

CHARTER RENEWAL PETITION

November 10, 2014

PALISADES CHARTER HIGH SCHOOL

TABLE OF CONTENTS

<u>ELEMENT 1: THE EDUCATIONAL PROGRAM</u>	<u>p.5</u>
<u>ELEMENT 2-3: MEASURABLE PUPIL OUTCOMES AND METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED.</u>	<u>p. 92</u>
<u>ELEMENT 4: GOVERNANCE</u>	<u>p. 105</u>
<u>ELEMENT 5: QUALIFICATIONS OF EMPLOYEES</u>	<u>p. 123</u>
<u>ELEMENT 6: HEALTH AND SAFETY PROCEDURES</u>	<u>p. 186</u>
<u>ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE</u>	<u>p. 191</u>
<u>ELEMENT 8: ADMISSION REQUIREMENTS</u>	<u>p. 196</u>
<u>ELEMENT 9: ANNUAL INDEPENDENT FINANCIAL AUDITS</u>	<u>p. 200</u>
<u>ELEMENT 10: PUPIL SUSPENSION AND EXPULSION</u>	<u>p. 201</u>
<u>ELEMENT 11: RETIREMENT SYSTEM</u>	<u>p. 222</u>
<u>ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES</u>	<u>p. 224</u>
<u>ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES</u>	<u>p. 225</u>
<u>ELEMENT 14: DISPUTE RESOLUTION PROCESS</u>	<u>p. 226</u>
<u>ELEMENT 15: EXCLUSIVE PUBLIC SCHOOL EMPLOYER</u>	<u>p. 228</u>
<u>ELEMENT 16: CHARTER SCHOOL CLOSURE PROCEDURES</u>	<u>p. 229</u>

Assurances and Affirmations

[Charter School] (also referred to herein as “[short form of school name]” and “Charter School”) shall:

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

NOTE: This charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each element or section. The charter includes a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the charter. To the extent that any inconsistency

should exist between any provision contained within the body of the charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

ELEMENT 1

THE EDUCATIONAL PROGRAM

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

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

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

GENERAL INFORMATION

- The contact person for PCHS is Pamela Magee.
- The contact address for PCHS is 15777 Bowdoin St., Pacific Palisades, CA 90272.
- The contact phone number for PCHS is (310) 230-6623.
- The proposed address or target community of PCHS is the students who live in the former LAUSD attendance boundary.
- The location is in LAUSD Board District: 4
- This location is in LAUSD Educational Service Center West.
- The grade configuration of Charter School is grades 9-12.
- The grade level(s) of the students in the first year will be 9-12.
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- The enrollment capacity is 3,000. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).
- The bell schedule for Charter School will be an alternating block schedule (periods 1-3-5 and periods 2-4-6 meeting alternately). However, periods 0 and 7 will meet daily. See section Academic Calendars and Schedules.
- The term for this Charter is July 1, 2015 to June 30, 2020

COMMUNITY NEED FOR A CHARTER SCHOOL

Since converting to an independent charter high school in 2003, Palisades Charter High School (PCHS), which serves students in grades 9 through 12, has provided children from far-reaching areas of Los Angeles with access to a high-quality educational program that focuses on skills needed for college and career readiness. PCHS is the home school

to students residing in the communities of Pacific Palisades, Topanga, and Brentwood; however, approximately 68% at the school live outside the traditional attendance boundaries. In 2013-14, PCHS served 2,893 students. Of these students, 1976 come from more than 100 ZIP codes, making this student body population one of the most ethnically diverse (Mexican, Central American, African American, Chinese, Korean, Persian, Filipino, Russian, Pacific Islander, Arab, and Brazilian) and geographically diverse (West Los Angeles, Mid City, Baldwin Hills, Palms/MarVista, Midcity, Koreatown, Inglewood) in Los Angeles. Some students come from distant areas such as Long Beach, Granada Hills, Carson City, and Highland Park. Applications for transportation scholarships and subsidies are made available to students from low-income households. The traveling students commit to making daily three- to four-hour commutes to and from the campus in order to take advantage of the school's highly regarded academic, athletic, and arts programs. Our students report that they are happy with their experience at PCHS (77%) and feel safe at the school (96%) according to the 2013-14 PCHS Columbia University School Survey. Their satisfaction is reflected in the school's academic achievement. In 2013, PCHS had an API score of 861. This score was incorporated in the school ranking of second among comprehensive public high schools in the city of Los Angeles. Palisades Charter High School has an API three-year average of 845. Palisades Charter consistently is ranked among the best high school in the nation, according to polls published by both *U.S. News and World Report* (rank #563 National, #116 California, #92 Charters, 2013) and *Newsweek Magazine* (rank #582 2013).

