.
- Ed - Correction to page 45 - the map shows Sears instead of Pali.
- Ed - worried about active shooter scenario. Rafael says it is addressed in lockdown section page 69. Ed doesn't want to approve this without greater detail on dealing with lockdowns and active shooters. Wants more planning, more training, more detailed protocols. He feels this report is missing these details. We do have lockdown practices but we used to have ropes and cleats to secure doors and those have not been replaced. And it also doesn't help address active assailant scenarios. Dave Suarez asked about the ropes too. Rafael says the ropes are not a regulatory thing, all the doors have working locks, and ropes are cumbersome for many people to use. He would rather get a different technology and he received a sample of a new latch today that he thinks would be better.
- Pam - we don't want to publicize all of our plans and procedures so that it cannot be used by potential attackers. We also previously used to do more drills and found that it was too much, and pulled back. Rafael - This document is public and meets all government standards and regulations. It is our protocol not to publicize all of our plans and procedures. The personnel who are in charge of emergencies

have much more training. We also have a monthly safety committee meeting to make updates as needed. Safety course on schoology.

Azadeh Lavi made a motion to Approve the School Emergency Operations Plan (SEOP).
Jane Davis seconded the motion.
Approved pending updates because we do not want to leave the old plan in place.
The board **VOTED** to approve the motion.

Roll Call	
Pemra Ornek	No
Jeff Roepel	Aye
Minh Ha Ngo	No
Fati Adeli	Aye
Jane Davis	Aye
Andrew Paris	Abstain
Maggie Nance	No
Ed Sugden	No
Amir Ebtehadj	Aye
Azadeh Lavi	Aye
Negeen Ben-Cohen	Aye

B. PCHS Wellness Policy Update

Maggie Nance made a motion to Approve the PCHS Wellness Policy Update.
Jane Davis seconded the motion.
Minh Ha - asks about healthy kids policy limiting ASB and club fundraising with particular foods. "Smart Snacks Standards"
The board **VOTED** unanimously to approve the motion.

C. CDE Food Service Management Company (FSMC) Request for Proposals (RFP)

We are in last year of a 5 year contract for food service and are required to put out an RFP no later than November.
RFP has been sent to California Department of Education for approval. Many of the terms are controlled by CDE. There is no financial approval at this stage, just a vote on continuing the RFP process and then will gather proposals and come to the board for selection.
Pemra Ornek made a motion to Approve the CDE Food Service Management Company (FSMC) Request for Proposals (RFP).
Azadeh Lavi seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. PCHS-LAUSD Single Occupancy Agreement (SOA)

Sarah Kollman and Rafael Negroe - Updating the board on ongoing SOA negotiations with LAUSD.

- We are required to execute by November 1. Presently operating without an SOA for the campus.
- Major changes from prior agreement include property insurance and responsibility for deferred maintenance - summary report is attached.
- We are facing significant cost increases but lausd has not provided inventory of their owned furnishings and equipment, deferred maintenance obligations, cost of participation in their insurance program. We are not able to forecast our anticipated costs.

IV. Finance

A. Fiscal Policy Revision

Negeen Ben-Cohen made a motion to Motion to Approve the Revisions to the Fiscal Policy.
Minh Ha Ngo seconded the motion.
This has been updated to incorporated feedback from budget and finance committee.
Legal counsel has done an initial review, they will do final review after board
The board **VOTED** to approve the motion.

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

B. Merrill Lynch Investment Transfer Complete

Transfer has been completed. $16.45 mm from LACOE treasury account to Merrill Lynch investment account that was approved by the board.

C. August 2026 Board Financials and Presentation

Marie Arce of Charter Impact
Report stands as submitted
September financials will reflect updated enrollment numbers now that it has stabilized.

V. Consent Agenda

A.

Finance Items: School Organized Conferences/Trips

Minh Ha Ngo made a motion to Approve Finance Items: School Organized Conferences/Trips.
Amir Ebtehadj seconded the motion.
The board **VOTED** to approve the motion.

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

B. Personnel Items

Amir Ebtehadj made a motion to Approve Consent Agenda Personnel Items.
Jane Davis seconded the motion.
The board **VOTED** unanimously to approve the motion.

VI. Organizational Reports

A. Student Report

Jackson - acknowledgement of homecoming organizers. Football game was a success. Students concerned about clubs, ASB is trying to work on a plan for clubs to meet without advisors.

B. Parent Report

Azadeh Lavi - Continuing frustration with counseling office. How they handled scheduling and moving kids around. Communication from Parent Square has been excellent.
Pemra Ornek - happy with school communication re Malibu fires this week. Negotiations are disrupting the community, don't feel a sense of urgency from involved parties to resolve this.
Negeen Ben-Cohen - ongoing frustration about class sizes and scheduled. Lack of accountability, lack of action to resolve this in a timely manner or at all.

C. Community Report

Fati Adeli - The Longest Table event took place in the Huntington. Pali ambassadors were a big help in promoting and helping at the event. About 320 participants. Urges

public comment participants to speak respectfully without raising voices or using aggressive language or tone.

Jane Davis - important for young people to be respectful when they come to these meetings. We are all volunteers and deserving of respect.

D. Represented Classified Staff Report

Andy - concerns from the Special Ed department staff. They say they have not had meetings in the past 9 weeks to discuss how to manage the department, respond to issues, develop strategy, etc. Have had physical incidents. Feel that Special Ed Admin is minimizing their concerns and new procedures introduced without meaningful discussion.

E. Unrepresented Classified Staff Report

Jeff Roepel - concerns over morale, lack of civility and decorum, lack of dialogue. Recognition of staff members who are creating positivity. Members seeking adjustments to classification of work days, vacation days, etc. Staff members find current climate uncomfortable and want speedy resolution to improve morale. There was a survey to solicit feedback from the 23 staff members.

F. Faculty Report

- Minh Ha Ngo - Smith sisters recognized for Pali Positives. Reshuffling of VA classes in 10th week of school, reassigning of classes that we now understand are being rectified. Schedule issues are a master schedule problem, not a counseling problem. Copy machine frustrations continue, one of the big ones working now. Frustration that have not had faculty meetings. Department meetings for interventions. Minh ha wants more schoolwide intervention support for students that need more than tier 1-3 intervention. Too many days of special schedules, wasted time, poor planning. We want more proactive planning from the admin to help teachers teach better.
- Maggie Nance - The board letter was very upsetting and feels like it damaged the culture of the board. Also ongoing problems with classes, heat, unreturned emails and messages and disrespect from the admin. Don't feel valued.
- Ed Sugden - objection to board member comments about public comment. Fati and Amir reject his characterization.

G. Human Resources Director (HR) Report

Report stands as submitted.
Recognizes Rob and Andrea King and their work with ASB students for homecoming. Also other staff members who helped.

New CTE film teacher Blake Holmes. He still needs to finish his ELA credential and we would like to have the board clear him to work while he does that. We searched for credentialed candidates and he was the best option we found.
Ed Sugden made a motion to Approve the Declaration of Need (DON) Authorization of the Local Assignment Option for Certificated Employees.
Jane Davis seconded the motion.
The board **VOTED** unanimously to approve the motion.

H. Director of Operations Report

Report stands as submitted.
Ed - appreciates professionalism of operations staff. Questions about chokepoints on evacuation paths. Concerns about gate locking in J area. DSA had to approve the gate per code but Rafael agrees it is a concern because it's narrow. He will follow up with lausd about this.
Pemra would like updates about construction to be included in future reports.

I. Director of Information Technology Report

Jeff Roepel - report stands as submitted.
2nd copy machine will be up and running as soon as we can get the parts and service from the copier company.
He understands the faculty frustration with the situation but cannot do anything more to expedite it.

J. Director of Development Report

Rene Rodman

Updates to her report - close to $115k fundraising.
Alumni outreach, 1976 reunion group helped raise funds from their class close to $10k.
Driveway Days campaign was a big success, around $23k.
Ed suggests a Hall of Fame alumni event.

K. Executive Director/Principal (EDP) Report

Dr. Magee -
Report stands as submitted.
Focus on resolving the issues while fostering mutual respect.
Concern over ensuring that reports are accurate and personal beliefs are not expressed as facts.
So many of the situations causing frustration are directly tied to budget constraints.
Recognize importance of accountability and action.
Annual board and school goals are still being developed in committees.

VII. Board Committees (Stakeholder Board Level Committees)

A. Academic Accountability Committee Update

Randy Tenansnow and Michael Friedman - Committee discussion focused on intervention.
Also about cell phones and device policies.
Will have to defer vote on officers and members as list was not attached.

B. Budget & Finance Committee Update

Jane Davis - committee met and reviewed fiscal policies.
We have not finalized officers or members.

C. Election Committee Update

Nothing to report.

D. Charter Committee Update

Have not convened committee, have begun reviewing requirements, executive board spoke with Greta Proctor about how to begin the process.

E. Grade Appeal Committee Update

Grade appeals are ongoing.