Every year, applications to the school far outnumber the seats available. In 2013-14 approximately 1800 students applied for the 2014-15 school year; 1435 of the applications were for 9th grade. Of these applications 970 go to the lottery to receive seats or waitlist orders. From this application pool, approximately 800 freshman seats are filled. Once enrolled in PCHS, students have access to a variety of programs and services that provide academic and emotional support. Since becoming an independent conversion charter school in 2003, PCHS has been able to accomplish the following:

- support individual student achievement in all subgroups, targeting specific subgroups whenever state or internal assessments warrant;
- commit resources to academic intervention and support programs, lower student-to-counselor ratios, and create special programs aimed at closing the achievement gap;
- increase the size of its teaching staff from 116 to 121, exceeding the LAUSD norm table and thus reducing class size;
- undertake innovation and constant improvement of its educational programs and practices, based on professional reflection on student achievement data;
- adopt the Professional Learning Community model of aligning standards, goals, and assessments for student achievement, collaborating on best practices, and providing continuous on-site professional development;
- expand opportunities for students to gain access to rigorous curricula and experience the diversity of learning in heterogeneously grouped classrooms;
- continue development of a comprehensive tiered intervention system to support struggling students;
- implement policies to encourage student attendance and participation resulting in an in-seat attendance rate of 96 percent;
- begin implementation of a comprehensive school technology plan, which includes piloting a 1:1 iPad program in ninth grade classes in 2013-14;

- replace obsolete textbooks on a continuous basis;
- improve communication among all stakeholders, a process that includes using Infinite Campus, a web-based, password-protected student information system, and Schoology, a learning management system;
- allocate resources appropriately and effectively, using zero-based budgeting to have the maximum impact on student learning.

PCHS Academic Performance Index, 2010-2013

Category	2011	2012	2013	Growth
Schoolwide	828	847	861	+33
African-American	727	748	783	+56
Asian	914	926	926	+12
Filipino		853	858	+5
Hispanic or Latino	765	783	818	+53
White	881	895	894	+13
Two or More Races	846	871	871	+25
Socioeconomically Disadvantaged	761	783	810	+74
English Learners	672	705	797	+125
Students With Disabilities	537	631	663	+126

*Source: California Department of Education

**note: Empty cells appear when no significantly significant numbers are available.

During the last three-year period for which data are available, 2010-13, PCHS met or exceeded Academic Growth over Time (AGT) projections schoolwide and in 10 of 14 CST tested subjects. Students exceeded AGT projections in General Math 8/9, General Math, Algebra 1, Integrated Science, Chemistry, World History, U.S. History, and English 9.

Nonetheless, PCHS is under the mandate of the 2001 No Child Left Behind reauthorization of the Elementary and Secondary Education Act. Although PCHS consistently met All Yearly Progress and Annual Measurable Objectives for many years, in 2009-10 the English Learner subgroup did not meet ELA proficiency in mathematics and English Language Arts. For that reason, PCHS is currently a Program Improvement School. By focusing on this issue, however, in 2013, PCHS met all AYP targets. Thus, in

2012 and 2013, two critical subgroups far exceeded API growth targets. During the last two years, the API score of English Learners realized a 125-point gain, climbing to 797. During the same period, the API score of students with disabilities increased by 126 points, climbing to 663. These gains were realized after the staff engaged in its routine reflection of student achievement data, designed and implemented interventions, increased parent engagement through the Parent Institute for Quality Education and administered intensive targeted Professional Development for all core academic departments.