VIII. Board Committees (Board Members Only)

A. Board Members Only - Committee Updates

Nothing to report

IX. New Business / Announcements

A. Announcements / New Business

Special Board Meeting November 10 with Greta Proctor regarding board governance and finance.
Next regular meeting is November 17th

X. 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 8:02 PM.

Respectfully Submitted,
Negeen Ben-Cohen

Coversheet

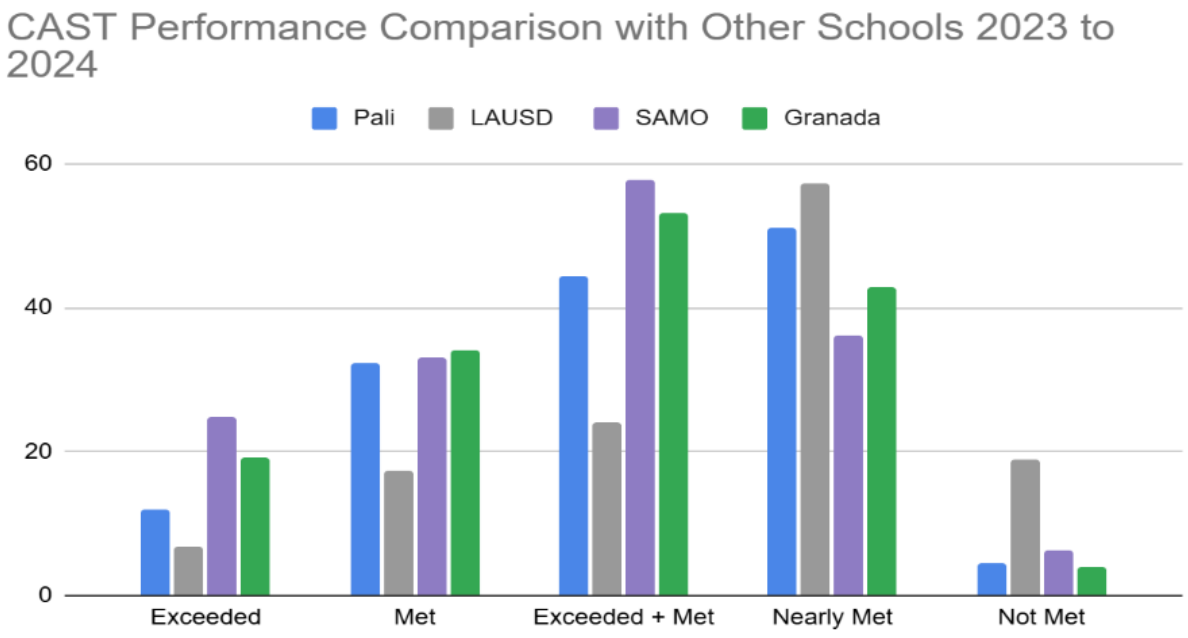
Science Department Physics Proposal

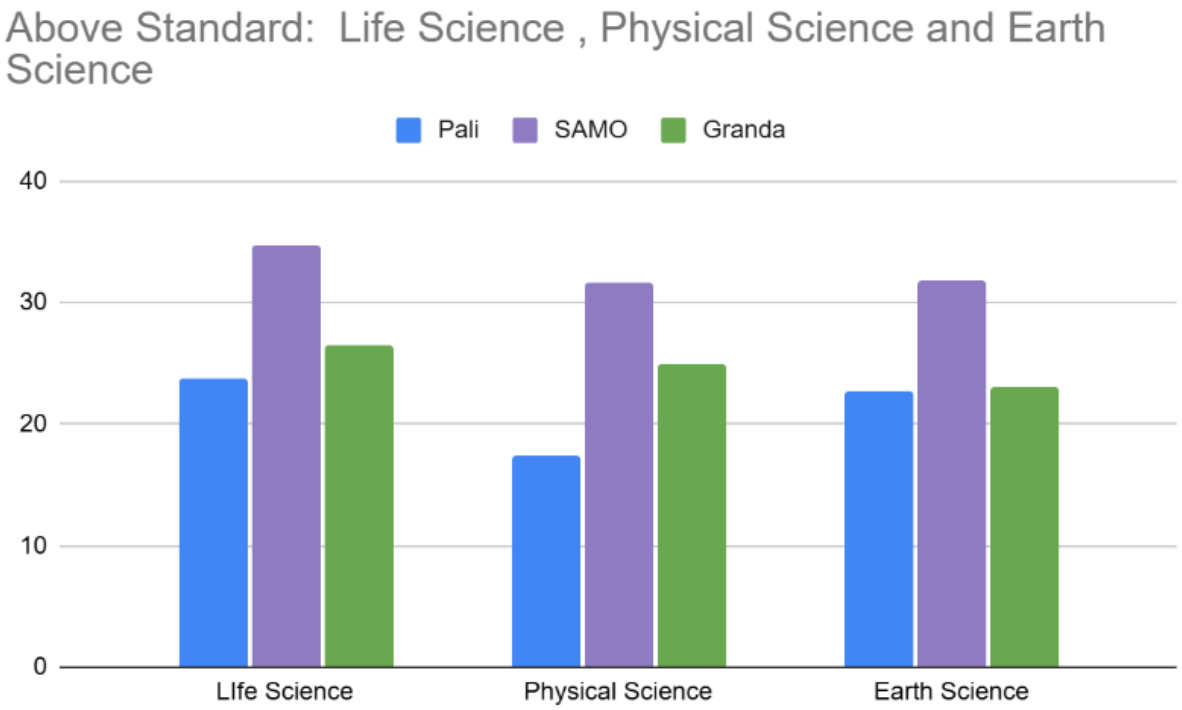
Section: V. Academic Reports
Item: A. Science Department Physics Proposal
Purpose: FYI
Submitted by:
Related Material: Science_Department_Physics_Proposal.pdf

Below are our percentage of students who are proficient or above in the CAST (California Science Test) as well as for other comparable schools.

- Pali - 35.26%
- Beverly - 42.55%
- Malibu - 50.00%
- SAMO - 60.52%
- Granada - 57.19%
- El Camino - 44.61%

The data below is from **BEFORE** the Palisades Fire, indicating a persisting problem.





Currently, there are 32 students enrolled in Conceptual Physics AB, 19 students enrolled in Physics AB, 18 students enrolled in Honors Physics AB, and 24 students enrolled in AP Physics C. This is less than 5% of the student population at PCHS.

Proposal 1: To be implemented in 2027-28

As part of the International Baccalaureate (IB) Program, IB Physics will be implemented next year. The course will replace Physics AB, which will no longer be offered. Like Physics AB, IB Physics is algebra based and has a mathematical prerequisite of completion of Algebra 2, or the equivalent.

As part of the IB program, IB students will be given priority access, but remaining space will be open to all students that meet the prerequisite. As an IB class, students will receive an extra grade point for successful completion of the course. Students not enrolled in the IB program will be given an IB Certificate after meeting the IB requirements of the course.

Proposal 2: Seeking Board of Trustees' Approval for implantation in 2027-28

Conceptual Physics AB will be replaced with a similar course that adheres to the California Next Generation Science Standards (NGSS). The CAST exam adheres to the NGSS. This

course is Physics of the Universe and is also taught at Santa Monica High School. SaMo High requires all freshmen to enroll in this course.

Instead, the Counseling Office, the Science Department, and I propose that all students at PCHS be required to enroll in a physics course as a freshman, sophomore, or as a junior. Besides Physics of the Universe, that course could be IB Physics, Honors Physics AB, or AP Physics C. Students can enroll in multiple physics courses if they choose.

Besides myself, additional credentialed staff may need to be hired to teach Physics of the Universe.

This would be a **graduation requirement** from PCHS and is to be implemented with next year's incoming freshman class; that is, the class of 2031.

After BoT approval, the proposal will be presented to Curriculum Council.

Notes:

The mathematical prerequisite for enrollment in Chemistry AB or Honors Chemistry AB will be restored to concurrent enrollment in Algebra 2.

Incoming freshmen will be entered into Science Department courses depending on their level of mathematics.

- Incoming freshmen enrolled in Algebra 1 will be enrolled in Biology AB or Honors Biology AB
- Incoming freshmen enrolled in Geometry will be enrolled in Physics of the Universe
- Incoming freshmen enrolled in Algebra 2 will be enrolled in Chemistry AB or Honors Chemistry AB.

Coversheet

2026-2027 Schoolwide Goals

Section: V. Academic Reports
Item: B. 2026-2027 Schoolwide Goals
Purpose: FYI
Submitted by:
Related Material: 2026-2027 Schoolwide Goals.pdf

PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

2026-2027 SCHOOLWIDE GOALS

Academic Achievement

Goal 1: Create a master schedule matrix in the spring with an inclusive process so we can manage class sizes, and course offerings well in advance of the school year beginning.

Goal 2: Data based collaborative planning and management that leads to systemic, targeted timely interventions and aligned instructional models both in and out of class. This creates an inclusive process that enables all voices to equally inform decisions on academic achievement.

Goal 3: Teachers return student work/assessments in a timely manner with feedback.

Communications

Goal 1: All sports teams will be represented in monthly sports updates.

Goal 2: Increase student viewership of the Leadership Show by moving to Pali period to minimize impact on the instructional program.

Diversity and Culture

Goal 1: Plan and implement student education pertaining to cultural understanding. Ensure that planning includes educating students to better understand the reasoning, history, and purpose surrounding culturally important topics.

Goal 2: Foster a campuswide environment of respect among all groups on campus.

Student Social Emotional Well-being

Goal: By December 2026, open and launch the Pali High Wellness Center to provide all students with equitable access to social-emotional and mental health support, in partnership with ASB, PSWs, the School Psychologist, Pali Administration, and outside community partners.

Fiscal Budget & Operations

Goal 1: Streamline the ordering process, approval and receipt of items (timeline).

Goal 2: Create and implement and finalize a plan and system to replace items lost in the fire.

Goal 3: Coordinate PCHS operations with LAUSD construction for SY26-27 to minimize the effects of construction on athletics, educational and operational programs as much as possible.

Coversheet

LAUSD Compliance Monitoring Board Cetification

Section: VII. Governance
Item: A. LAUSD Compliance Monitoring Board Cetification
Purpose: FYI
Submitted by:
Related Material: 2026-2027 LAUSD Compliance Monitoring Board Cetification.pdf

COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2026-2027

School Name: **Palisades Charter High School**

Administrator Name: **Pamela Magee**

Board President Name: **Amir Ebtehadj**

Charter Management Organization: **N/A**

LAUSD Loc. Code: **8798**

INSTRUCTIONS: This Compliance Monitoring and Certification Checklist needs to be submitted twice but both certifications must be completed on the same form.

First submission should be completed by checking each appropriate box (Compliant **OR** In Process) for all items; school administrator needs to sign and date the certification page and submit all pages no later than October 16, 2026 via Dropbox.

Second submission needs to be completed by checking each appropriate items 1-39 under the board certification column, Board Chair needs to sign the certification page and submit with supporting documentation including the Board Agenda where checklist was discussed, Board Minutes and Board Agenda approving the minutes no later than January 8, 2027 via Dropbox.

Note: All items should be checked. If an item is not applicable, leave the item blank and identify why it is not applicable in the chart below. Compliance Certification with wet signatures must remain at the school site and be available for review upon request by the oversight team at any time.

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 16, 2026		BOARD CERTIFICATION BY JANUARY 8, 2027
		COMPLIANT	REQUIREMENT IN PROCESS	
1. The charter school maintains timely and current verification of **criminal background and TB clearances** for all employees (including substitutes, part-time staff, and temporary	Documentation that the school has at least one DOJ-confirmed Custodian of Records.	☑	☐	☑

Compliance Requirements	Supporting Documentation	SCHOOL ADMIN. BY October 16, 2026		BOARD CERTIFICATION BY JANUARY 8, 2027
		COMPLIANT	REQUIREMENT IN PROCESS	

Compliance Requirements	Supporting Documentation			
	Completed and signed "Criminal Background Clearance Certification" for each faculty and staff member to certify criminal background clearance prior to employment.	☑	☐	☑
	Certification of timely DOJ and TB clearances by all contracting entities.	☑	☐	☑
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements. Ed Code § 49406; Health & Safety Code §§ 121525, 121535, 121545, and 121555.	☑	☐	☑
2. Teachers hold an EL Certification and a valid Commission on **Teacher Credentialing** Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per federal and state law, ESSA. See Ed. Code § 47605(l).	For each certificated staff member: Credential(s) are appropriate for the position(s) to which the person has been assigned, and are in alignment with Ed. Code § 47605(l) and other applicable law	☑	☐	☑
	Master schedule that shows all assignment(s) of each certificated staff member.	☑	☐	☑
2a. The administration and board have a system in place for reporting applicable employee misconduct to the Commission on Teacher Credentialing.	Internal human resources procedures.	☑	☐	☑

Compliance Requirements	Supporting Documentation			
3. The Charter Schools Division (CSD) has been provided with, and parents have access to, the school's most current **contact information** for each Governing Board member and the **2026-2027 Board meetings calendar**.	Accurate and updated school contact information.	☑	☐	☑
	Accurate and updated list/roster of Governing Board members and contact information.	☑	☐	☑
	Calendar of Governing Board meeting dates and location(s).	☑	☐	☑
4. Charter school complies with the **pre- and post-lottery and enrollment forms** guidelines and related requirements.	Lottery form and enrollment packet.	☑	☐	☑
5. Charter school shall ensure that staff receives annual **training on the charter school's health, safety, and emergency procedures**, and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., Ed Code §§ 32280-32289) b. Child Abuse Mandated Reporter training requirements (Ed. Code § 44691; Penal Code § 11164, *et seq.*) c. Blood borne Pathogens training (see 8 CCR § 5193) d. Pupil Suicide Prevention Policy, as outlined in Ed. Code, § 215	Comprehensive Health, Safety, and Emergency Plan.	☑	☐	☑
	Documentation of emergency drills and preparedness training.	☑	☐	☑
	Documentation of timely and compliant Child Abuse Mandated Reporter training.	☑	☐	☑
	Documentation of annual Blood borne Pathogens training.	☑	☐	☑
	Documentation of Pupil Suicide Prevention Policy training.	☑	☐	☑
6. **Co-located Charter Schools only-** The school administrator and governing board acknowledges and understands that the independent charter school follows applicable District policy, including the District School Safety Plan, as a co-located charter school. PCHS is a single occupant school.	Participation in District and site level co-location meetings. Review of Policy Bulletin-5532.2 Meeting with district site principal for additional information and questions.	☐	☐	☐
	EL Certification Form	☐	☐	☐

Compliance Requirements	Supporting Documentation			
7. The charter school has either implemented the LAUSD **Master Plan for English Learners and Standard English Learners** or reviewed and implemented its own master plan in accordance with English Language Master Plan requirements. See current FSDRL.				
	EL Master Plan has been reviewed (if the school has not adopted the LAUSD EL Master Plan).	☑	☐	☑
8. The charter school's school climate and student discipline systems and procedures align with applicable law and LAUSD's **Discipline Foundation Policy** and **School Climate Bill of Rights**. See current FSDRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights.	☑	☐	☑
	Evidence of tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides.	☑	☐	☑
9. Charter School shall maintain all data involving placement, tracking, and monitoring of student **suspensions, expulsions, involuntary removals and reinstatements**, and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current FSDRL.	Monthly suspension and expulsion reports.	☑	☐	☑
10. Charter School ensures that any and all school **communications, including the Parent Student Handbook**, are consistent with the provisions of school's approved charter as well as applicable law (e.g., translation required in the target language if Charter School has 15% of more of Stakeholders who speak that language.)	Parent Student Handbook	☑	☐	☑
11. The charter school's occupancy and use of **facilities shall be in compliance** with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, including but not limited to, the Americans with Disabilities Act and Section	Current and appropriate Certificate of Occupancy or equivalent; fire permit that certifies a thorough and comprehensive fire life safety inspection	☑	☐	☑

Compliance Requirements	Supporting Documentation			
504, and all other applicable fire, health, and structural safety and access requirements. See 42 U.S.C.A. § 12182; Ed. Code § 47610. See current FSDRL.	has been conducted annually; and other required documentation (for any school site not located on District property).			
12. The charter school complies with all public accountability, ethics and integrity laws, including, but not limited to: • Ralph M. Brown Act, Gov. Code §§ 54950, et seq. • Political Reform Act of 1974, Gov. Code §§ 81000, et seq. • California Public Records Act, Gov. Code § 7920.000, et seq. • Conflicts of Interest, Gov. Code § 1090 as set forth in Education Code section 47604.1. • Ethics Training for Officials, Gov. Code § 53235.	Board meeting agendas and minutes for the past 12 months.	☑	☐	☑
	Verification of compliant public posting of Board agendas, including on the school website.	☑	☐	☑
	Evidence of Brown Act training.	☑	☐	☑
	Forms 700 (and any applicable required documents) filed with the Los Angeles County Board of Supervisors as required and maintained at the school site/organization. Remaining applicable employees forms 700 are maintained at the school site/ organization.	☑	☐	☑
	School policy for responding to Public Records Act requests.	☑	☐	☑
13. The charter school governing board ensures that their **Articles of Incorporation** are current, filed, and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school.	☑	☐	☑

Compliance Requirements	Supporting Documentation			
14. **By-laws** are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Current and signed Board-approved bylaws.	☑	☐	☐
15. The charter school meets the provisions of eligibility and/or is a participant of state and **federal programs and/or grants**, which may include but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Proposition 20 – State Lottery (e.g., Gov. Code § 8880.4), Education Protection Act (Proposition 30), Special Education (Ed. Code § 56000, et seq.), Ed. Code § 47614.5, and all other federal and state programs in which the charter school participates.	A list of current federal and/or state programs that the school is participating in and/or receiving grants from, and a certification that the school has met the provisions of eligibility and/or requirements of these programs.	☐	☑	☐
16. The charter school implements **Uniform Complaint Procedure (UCP)** policies and procedures with appropriate corresponding forms and documents, readily available to stakeholders at the school site and on the school's website, that are compliant with federal and state requirements., See, e.g., Cal. Code Regs, Title 5, § 4600 et seq., and guidance provided at http://www.cde.ca.gov/re/cp/uc/	The governing board has reviewed the school's: • UCP policies • UCP procedures • UCP forms	☑	☐	☑
17. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a **Local School Wellness Policy**. See 42 U.S.C.A. § 1751, et seq.; 42 U.S.C.A. § 1771, et seq. Note: Even if the charter school is not participating in the National School Lunch or Breakfast program development and adoption of an equivalent Wellness Policy would benefit the school and its students.	Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report.	☑	☐	☑
18. The charter school governing board oversees the development of and approves/adopts the **educational partner engagement** process, goals, actions, measurable outcomes, and expenditures in the school's **Local Control Accountability Plan (LCAP)** and annual update in consultation with teachers, staff,	Documentation of educational partner engagement, including Board Meeting Agendas, Board Minutes, LCAP, and related documents (e.g., Budget Overview for	☑	☐	☑