During recent years, PCHS has engaged in targeted professional development aimed at improving the self-efficacy and academic outcomes of English Learners and Hispanic and Latino students. Four years ago, teacher leaders created *Fuerza Unida*, or “United Strength,” a social, cultural, academic, and community support program for PCHS Latino students and their families; the program is modeled after The Village Nation (TVN), the intervention program PCHS successfully implemented several years ago to support African American students. Since 2010, the Hispanic or Latino subgroup’s API score has improved by 59 points, climbing to 818. In addition to supporting students, *Fuerza Unida* has teamed with the Parent Institute for Quality Education (PIQE) to offer a series of workshops that teach parents how to access educational resources. Since 2012, 470 parents have completed the PIQE program, which, beginning in 2014, also is being offered through TVN. In the spring of 2014, a parent who completed the PIQE program was elected to the school’s Board of Trustees. Empowering parents, supporting students, and providing targeted professional development in Specially Designed Academic Instruction in English (SDAIE) strategies collectively contributed to tremendous gains that can be seen in state standardized test scores as well as the composition of the school’s Board of Trustees. In 2013, the API score of English Learners increased by 82 points.

PCHS’s trademark is “making big small.” The connectivity between teachers and students, counselors and counselees, and the administration and the faculty and staff all combine to create a caring and supportive environment for students. Since the last charter renewal period, PCHS has introduced several innovative programs. Here is the list:

- In 2009, PCHS opened Temescal Academy, a small learning community committed to helping high-risk students in need of credit recovery.
- In 2010-11, towards its goal of personalized, differentiated, and inclusive instruction, PCHS has continued to foster the development of the ninth-grade Small Learning Communities (SLC’s), or pods, in their efforts to provide a small individualized, enriched, interdisciplinary family-like learning environment for each ninth-grader; exposed students to the diversity of learning styles through heterogeneous grouping in the ninth grade; focused resources on the needs of specific subgroups of students as state and internal assessments have warranted. The PCHS pod teachers are trained in the Los Angeles Educational Partnership’s Humanitas training.
- In 2011, PCHS designed a specialized program to serve the needs of Latino students called *Fuerza Unida*. *Fuerza Unida* is a coalition of parents, teachers, administrators, and community members whose mission is to increase the academic achievement of Latino students.
- During the 2013-14 school year, PCHS piloted a Virtual Independent Studies Program, which allowed the Charter School to retain/enroll 25 students in need of

a blended, distance-learning program. The program's projected enrollment this school year is 50 students.

- In the fall of 2013, PCHS opened the Kennedy Marshall Learning Center, which provides students with special needs with access to individualized academic support as well as a wide variety of services. Construction of the center was funded through private donations and grants.
- During the 2013-14 school year, PCHS piloted the Academic Achievement Team, a collaborative coaching/coordinator model in which an administrator, teacher leaders, and key non-certificated staff work together to support teachers and students. The AA Team responsibilities included creating and implementing the school's California Common Core State Standards (CA CCSS) roll-out plan, creating data reports, designing professional development, supporting Professional Learning Communities (PLCs), and individual teachers seeking to improve instructional practices, and supporting implementation of the LTEL Designee Program cited in the school's English Learner Master Plan.
- During the 2013-14 school year, PCHS received an AmeriCorps planning grant and is developing a grant proposal to fund a transition program for disadvantaged students as they transition from high school to college and/or career. PCHS is developing community partnerships to support our students; current partners include West Los Angeles Community College and Westside Regional Center.
- On an annual basis, PCHS has staged a series of intervention assemblies for students who were not meeting -- or who were struggling to meet -- grade-level standards.
- In 2013, the administration provided both summer school and 9th grade summer bridge to serve students who needed more academic support.

Since becoming an independent conversion charter, PCHS continually has used data to identify areas in need of improvement. This ongoing study has enabled PCHS to improve its academic program in order to meet the needs of all students. The PCHS school-wide goals are developed annually with the PCHS Board of Trustees. The goals are formed after collecting and considering stakeholder input and are based on the PCHS Long Term Strategic Plan (LTSP) and WASC Action Plan. The Board reviews the goals monthly to ensure that the school is progressing. In addition, LTSP stakeholder teams meet monthly during the school year for the purpose of prioritizing goals, reviewing progress toward meeting goals, making recommendations, and developing budget proposals.

As part of our school-wide WASC accreditation process in 2011-12, PCHS reflected upon and affirmed its Expected School-wide Learning Results (ESLRs), which address the Four Cs: *Core Learning*, *Critical Thinking*, *Communication*, and *Community*. The ESLRs are as follows:

- *Core Learning*: Students will meet or exceed State Content Standards in all disciplines;
- *Critical Thinking*: Students will develop critical thinking skills, which enable them to evaluate, analyze, and synthesize information to make decisions and solve problems;
- *Communication*: Students will communicate effectively by using various formats including listening, visual, oral, written, and technological skills;

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

The school-wide WASC Action Plan includes the following goals:

- Goal A: Demonstrate continuous growth in academic achievement across all student subgroups;
- Goal B: Strengthen the tiered Response to Intervention (RtI) model offered at PCHS;
- Goal C: Refine Professional Learning Communities already established at PCHS.
- Goal D: Upgrade facilities and improve technology.