Compliance Requirements	Supporting Documentation			
administrators, parents, and students. See Ed. Code § 47606.5.	Parents, Action Tables, etc.).			
19. The charter school ensures compliance with the LAUSD's **Keeping Parents Informed: Charter Public School Transparency Resolution** of January 12, 2016, which includes documents available both manually and electronically, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office. Ed. Code §§ 17280 to 17317.	Documentation of discussion by the Governing Board including Board Meeting Agendas and Board Minutes and review that documentation is available both manually and electronically.	☐	☐	☐
20. The charter school ensures that it complies with **all applicable federal and state laws regarding students experiencing homelessness and foster youth,** including but not limited to, the provisions of the federal McKinney-Vento Homeless Assistance Act and the provisions of Education Code sections 48850, et seq., 48915.5, 49069.5, and 51225.1, et seq.,, as amended from time to time.	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school's designee and the partial credit policy, if applicable.	☑	☐	☑
21. **Charter Schools Serving Grade 9:** The charter school complies with all applicable mathematics requirements of Ed. Code § 51224.7.	Documentation of the adoption of the charter school's established policy in compliance with Ed. Code, § 51224.7, including the Board Meeting Agendas and Board Minutes.	☑	☑	☑
22. The charter school complies with all applicable requirements of Ed. Code, § 215: Pupil Suicide Prevention Policies. (Schools serving Grades 7-12). If the charter school is co-located on District property (Prop 39), the charter school must comply with all applicable requirements including the District's policy (BUL: 2637.5 *Suicide Prevention, Intervention, and Postvention*)	Documentation of the adoption of the charter school's policy as outlined in Ed. Code, § 215, including the Board Meeting Agendas and Board Minutes.	☑	☐	☑

Compliance Requirements	Supporting Documentation			
and must access training via the District's website through MyPLN.				
23. **Charter Schools Serving High School (grades 9-12)**: The charter school has obtained Western Association of Schools and Colleges (WASC) accreditation and University of California (UC) Doorways Course Approval.	Charter school approvals are listed on the WASC website and UC Doorways website.	☑	☐	☑
24. The charter school complies with all applicable requirements of Ed. Code §§ 231.5 and 231.6 regarding sexual harassment notifications (charter schools serving Grades 9-12).	Verification of pupils being notified in accordance with applicable legal requirements (Ed. Code §§ 231.5 and 231.6), displaying a poster in bathrooms and locker rooms at the schoolsite.	☑	☐	☑
25. Charter school must comply with all online posting requirements related to the filing of a **Title IX** complaint pursuant to Ed. Code, § 221.61.	Documentation of the charter school's online posting(s) containing all the required information set forth in Ed. Code, § 221.61.	☑	☐	☑
26. Charter school must comply with all **Title IX** federal statutory and regulatory requirements including the adoption and publishing of grievance procedures. These procedures are intended to provide for the prompt and equitable resolution of student and employee complaints	Documentation of the charter school's adoption and publishing of its grievance procedures including the Board Meeting Agenda(s) and Board Minute(s).	☑	☐	☑

Compliance Requirements	Supporting Documentation			
27. The charter school complies with all applicable requirements of Ed. Code § 56040.3 pertaining to school-purchased **assistive technology** devices for individuals with exceptional needs.	Documentation of compliance with the requirements, which may include but is not limited to, how students were provided access to assistive technology devices in order to receive a free appropriate public education.	☑	☐	☑
28. Charter schools must comply with all applicable requirements of Ed. Code § 49501.5 and must make available a **nutritionally adequate breakfast and a nutritionally adequate lunch free of charge** and with adequate time to eat, during each school day to any pupil who requests a meal without consideration of the pupil's eligibility for a federally funded free or reduced-price meal.	Documentation of compliance with the requirements, which may include but is not limited to, how the charter school implemented a Universal Meals Program for school children, and whether the school participated in the federal National School Lunch Program (NSLP) and School Breakfast Program (SBP).	☑	☐	☑
29. The charter school complies with all applicable requirements of Ed. Code § 44258.9 related to the state's annual teacher assignment monitoring via the **California Statewide Assignment Accountability System (CalSAAS)** and engages in the CalSAAS to address any possible misassignments within the designated timelines. The charter school must correct misassignments within 30 calendar days.	Participation in the CalSAAS. Timely responses to the Monitoring Authority's questions/requests in the CalSAAS. Documentation of corrected misassignments.	☑	☐	☑

Compliance Requirements	Supporting Documentation			
30. If Charter School is offering **Independent Studies** (IS), comply with all applicable legal requirements for IS (Ed. Code, §§ 51744-51749.6; 5 C.C.R, §§ 11700-11705), including, Ed. Code, §§ 49501.5, 46300 *et seq*., which include but are not limited to, adopting/updating and implementing written policies relating to IS.	Independent Study Policy	☑	☐	☐
31. **For charter schools serving grades K-6**, charter school complies with all applicable recess requirements of Ed. Code, § 49056 and related updates in SB 153.	Recess Policy	☐	☐	☐
32. **For charter schools serving High School grades,** the charter school complies with all applicable requirements including Ed. Code, §§ 51225.1 and 51225.2.	Graduation Policy	☑	☐	☐
33. **For charter schools serving elementary school grades,** complies with AB 2268 regarding English Language exemptions and assessments (Ed. Code, §§ 313 and 60810.).	English Language Learners: Pupil Instruction	☐	☐	☐
34. **For charter schools serving High School grades,** complies with AB 245 regarding mandated training for high school athletic coaches in CPR, AED certifications, cardiac arrest response, concussions, heat illnesses, etc. (Ed. Code, §§ 35179.1 and 35179.4.).	Physical Education Training and Emergency Action Plan	☑	☐	☐

Compliance Requirements	Supporting Documentation			
35. **For charter schools offering interscholastic athletic program**, complies with AB 1653. (Ed. Code, § 35179.4.).	Emergency Action Plan	☑	☐	☐
36. **For charter school providing certain transportation services for pupils**, complies with SB 88 regarding tuberculosis risk assessment, safety and qualification rules for transportation contractors. (Ed. Code, §§ 49406 and 39875, *et seq.*)	Certification of Clearances, Credentialing and Mandated Training or Vendor Certification	☑	☐	☐
37. **For charter schools serving 6th through 8th grade,** complies with AB659 regarding human papillomavirus (HPV) vaccination. (e.g., Ed. Code, § 48980.4.)	Pupil and Parent Notification	☐	☐	☐
38. Charter School complies with AB 889 regarding risks of unprescribed synthetic drugs like fentanyl and drug sales on social media. (Ed. Code, § 48985.5.)	Charter School Website	☑	☐	☐
39. **For charter schools serving High School grades,** comply with SB153 California Guidance Initiative. (Ed. Code, § 51225.7, *et seq.*)	Pupil and Parent Notification	☑	☐	☐

Compliance Requirements	Supporting Documentation			
40. For charter schools **serving grades 7-12** comply with notification requirements regarding any dual enrollment or International Baccalaureate courses offered. (Ed. Code, § 48980.6.)	Annual notification to parent or guardians	☑	☑	☑
41. For students serving pupils in **kindergarten or grades 1 or 2**, the charter school shall assess each pupil for risk of reading difficulties, using the screening instrument or instruments adopted by the governing board. (Ed. Code, § 53008.)	Adopted reading screening	☐	☐	☐
42. For charter schools **serving grades 7-12**, required LGBTQ training of all certificated employees pursuant to Education Code section 218.3.	Documentation of trainings	☐	☑	☐
43. Adopt and implement immigration enforcement policy consistent with Education Code section 234.7.	Immigration Enforcement Policy	☑	☐	☑
44. The charter school or charter operator offers employee retirement benefits and/or makes employee contributions in a manner consistent with all applicable legal and charter requirement. (Ed. Code, §§ 47605(c)(5)(J) and 47611; Gov. Code, § 100032(e)*; Element 10 of operative charter.) * By December 31, 2025, eligible employers with one or more eligible employees and that do not offer a retirement savings program pursuant to subdivision (h) shall have a payroll deposit retirement savings arrangement to allow employee participation in the program.	Verification that employee retirement benefits are offered and/or employee contributions are made as described under Compliance Requirements.	☑	☐	☑

Compliance Requirements	Supporting Documentation			
45. Regular board members receive training in K-12 public education school finance laws and budget governance per AB 640 (Ed. Code § 35220, *et seq*).	Training materials and sign-ins.	☐	☑	☐
46. By July 1, 2027, adopt CDE's model policy or create/update student discipline policy with stakeholders' input, regarding handling off-campus cyberbullying per AB 772 (Ed Code §§ 234.41.)	Cyberbullying Policy	☐	☑	☐
		☐	☐	☐

Identify the non-applicable items here:

Item Number	Reason not applicable
6	PCHS is not a co-located charter school.
19	PCHS does not have a building on the seismic list.
31	PCHS does not serve grades K-6.
33	PCHS does not serve elementary school grades.
37	PCHS does not serve 6TH through 8TH grade.
41	PCHS does not serve pupils in Kindergarten or grades 1 or 2.

CERTIFICATION OF SCHOOL ADMINISTRATOR'S COMPLIANCE REVIEW

(By Friday, October 16, 2026)

The undersigned hereby certifies that, on October 16, 2026 **the School Administrator of**
Date(s)

Palisades Charter High School
Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

Dr. Pam Magee	Dr Pam Magee	10/16/2026
Printed Name of School Administrator	**Signature of School Administrator**	**Date Signed**

CERTIFICATION OF BOARD COMPLIANCE REVIEW

(By Friday, January 8, 2027)

The undersigned hereby certifies that, on _____ **, the Governing Board of**
Date(s)

_____
Name of Charter School

reviewed the school's compliance with legal, charter, and District policy requirements.

This certification includes the following relevant documentation:

☐ Board Agenda where item was discussed

Printed Name of Governing Board Chair	**Signature of Governing Board Chair**	**Date Signed**

Coversheet

Unrepresented Classified Staff Report

Section: X. Organizational Reports
Item: E. Unrepresented Classified Staff Report
Purpose: FYI
Submitted by:
Related Material: Unrepresented Classified Staff Board Report 11_17_2026.pdf

Board of Trustees Meeting – Unrepresented Classified
November 17th, 2026

To encourage feedback and track trends, a new form was created and shared with the 23 Unrepresented Classified employees, which solicits feedback and contains a pulse survey. Results of the form or feedback through direct means will be included in this report.

1. What is going particularly well right now that should be continued or expanded?
    - The Pali Period planning is going great with Nicole!.
2. What is the most significant challenge impacting your ability to be successful right now?
    - The staff morale is extremely low and a toxic culture is prevalent.
    - The administrative team is working tirelessly to support our students and staff. Achieving our goals will require all faculty and staff to work together with a shared commitment to our mission and to one another. We are asking everyone to approach this work with kindness, a spirit of collaboration, and an assumption of positive intent. As we continue working toward the goal of providing increased compensation for all employees, it is essential that we maintain a respectful and supportive environment. We encourage all members of our community to be thoughtful in their words and actions and to extend grace and understanding to one another as we move forward together. By working collaboratively and keeping our focus on our shared purpose, we can continue to make meaningful progress for our employees and those we serve.
3. Is there a staff member, team, department, recent or upcoming event that you would like recognized?
    - Ellen Unt & Angelica Pereyra are outstanding co-department chairs and work extremely hard making sure that VAPA is a well oiled machine. Also the Fuerza Program hung flags from the second floor C building and it's so awesome!!!!!
    - The fall play, Blue Stockings was phenomenal. Huge thanks and congratulations to Cheri and Monique Smith for the innumerable hours that they put into mentoring these talented students.
4. Is there anything that you would like the Board of Trustees to know?
    - People around here work with their hearts on their sleeves. This school means more to this community than I feel most people understand or remember, and I'm extremely new - yet I can see it. I know that a contract is being negotiated, however it is no more the fault of administrators on this campus than it is the teacher negotiating, yet the name calling, the negativity, and the threats - are enough to permanently scar all of us. I have negotiated contracts many times, and although disagreements were prevalent, civilities remained dominant and this kept hope alive. We lose track of a greater good and a larger vision when we are jaded by current times, and I wish all parties involved can negotiate a well deserved contract in a professional and civil way. It just doesn't feel good being blamed for something I did not do, and do not deserve the heat for - yet I can feel it everywhere I go, everyday I come in..

Pulse survey responses were too few to trend and have been omitted for this month.

Coversheet

Human Resources Director (HR) Report

Section: X. Organizational Reports
Item: G. Human Resources Director (HR) Report
Purpose: FYI
Submitted by:
Related Material: HR Board Report 11_17_2026.pdf

PALISADES CHARTER HIGH SCHOOL

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Human Resources Report
Board of Trustees Meeting

November 17, 2026

Proposed Intervention Counselor

PCHS administration proposes the addition of a Temporary Intervention Counselor position, funded through the Student Support Block Grant, to strengthen our ability to identify, monitor, and support students experiencing challenges related to academics, attendance, and mental health. The position is designed to provide targeted interventions for at-risk students, coordinate comprehensive support plans, facilitate Student Success Team (SST), SART, and SARB processes, oversee credit recovery efforts, and connect students and families with appropriate school and community resources.

This position will serve as a critical bridge between counseling, attendance, academic achievement, special education, and mental health services, ensuring that students receive timely and coordinated support to remain engaged, meet graduation requirements, and improve overall educational outcomes. The Intervention Counselor will use data-driven practices to identify student needs, monitor progress, collaborate with families and staff, and develop intervention strategies that promote student success, attendance, well-being, and college and career readiness.

The addition of this position aligns with our commitment to addressing the increasing academic, attendance, and social-emotional needs of students while providing proactive interventions that help prevent students from falling behind and requiring more intensive support services in the future.

Respectfully Submitted,

Martha Monahan, Ed.D.
Director of Human Resources

Coversheet

Director of Operations Report

Section: X. Organizational Reports
Item: H. Director of Operations Report
Purpose: FYI
Submitted by:
Related Material: Operations Board Report 11_17_2026.pdf

PALISADES CHARTER HIGH SCHOOL

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Board of Trustees Meeting
Operations Report
November 17, 2026

Executive Summary
Operations & Facilities Report

This month, Operations focused on preparing campus for LAUSD construction, which begins in December, and for the upcoming rainy season.

Construction will reduce field space, parking, and access to several areas of campus. Operations is working with LAUSD on phasing. Evacuation routes will change in January, and updated maps and training will go out before then.

For the rainy season, Operations is coordinating with LAUSD, the City of Los Angeles, and other local agencies. On campus, we are making sure drainage is clear and that we have a plan to notify staff and families promptly if weather affects operations.

The CDE Administrative Review and the FSMC RFP remain on track, with updates to come on upcoming agendas.

Kalei Park
Permit Manager

Permits & Setups

Facility Revenue, Mid-Sept-Present: $37,665.50

- Bookings are steady this month. Long-standing community users are renewing, and we're still getting requests from first-time groups.



- The interim J field has kept field rentals going while the baseball field is offline. It closes to all users in mid-December, when LAUSD construction starts, so we expect revenue to dip *a little*.

- **Banner Revenue, Mid-Sept–Present: $5,525.00**
  - Banners keep producing consistent revenue. Every placement on Temescal and Sunset is filled, and interest in those spots hasn't slowed.

- **Upcoming PCHS Events on Campus**
  - PCHS Turkey Trot (returning): 11/26
  - LAUSD construction slated to begin: December 2026

- **Filming**
- Production companies are still reaching out. The list below is inquiries only. Nothing is booked or confirmed.
  - LA28 commercial
  - Digital docuseries
  - Daily Drills (local social media promo)

- **Upcoming Priorities**
  - Schoolwide safety drill: 11/18
  - Interim J field use ends mid-December for all users
  - Small and Large Gym floor resurfacing: 12/29–1/3. Both gyms will be closed during this time.

Jene Harris-Evans
Food Service Director

Number of meals

Meal Participation	Breakfast	Lunch
August	4501	6464
September	11,427	12,993
October	14,573	17036

Dining Experience Update:

The dining program experience has had a positive increase in student meal participation since the beginning of the 2026-2027 school year. Both breakfast and lunch meal participation has increased significantly from September to October, demonstrating growing engagement with the school's food service program and increased utilization of available meal services.

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Breakfast increased 3,146 meals, representing a 27.5% increase from September to October. Lunch participation increased by 4043 meals, representing a 31.1% increase over the same period. This reflects an overall increase of 29.4% compared to September.

An increase in participation reflects positive momentum for the school's cafeteria program. Continued efforts will focus on providing students with appealing, nutritious, and high-quality meal options while creating an inviting cafeteria environment.

Brooke King
MGAC Aquatic Director

MGAC Monthly Report — (November)

MGAC is delivering Red Cross First Aid/CPR/AED certifications to Anatomy students, supporting the Staying Alive Society's life-safety modules, sustaining the dual-staffed PE aquatics program, closing out the DSA pool construction project, and supporting the Transportation department's bus registration alongside MGAC's public lap swim registration system. Lap swim participation continues to increase. Q2 revenue report (Oct-Dec) will be presented at Dec meeting.

Health and safety certifications

Students are earning recognized credentials and the skills to respond in a cardiac or first-aid emergency on campus, at home or in the community.

MGAC also supports the student-led Staying Alive Society, which extends life-safety training beyond CPR through these modules:

Module	Focus
Babysitting	Childcare basics, safety and emergency response for young children
EpiPen	Recognizing anaphylaxis and using an epinephrine auto-injector

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Narcan	Recognizing opioid overdose and administering naloxone

PE Aquatics Program

Pali High's dual-staffed PE aquatics program continues to pair credentialed PE teachers with certified MGAC lifeguards. The model matters because most high schools in our region cannot offer it. Roughly two-thirds of district high schools have no pool, and single-teacher staffing at most remaining campuses makes it nearly impossible to safely teach beginners. Water safety instruction is a point of pride and primary area of focus this SY.

Susan Darvish
Transportation Coordinator

Transportation/Buses:

- **Number of registered riders:**
  - # 383
- **Number of stops:**
  - 13 morning stops, 13 – 3:05 PM stops, 5 – 6:00 PM stops
- **Number of Field trips:**
  - August, 0
  - September, 0
  - October, 7 Trips
  - November, 9 Trips
  - December, 0
  - January, 0
  - February, 0
  - March, 0
  - April, 0
  - May, 0

Cesar Gomez
Campus Security Manager

- Number of PCHS Staff: 5
- Number of St Moritz staff: 8
- Projects completed: (5)
  - 10-03-26: LADWP Event
  - 10-13-26: Harvest Concert
  - 10-16-26: Homecoming Football Game
  - 10-17-26: Homecoming Dance
  - 10-30-26: Senior Night



- (11) School Tours

Security Incidents (Oct-Nov)

- 6 total incidents responded to (3 in October, 1 in November).
- Two staff members experienced serious medical emergencies and were transported to a hospital.
- One student-parent conflict required security assistance and was referred to the appropriate support services.
- One student experienced a medical emergency and was transported to a hospital.

- Drill conducted: (1) Evacuation Drill *Great Shakeout Drill on 10-15-26 (1) Safety Drill Scheduled for 11-18-26 *Lockdown
- Parking Violations: 147
- Lockers Distributed: 279

Oscar Cabrera
Facilities & Grounds Manager

Facilities/Projects:

- **Reporting Period:** September 17, 2026 – November 6, 2026
- **Maintenance & Work Order Summary:**
    - **Work Order Volume:** A total of **226 FMX work orders** were submitted during the reporting period.
    - **Completion Rate: 196 work orders (86.7%)** have been fully resolved and finalized, with the remaining active requests currently in progress.
- **Completed Projects & Campus Safety**
    - **Fire Safety Compliance:** Completed the annual campus-wide inspection and servicing of all fire extinguishers. All units are up to code with certified inspection tags valid for one year.