This School-wide WASC Action Plan directly led to the development and implementation of the Long-Term Strategic Planning Committee (LTSPC). Created in 2012, the LTSPC is comprised of the following five focus groups: Student Achievement, Family and Community, Facilities, Technology, and Finance and Fundraising. All stakeholders are invited to participate in focus group meetings, which are held on the fourth Wednesday of every month. The LTSP is a fluid document and will always be a work in progress, adapting to current school needs. The current version of the LTSP may be viewed by accessing the school's website, www.palihigh.org.

During the 2013-14 school year, PCHS addressed a number of school-wide goals, as set forth below. While unquestionably there is more work to do, PCHS has made strides forward in each area over the past year. In addition, the PCHS Board of Trustees and school administration with student, faculty, and parent representatives identified School-wide Goals for the 2014-15 school year aligned to the eight state priorities identified in the Local Control Accountability Plan (LCAP). Stakeholder feedback collected through the Columbia Stakeholder Survey was also incorporated into the formation of the annual goals.

1. Student Achievement - All subgroups will make yearly progress as measured by state and school benchmarks.

Objectives	Steps
<p>a. Maintain and expand intervention for at-risk students as addressed in the Pyramid of Intervention incorporated into the PCHS Long Term Strategic Plan (EL Master Plan, Crisis Team, PLC/SLC RtI, counseling office/administrative support, The Village Nation, <i>Fuerza Unida</i>) and explore opportunities for additional programs.</p>	<ul style="list-style-type: none"> ● Offered summer school credit-recovery classes in English, math, and social science ● Offered a Summer Bridge Program for high-risk incoming ninth graders ● Following the EL Master Plan, implemented the EL mentoring program, EL support classes and PIQE ● Crisis team met monthly to identify additional counseling resources ● Added part-time crisis counselor funded through Celebrate My Drive funds ● Temescal Academy counselor on campus two days per week ● Applied for USC social worker to assist through LAUSD COP SELPA ● Provided a series of intervention assemblies targeted for students who are not meeting grade-level standards ● Provided TVN mentoring program ● Provided TVN Girls Group ● Established a Tip Line ● Pursued opportunities to bring West Los Angeles College and Santa Monica College courses to campus
<p>b. Embed college and career readiness across course curriculae.</p>	<ul style="list-style-type: none"> ● Ninth-graders met with counselors to create Individual Graduation/4 Year Plans ● College Center specialists meet with all 11th graders ● 1:1 meetings with counselors ● 50 students involved in work experience ● Offered Senior Seminar for students with special needs ● TVN/<i>Fuerza Unida</i> college field trips ● Exploring Career Day and job shadowing potential with support from the Chamber of Commerce and the PCHS Education Foundation