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- **Student Privacy Enhancements:** Installed privacy gap strips on the girls' restroom partition doors in J-Village to ensure enhanced student privacy and comfort.
- **Campus Heat Mitigation:** Installed window exhaust fans in targeted areas to draw out warm air and supplement the building's primary HVAC system during high-temperature days.
- **Integrated Pest Management (Bee Activity):** Partnered with our licensed pest management vendor to investigate reports of bee activity on campus using district-approved methods. While no active hives or swarms were located, preventative measures were implemented, including power-washing all trash receptacles, increasing liner replacement frequency, and relocating bins away from high-traffic student areas.

- **Upcoming & Ongoing Initiatives**

  - **Seasonal Weatherization:** Clearing and inspecting campus-wide gutters and storm drainage systems in preparation for seasonal weather.
  - **Athletic Facility Maintenance:** Conducting the annual preventative maintenance (PM) inspection and necessary repairs on the gymnasium bleachers to ensure spectator safety.
  - **Classroom Instructional Support:** Installing **40 new 4' x 4' corkboards** across classrooms to support instructional displays.
  - **District Capital Projects:** Maintaining active coordination with **LAUSD** regarding ongoing campus reconstruction, HVAC upgrades, and perimeter fencing projects.

Coversheet

Director of Information Technology Report

Section: X. Organizational Reports
Item: I. Director of Information Technology Report
Purpose: FYI
Submitted by:
Related Material: Technology Board Report 11_17_2026.pdf

Board of Trustees Meeting – Information Technology Report
November 17th, 2026

Tech Team (Brian Bengler, Jaime Chang, Chris Lara, John Recalde)

- Ticket counts Trends continue to be very high with student device related tickets, printers/printing & consumables, and an uptick in largely parent/guardian Schoology requests.

Tickets Received			Tickets Closed	
July	201		Jul	182
August	490		Aug	343
September	618		Sep	544
October	417		Oct	366
November	351		November	308
Total	2077		Total	1743

- Primary ticket-related tasks:
  - Seventy-eight student devices needed repairs due to cracked screens and accidental spills, up one last month.
  - Direct tickets for A/V and event setups are down, as ASB have transitioned to using FMX for event requests. This said, 23 event setups were supported over the last period.
  - Students taking in-person or remote exams with LockDown Browser (LDB) enabled while Zoom proctoring is on is still problematic. Respondus estimates 3-4 weeks before a patch is available.
  - Continued teacher support for day-to-day issues.
- The student status process used for Homecoming clearance and all other school events was a great success. Brian is looking into ways to improve and automate any record keeping we can.
  - Clearance for events is one of primary drivers of property and damages recovery for textbooks and student devices.
- An issue has been identified with the Samsung model interactive displays where touch capacity is not being sent back to Apple devices. This prevents teachers with an Apple device from controlling their device through touch gestures on the Samsung display. The team is still reaching out to the vendor for a solution.
- Supplies for copy room consumables were unfortunately overlooked. A rush order was placed, due to arrive 11/13. Additional inventory processes and access issues were discussed and put in place to reduce the chances of critical resources running out again.
- The S1P2 grading window closed on 11/13 and the team largely assisted teachers individually.
- Repaired and returned to service 27 Acer Chromebooks.

Data Team (Steven Cuenco, Francisca Ixquiac)

CALPADS & State Reporting

- Continued working on Fall 1 reporting, including student enrollment, demographics, English Learner, and special education data.
- Investigated approximately 180 special education errors and coordinated with SPED staff to address missing SSIDs, incomplete records, and other discrepancies.
- **Successfully completed the DataVista submission.**
- **Completed and certified the CBEDS-ORA data submission.**

Infinite Campus (SIS) Management

- Updated student and staff records, corrected data discrepancies, and resolved enrollment issues.

- Created customized Ad Hoc reports, student/guardian contact reports, and data extracts for administrative and departmental needs.
- Performed data cleanup and troubleshooting to maintain accurate student information.
- Supported audit of Virtual Academy data.
- Regularly imported data from Schoology to support parent registrations.
- Provided support to the Admissions office to resolve Online Registration (OLR) linking issues and support the Annual Update process.
- Planning with Counseling and Admissions to setup and support the 2027-28 calendar, student course selection, and Online Registration.

Data Reporting and Departmental Support

- Compiled historical CALPADS data and developed reports to analyze student demographics, special education, and enrollment trends.
- Provided data management and technical support to Attendance, Special Education, HR, and other departments.

Ongoing Work / Upcoming Priorities

- Continue resolving outstanding Fall 1 errors and complete certification requirements.
- Prepare for Fall 2 reporting, including new staff demographics and assignment classifications.
- Coordinate with HR and IT regarding necessary Infinite Campus updates and staff data verification.
- Continue improving SIS data accuracy and supporting schoolwide reporting needs.
- Working with PowerSchool technical support to cleanup 2023-24 grade data in Performance Matters

Coversheet

Director of Development Report

Section: X. Organizational Reports
Item: J. Director of Development Report
Purpose: FYI
Submitted by:
Related Material: Development Board Report 11_17_2026.pdf

Board of Trustees Meeting 11.17.26
Development Report

PCHS Fund 2026-27	10/31/24	10/31/25		9/30/26	10/29/26	*Sept 2026 to Oct 2026 Change*
Fiscal YTD Donations Received	$251,776	$107,330		$87,551	$145,589	*$58,038*
YTD # of Donors	229	92		78	142	*64*
Average Donation	$1,099	$1,167		$1,122	$1,025	*-$97*
Banner Donors	67	25		20	26	*6*
YTD Banner Donations	$178,851	$60,025		N/A	$64,456	*N/A*
% of Total Donations	71.0%	55.9%		N/A	44.3%	*N/A*
% of $300,000 Budgeted Goal				29.2%	48.5%	*19.3%*
% of $400,000 Targeted Goal				21.9%	36.4%	*14.5%*
Participation Rate *(Unduplicated PCHS Fund + Booster Club)*	7.9%	5.8%		4.8%	8.2%	*3.4%*

Recent Campaigns

Class of 1976 Reunion: October 10	$10,151	*$3,383 of this is included in the PCHS Fund total above*
Driveway Days: October 14-16	$22,950	*Final - included above*

Upcoming Campaigns

Giving Tuesday: December 1

Year-End Campaign: December 31

[redacted]

Fire Relief Grants

New $162,000 LAUSD Education Foundation grant for 2026-27 mental health, classroom supplies, library restoration *(in process)*

Process to allocate remaining unrestricted fire relief funds

Other Fundraising Initiatives

Pali Complex Meetings/Collaboration

Alumni Reunions

Fundraising Policy Revisions: January 2027

Coversheet

Executive Director/Principal (EDP) Report

Section: X. Organizational Reports
Item: K. Executive Director/Principal (EDP) Report
Purpose: FYI
Submitted by:
Related Material: EDP Board Report 11_17_2026.pdf

PALISADES CHARTER HIGH SCHOOL

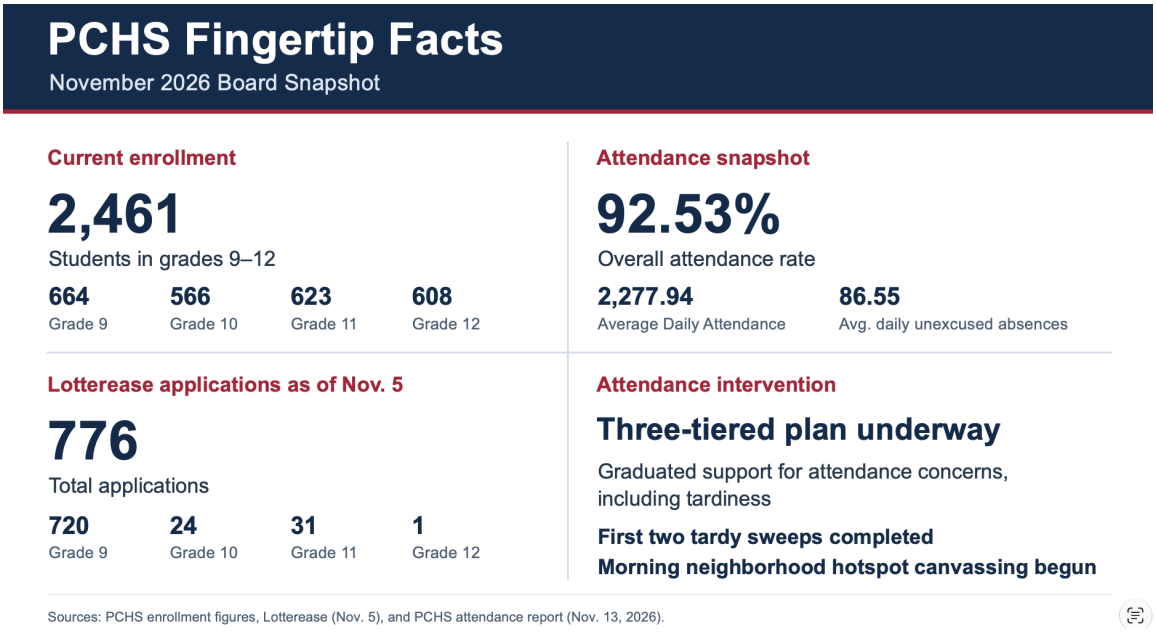
Empowering Educational Excellence.