<p>c .Work toward developing partnerships with colleges and universities to offer concurrent enrollment in college courses.</p>	<ul style="list-style-type: none"> ● West Los Angeles College and Santa Monica College courses will be offered on campus in 2015-16 ● Photography pathway and additional programs with Santa Monica College ● Partnered with colleges in application for an AmeriCorps Grant
<p>d. Develop school-wide protocols for adopting curricula aligned to CA CCSS.</p>	<ul style="list-style-type: none"> ● Curriculum Council established in conjunction with academic department chairs ● Developed a budget to address CCSS implementation ● Draft of curriculum evaluation form sent to department chairs
<p>e. Continue to increase student achievement of all subgroups.</p>	<ul style="list-style-type: none"> ● PCHS met all API and AYP academic achievement requirements in 2012-13 ● Overall AYP increased by 11 points ● Support classes offered (Literacy, CAHSEE prep, EL support classes, office hours) ● Literacy, CAHSEE scores, and graduation rate all increased
<p>f. Improve academic integrity through the analysis and implementation of the recommendations received from the Academic Integrity Task Force.</p>	<ul style="list-style-type: none"> ● Ninth-grade orientation now includes student-led presentation ● Student concerns box placed in attendance office ● Regular reminders (written and oral) of the importance of academic integrity ● Administrators and deans assist with proctoring of exams ● Counselors now involved in AITF program ● Tip Line established ● Exploring how to use Infinite Campus to establish a positive reinforcement system
<p>g. Promote a caring/open atmosphere for all PCHS students through student assemblies and mentoring opportunities.</p>	<ul style="list-style-type: none"> ● Provide “Culture Chats” during registration ● EL students assigned teacher mentors ● Expanded 504 program to provide more access to coordinator ● Pali Best Buddies ● Intervention assemblies (TVN, <i>Fuerza Unida</i>) ● Provided tolerance assemblies ● Provided cultural heritage assemblies (e.g. Bernard Kinsey’s African-American history/art collection, Ugandan Dancers) ● Staged “Dia de Los Muertos” event
<p>h. Implement the Academic Achievement Team coaching/coordinator model.</p>	<ul style="list-style-type: none"> ● Five teachers received release time and supported the staff by working as coaches (Math, Literacy, and Instructional Coach) and coordinators (data, EL) ● Attendance Coordinator reached out to parents of students with a high number of absences (phone logs, attendance letters, parent conferences, and attendance contracts.) ● Classified member of the AA Team assisted teachers with Mastery Manager
<p>i. Implement California Common Core State Standards (CA CCSS) and instructional practices (spring</p>	<ul style="list-style-type: none"> ● Teacher training provided by the AA Team. ● Accountability through PLC notebooks (records of Performance Tasks, student results, student work samples)

Performance Tasks).	<ul style="list-style-type: none"> ● Administrators assessed PLC notebooks ● All teachers encouraged to attend one off-campus conference related to the CCSS (47 percent of teachers attended at least one conference) ● Administrators provided in school workshops and professional development ● Academic Achievement team provides in school, one-on-one teacher coaching ● Administrators provided assessment and technology training
j. Execute the CCSS Smarter Balanced Assessment Consortium field test.	<ul style="list-style-type: none"> ● PCHS successfully administered the Smarter Balanced field test in the spring of 2014. Three different testing platforms were used (iPad, laptop computer, desktop computer)
k. Establish PLC leader stipend outcomes and provide training.	<ul style="list-style-type: none"> ● Stipends established through UTLA negotiations ● Training provided by AA Team coaches who prepared Performance Task templates, rubrics, and protocols and assisted PLCs in developing and grading the CCSS-aligned assessments ● AA Team members provided PLC leaders with protocols for examining student work and lesson studies
l. Explore ways to increase time for professional development and student support through a modified bell schedule.	<ul style="list-style-type: none"> ● Ongoing discussions with UTLA leadership and teachers regarding the need for a modified bell schedule and the review of viable alternatives
m. Develop a school-wide protocol of reviewing assessment data and systematically identifying instructional response.	<ul style="list-style-type: none"> ● Data Coordinator met with members of the administration team to review departmental data and review Master Manager analytics ● Data Coordinator provided administrative team with grade distribution data ● Administrators reviewed Performance Tasks and department enhanced multiple-choice assessments in PLC notebooks ● Training provided on use of analytics in Infinite Campus ● Review of Schoology use ● PLCs used Mastery Manager data reports to review results of common assessments, including tests, quizzes, and Performance Tasks ● This is the first year administrators have had access to these analytics; the protocol for portfolios is in place, and a protocol for the overall academic program will be developed
<i>Ongoing from 2012-13:</i> n. Increase students' awareness and completion of A-G course requirements.	<ul style="list-style-type: none"> ● Academic counselors' classroom and parent presentations emphasize A-G requirements ● Academic counselors held workshops to assist ninth graders in creating Individual Graduation/4 Year Plans that address A-G requirements
o. Fully implement a Virtual Independent Studies Program.	<ul style="list-style-type: none"> ● Program implemented during the fall of 2013 ● 25 students participated in 2013-14; plan to expand to 50 students in 2014-15

<p>p. Develop and implement clear policies including a modified personnel evaluation tool to assist in providing meaningful feedback to teachers to support student achievement.</p>	<ul style="list-style-type: none">● New evaluation tool designed with teacher and administrator input; tool used during the 2013-14 school year
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2. *Family and Community – PCHS will respectfully and effectively communicate through collaborative partnerships with its diverse stakeholder groups to ensure overall student success and personal growth.*