Executive Director/Principal Report
Board of Trustees Meeting
November 17, 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 2026-Schoolwide Goals: Academic Achievement, Communication, Diversity & Culture, Student Socioemotional Wellness, Budget & Development

Admissions and Enrollment



Academic Achievement - Intervention Focus

- **Professional Development**
  Investing in both student achievement and employee wellness remains a priority at Pali High. During the second of three professional development days held on November 5, faculty participated in workshops designed to strengthen instructional practices while supporting personal well-being. The Academic

Achievement Team led a session on **Tier 3 Intervention Using the Acceleration Approach**, providing teachers with tools to align Tier 1, 2, and 3 instruction and deliver targeted support that accelerates student learning. In addition, **UCLA Health** continued its **"Staff Wellness Matters"** series, offering valuable insights and practical strategies to promote wellness, balance, and resilience among faculty and staff. Special thanks to our academic coaches who presented Alice Choi, Steve Klima, Yakun James, Evelyn Rivera, and Randy Tenansnow and UCLA presenters Lauren McMullin and Rebecca Morgan supported by Keyla Ruiz and Alysson Ayon for making the day both meaningful and impactful.

- The **"You Pick Three" intervention framework** remains an ongoing priority. Monthly faculty meeting time has been intentionally structured to support teachers in identifying a minimum of three students per class for targeted academic intervention, both through PLC collaboration and individual analysis of student needs. Strategic professional learning has been provided to strengthen implementation and promote consistent intervention practices across departments. Approximately 600 students have been identified for tier three supports with teachers providing their goals and plans for supporting these students. Way to go Pali teachers!

  The Curriculum Council and Department Chairs reviewed the **2025-2026 CAASPP results**, which highlight the academic impact of displacement and relocation following the January 2025 fires. The results reinforce the need for sustained, data-informed intervention efforts and continued academic supports to address learning gaps and support student achievement.

CASSPP Data

	ELA	**Math**	**CAASPP**
Pali	**62.45%**	**38.16%**	**35.26%**
Beverly	74.7%	60.3%	42.55%
Malibu	71.27%	44.19%	50%
Santa Monica	83.41%	56.47%	60.52%
Granada	74.16%	61.09%	57.19%
El Camino	60.83%	41.99%	44.61%

- **Additional Intervention Needs** Intervention-focused discussions in committees and a review of our current student support systems have highlighted a significant need for an **Intervention Counselor.** This role would provide targeted support in the areas of attendance intervention, academic monitoring, and student success planning.
  Due to enrollment uncertainty and budget constraints during the 2026-2027 planning process, the position was not included in the adopted budget. A proposal to fund the position will be presented to the Budget & Finance Committee in December and, if recommended, will move forward to the PCHS Board of Trustees for final consideration. Pending approval, PCHS will seek to fill the position for the start of the second semester.

New Courses under consideration for 2026-2027

- Physics of the Universe AB
- Music Production 1, 2, 3
- Makerspace 2 – adding a VAPA credit
- Culinary Arts 2
- Intro to Business and Marketing
- Business Enterprise
- Journalism 1 (designed to include 9th grade)

Submitted by Dr. Pam Magee

Coversheet

Academic Accountability Committee Update

Section: XI. Board Committees (Stakeholder Board Level Committees)
Item: A. Academic Accountability Committee Update
Purpose: FYI
Submitted by:
Related Material: 2026-2027 AAC Committee Members.pdf
AAC Meeting Minutes 11_12_2026.pdf
AAC Fall 2026-2027 CAASPP and NWEA Assessment Results.pdf
PCHS Cellphone Policy.pdf

AAC Membership 2026-2027

Submitted for Board Approval

Officers:

Chair: Michael Friedman

Vice-Chair: Evelyn Rivera

Recorder: Randy Tenansnow

Committee Members

UTLA: Stephen Klima

Scarlett Carpenter

Paul Mittelbach

Jane Curren

Ellen Unt

Yash Pujara

Nicole Newble

Makayla Farhami

Aviana Mahtabifard

Pemra Ornek

Fati Adli

Azadeh Lavi

Negeen Ben-Cohen

Stewart Wilson-Turner

Sandra Thayer

Diana Kim (substitute Joe Clausi)

PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

ACADEMIC ACCOUNTABILITY COMMITTEE
Regular Meeting
November 12, 2026
Room J117
3:09 pm

I. **PRELIMINARY** – 5 minutes
A. Call to Order and Roll Call: Mr. Friedman

Attendance: Michael Friedman, Diana Kim, Scarlett Carpenter, Makayla Farhami, Steve Klima, Randy Tenansnow, Nicole Newble, Pemra Ornek, Negeen Ben-Cohen, Ellen Unt, Yash Pujara, Fati Adeli, Arianna Souri (for Aviana Mahtabifard), Evelyn Rivera
Absent: Stewart Wilson-Turner, Azy Lavi, Paul Mittelbach, Aviana Mahtabifard, Jane Curren
Guests: Josh Wilson, Sandy Thayer, Spencer Carpio, Nathan Shenassa

II. Minutes Approval
1. Steve Klima makes a motion to accept the amended minutes
2. Diana Kim seconds the minutes
3. Minutes approved by all in attendance
   Abstention: Evelyn Rivera

III. Public Comment: 30 minutes
None

IV. Discussion about adding one extra parent
A. Sandy Thayer Added to the AAC committee
B. Welcome Sandy

V. Intervention CAASPP data (Link shared in minutes)
A. CAASPP data shared from years prior to the fires to Spring 2025
B. The data shows that English, Math, and Science scores have decreased
C. Compared to other surrounding or charter schools, PCHS English, Math, and Science scores were lower than we would like
D. Science has chosen to follow Samohi's Science strategies of following Physics of the Universe to ninth graders
E. Important to recognize the strain, stress, and disaster that we have experienced
F. Current Intervention Strategies
   1. Using IAB assessments for standardized practice (Reading, Listening, Standardized questions)
   2. Using Albertio for standardized practice (Repeated practice questions and immediate feedback)
   3. Using focused teacher intervention and targeted instructions
   4. Teachers identifying Tier 3 intervention work for 600 students, focusing on targeted learning for these particular students
   5. Use of Study Center, Math Lab, and peer tutors during period zero, nutrition, lunch, and after school. We have also added Wednesday Zoom tutoring at night. (Suggestion to have a stand-alone email from Dr. Magee and Negeen on the WhatsApp to Parents)
   6. Added Pali Period Intervention

PALISADES CHARTER HIGH SCHOOL

Empowering Educational Excellence.

VI. Other Intervention Strategies

A. Using these scores as a barrier for AP Placement
B. Parent involvement is important
C. CAASPP data from Altadena and Malibu should be gathered to compare as they also experienced fires
D. Students shared that there is no incentive testing because it is not related to grades
E. Suggestion to take away parking passes or lunch pass if students are failing standardized tests such as Beverly
F. Adding test scores on transcripts possibly
G. Suggestion to tell students that if they earned a high score, they would get a percentage increase in the score
H. Offer extra credit if they earn a certain percentage on the test or move from one band to another band
I. Testing Coordinator reaching out to families whose students are scoring below average on NWEA and CAASPP
J. We need more data about what students are testing below their ability and what students need targeted intervention

VII. Cell Phone Policy and Cheating

A. Concerns about inconsistency in using phone pouches, collecting phones, and making sure phones are not out. If this were true, students would not be cheating on assessments or taking pictures on assessments
B. There is work to be done on sharing with teachers a different mindset about following the cell phone policy
C. The policy is explicit, but the problem is who is following it.
D. Taking attendance through cell phone pouches can help alleviate the problem
E. The problem is phone burners and phone cases in the cubbies, but it is still probably the most effective way to try and enforce it
F. If students are caught, the phone goes to the dean, and the parent has to pick it up
G. Students are sending lockdown passwords to others to take the test for them
H. Features on Schoology to review test questions should be turned off. Teachers need training on Schoology test settings
I. If teachers use GoGuardian, they can observe what students are doing during class on the teacher's computer. Teachers need training on GoGuardian
J. Teachers should also be walking around when proctoring tests to help alleviate cheating
K. Need to have administration offering GoGuardian training and phone cubby reinforcement in Faculty Meeting or in PD time
L. It's important for students to come in during office hours so they can review the tests individually.

VIII. Timely Returning of Work

A. If student work is not being returned in a timely manner, first communicate with the teacher. If there is no resolution, reach out to the administrator in charge
B. UTLA contract requires at least one graded assignment each week
C. If a teacher is not returning work, it is not a best practice for student learning. Reach out to the teacher and then the administrator in charge
D. UTLA contract states: Classwork, homework, and other assignments that are taken into consideration for the progress report mark are to be graded, recorded, and returned to students within a reasonable time. The criteria for determining "reasonable time" might include students receiving an evaluation of their work, allowing enough time to prepare for assessments and prior to issuing an academic mark, along with the complexity of the assignment and the individual teacher's workload.
E. Important to include substitutes and the Testing Room proctors about how to proctor effectively
E. It also starts at home with families helping reinforce the policies that help students learn, such as the cell phone and PCHS electronic device policy

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E. It is important to try to change the mindset of the community, families, and school. It is a process to move this culture forward. There is increasing support for the cell phone policy, but it does not have full support. We are working on increasing this culture every day. The hope is that students learn responsibility over time. If not, of course, we may need to take more stringent measures.

Meeting adjourned at 4:20 pm
Next Meeting: December 3, 3 pm in J117

Smarter Balanced CAASPP Data

Nov. 12, 2026



CAASPP Scores

ELA	Standard Not Met			Standard Nearly Met			Standard Met			Exceeded		
Year Tested	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Overall	10%	17%	**16%**	15%	19%	**20%**	29%	31%	**32%**	44%	32%	**30%**

Math	Standard Not Met			Standard Nearly Met			Standard Met			Exceeded		
Year Tested	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Overall	35%	22%	**42%**	21%	16%	**19%**	21%	21%	**19%**	21%	39%	**18%**

CAST	Standard Not Met			Standard Nearly Met			Standard Met			Exceeded		
Year Tested	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26	23-24	24-25	25-26
Overall	4%	6%	**5% 10%**	50%	53%	**56% 67%**	32%	28%	**26% 15%**	12%	11%	**12% 18%**

	ELA	Math	CASP
Pali	**62.45%**	**38.16%**	**35.26%**
Beverly	74.7%	60.3%	42.55%
Malibu	71.27%	44.19%	50%
SaMo	83.41%	56.47%	60.52%
Granada	74.16%	61.09%	57.19%
El Camino	60.83%	41.99%	44.61%

IAB Assessments

Identify student strengths and learning gaps.

↓

Albert.io Practice Questions

Provide additional opportunities to practice and strengthen academic skills.

↓

Teacher Reteaching and Intervention

Address misconceptions and reinforce grade-level standards.

↓

Smarter Balanced CAASPP

ELA and Mathematics readiness

CAST

Science readiness

WHAT ARE WE DOING NOW?

1. INTERIM ASSESSMENT BLOCKS) IAB

READING & LISTENING

PRACTICE CAASPP STYLE QUESTIONS

IDENTIFY LEARNING GAPS

ALLOW FOR TEACHERS TO PROVIDE TARGETED INSTRUCTION

2. ALBERT IO TEST PRACTICE

REPEATED PRACTICE/IMMEDIATE FEEDBACK

TARGETED SKILL DEVELOPMENT

3. Teachers reteaching and intervention

- **Every teacher identified two students in every period to provide Tier 3 intervention in class**
- **We have 600 students who have been selected**
- **Our teachers just completed the next steps in what we will provide to support these students who are falling through the cracks**
- **We will collect data in Jan and again in May to see progress from baseline**

What else to support intervention?

- **Study Center and Math Lab fully staffed period 0, lunch, and 7**
- **Study Center added a Math and Chem teacher every Wednesday night at 7pm for zoom tutoring**
- **Pali Period Intervention days have increased**
- **Teachers' Office Hours**

Copied from the Parent/Student Handbook

Electronic Devices
PCHS prohibits the use of electronic phones and messaging devices during class time. The motto for this policy is that electronic devices “cannot be seen, cannot be heard.” This includes class time outside of the physical class (for example, using a cell phone during a bathroom break).

These devices not only distract from the educational process, but they prove to be a liability due to the great potential of these devices becoming lost or stolen on campus. Text messages and photos from these devices have been sent by students to enable cheating in their classes. Students have wielded this same technology to threaten and harass other students.

Furthermore, the school will not be liable for any lost, stolen, or confiscated electronic items. In the case of an emergency during class time, parents/guardians can call the main office to contact their student. If the device is confiscated from a classroom, the device is held in the Dean’s Office and may be picked up by the student at the end of the day, and detention will be assigned. Repeat offenders will have to drop off their phone in the Dean's Office before school and pick it up after school.

Cell Phone Policy and Electronic Device Policy (Ed Code 48901.7)
Cell phones are permitted to be brought to school; however, cell phones may not be displayed or used on campus during school hours, periods 1-6 (8:30 am–2:46 pm). This applies to all students regardless of early dismissal class schedule. All cell phones must be turned off during school hours.

Cell Phone Policy: If phones are used, displayed, turned on, or earbuds/earphones are visible, whether it be around the neck or hanging from the ears, the cell phone will be confiscated, two (2) hours of detention will be assigned, and a parent/guardian or person authorized on the contact list will be required to pick the phone up Monday–Friday from 7:30 am–4:00 pm

Other Electronic Devices (Non-Cell Phone): Upon entering the campus, all electronic devices, whether they are used for communication (verbal or texting or listening pleasure (iPod, MP3 players, laptops, tablets, Google Glass, smartwatches, Smart glasses, cameras, etc.) and attachments (earphones, earbuds, speakers, etc.), should be turned off and put away during school hours. They should not be visible or audible during school hours, periods 0-6 (8:30 am–2:46 pm).

If any such device is brought to school, it shall remain "off" and stored in a backpack, purse, pocket, or other place where it is not visible during school hours. If such a device is observed by school staff, it will be confiscated, two (2) hours of detention will be assigned, and a parent/guardian or person authorized on the contact list will be required to pick the phone up Monday–Friday from 7:30 am–4:00 pm.

Notwithstanding the above, a pupil may not be prohibited from using a cell phone:
1. In case of an emergency or in response to a perceived threat or danger
2. When a teacher or administrator of the school district, county office of education, or charter school grants permission to a pupil to possess or use a smartphone, subject to any reasonable limitation imposed by that teacher or administrator
3. When a licensed physician and surgeon determines that the possession or use of a smartphone is necessary for the health or well-being of the pupil
4. When the possession or use of a smartphone is required in a pupil's individualized education program.

All exceptions must be approved in writing by the Director of Student Services. It is not recommended that students bring cell phones or any valuables to school. Phones and other personal electronic devices brought to school are at the owner's risk. PCHS is not responsible for the loss, damage, or theft of any electronic device brought

Coversheet

Budget & Finance Committee Update

Section: XI. Board Committees (Stakeholder Board Level Committees)
Item: B. Budget & Finance Committee Update
Purpose: FYI
Submitted by:
Related Material: Budget Com Meeting Minutes 11_02_2026.pdf

PALISADES CHARTER HIGH SCHOOL

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REGULAR MEETING MINUTES - BUDGET/FINANCE COMMITTEE
MONDAY, November 2, 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
Negeen Ben-Cohen is remote: 739 Malcolm Avenue, LA 90024
J Davis is remote: 11725 Sunset Boulevard, Los Angeles, California 90049

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

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

I. PRELIMINARY:

A. Call to Order & Roll Call - S Margiotta called the meeting to order at 3:36 pm. In attendance: S Margiotta, R Bakhtain, N Ben-Cohen, S Sherkhanov, D Gronich, R Kianfar. Non committee members: A Duston, M Arce, P Magee, R Rodman, MH Ngo.

B. Public Comments – No public comments were made.
C. Approval of Minutes from
1. October 5, 2026 – Tabled as wrong minutes were inadvertently posted to the website.

II. REPORTS (5 minutes each):
A. Executive Director - P Magee discussed enrollment noting that they are keeping a tight watch on it for next year. They have held 11 tours to date and promoting to some specific schools (Revere for example) as well. They are highlighting some of the school's special programing. Currently there are 673 new students for next year of which approximately 600 are 9th graders. She also reported continuing to focus on collective bargaining with the next meetings scheduled for Oct. 29th and again on Nov. 11th.
B. CBO Report-Discussion M Arce
C. Fundraising & Development - R Rodman reviewed and it stands as submitted. She noted that there are fewer banner donors and she will be checking with Boosters to cross check their donor lists. She also reported that the class of 1976 took a tour of PCHS and were able to raise over $10K. She also reports being thoughtful about how to invest time for future fundraising efforts vs. return. Driveway Days was successful with help from student leadership. Giving Tues will be over Thanksgiving and she has 1 family willing to match for this fundraising day. She also noted that the LAUSD grant meeting is happening so this looks like a positive

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move towards the school receiving the grant.
D. ASB Treasurer Report - R Bakhtain reported that Homecoming sales are good and up from last year. There are no other upcoming events until the end of the semester. They have also started working with a prom company and planning on something similar to Pali Palooza in the second semester.
E. Booster Club - R Rodman reported that Boosters fundraising is at $105K with an annual goal of $250K.

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

A. September 2026 Financials - M Arce reviewed and stands as submitted. She highlighted Month 1 ADA at 2491, Month 2 ADA at 2472 and Oct. 30th ADA at 2463. Given the downward trend and Pali's history of declining enrollment over the course of the school year, we will continue to budget at 2375. Plan for Arts and Music expenses were reviewed and discussed. She also reported at the 45 Day Budget Revise, 2026/2027 Hold Harmless funding was allocated in 30% increments over Years 1-3. However, per the auditor, this needs to all be recognized in the 2026/2027 fiscal year. However, the Board will still need to spread those funds over 2027/2028 and 2028/2029 as the budget for those future years. 1st Interim is due 11/13/26 and it is recommended that the Hold Harmless funding as noted above be recognized in this interim report.
B. Finance Department Updates – A Duston reported that on Oct. 16, 2026 the monies which had been held at LACOE were transferred to Merrill Lynch and invested in T Bills. Merrill Lynch advisor is recommending that a sub-committee be put together to oversee this investment. She also reported the audit will be completed on time (Dec. 15, 2026). Next month, she will be bringing a proposal for the Student Support Block Grant.
C. Annual Budget Policy & Procedure Manual – R Kianfar discussed the cumbersome annual budgeting process (for all parties) and suggested that we work to standardize the process and create a manual for future members to follow. As part of the process, the committee needs to see year over year actuals, discuss work flow and timelines. M Arce and A Duston will begin to work on this and will bring back to the committee. It was also noted that the B&F Committee calendar should be revised so that all financial material can be review prior to presentation to the Board. S Margiotta will work on this and bring back to the committee for review/approval.

IV. OTHER:

Date of Next meeting December 7, 2026 @ 3:30 pm. Agenda items must be submitted to B&F Committee Recording Secretary (S Margiotta) 1 week prior to meeting by 2pm (via EMAIL)

With no additional business, the meeting was adjourned at 5:05 pm.