Objectives	Steps
a. Provide opportunities to engage and train parents in the use of technology and educational apps.	<ul style="list-style-type: none"> ● Training provided in several forums, including ELAC, TVN, <i>Fuerza Unida</i>, Back to School Night, and Open House ● Individual help available on campus daily
b. Provide opportunities to inform students and parents about student achievement and the transition to CA CCSS.	<ul style="list-style-type: none"> ● TVN, <i>Fuerza Unida</i>, and intervention student assemblies ● Open House, Back to School Night, PIQE, and Education Foundation parent meetings ● Parent Newsletter ● PCHS website
c. Ensure stakeholder involvement in committees and groups such as PIQE, TVN, <i>Fuerza Unida</i> , ELAC, Academic Integrity Task Force, PTSA, Education Foundation, Booster Club, LTSP meetings, and Special Education Parent Council.	<ul style="list-style-type: none"> ● In progress ● Special Education Council established to share information with parents and to provide a venue for parents to provide program input ● Parent Newsletter announcements ● Calendar of events continually updated on PCHS website
d. Explore community internship programs to increase student awareness of post-secondary career options.	<ul style="list-style-type: none"> ● LTSP Family and Community group working to establish a Career Center that provides students with access to internships and professional mentoring opportunities
<i>Ongoing from 2012-13</i> e. Continue Community Task Force meetings to address neighborhood concerns related to noise and lights.	<ul style="list-style-type: none"> ● In 2013, PCHS representatives met with Pacific Palisades Community Council at the public library to hear community concerns ● PCHS hosted a follow-up meeting, which was facilitated by an outside mediator to review progress and continue discussions ● Second follow-up meeting held on site in February 2014; PCHS leadership and community members participated

f. Increase PCHS collaboration and partnerships with community members and organizations.	<ul style="list-style-type: none"> ● LTSP Family and Community group working to establish a Career Center that provide students with access to internships and professional mentoring opportunities ● Developer Rick Caruso and the Pacific Palisades City Planning group have held meetings on campus to discuss components of a proposed project for the Palisades business district
g. Establish events that include community stakeholders.	<ul style="list-style-type: none"> ● Bernard Kinsey assembly ● Former Governor Michael Dukakis Town Hall ● Pacific Palisades Parade Committee’s annual July 4 fireworks display and concert ● Several community groups, including the Palisades Symphony, hold events at PCHS ● PCHS students stage TEDx event ● Pali Production offers live stream of several events, including graduation and sporting events

3. Facilities/Operations - PCHS will maximize facility use, upgrades, and development through effective project and revenue management.

Objectives	Steps
a. Review and revise the PCHS five-year strategic facilities plan to include the upgrades needed at the Temescal Academy site.	<ul style="list-style-type: none"> ● Wireless network upgrade completed in 2014 ● Classrooms refreshed
<i>Ongoing from 2012-13</i> b. Refine Event Management System for facilities use by both internal and external groups.	<ul style="list-style-type: none"> ● Advanced user training provided
c. Ensure that all facilities meet compliance regulations.	<ul style="list-style-type: none"> ● Ongoing inspections and maintenance work performed; monthly reports provided to the Board of Trustees
d. Inventory and stock emergency supplies.	<ul style="list-style-type: none"> ● PCHS is working in collaboration with the PTSA to stock emergency bins
e. Assess and revise roles and responsibilities of Facilities/Operations teams.	<ul style="list-style-type: none"> ● Completed 2013-14

PCHS’ innovative programs include: Fuerza Unida, The Village Nation, Temescal Academy, The Kennedy Marshal Learning Center and Virtual Independent Study programs. These programs were designed to address area of challenges in the academic achievement of Students with Disabilities, English Language Learners, Latino students, and African American students. Due to the success of these programs, there was significant academic growth in the subgroups, as measured by our Academic Performance Index (p. 8). A common feature of all of these innovative programs is establishing connections with

community and parents. Maintaining these types of educational coalitions is, and will be, an ongoing challenge. PCHS is addressing these challenges through continued program support as detailed in our Long Term Strategic Plan (LTSP), Local Control Accountability Plan (LCAP), and 2014-15 School-wide Goals.

2014-15 School-wide Goals

Goal 1: PCHS will increase math support for both students and teachers.

Student support

A. PCHS will adopt and support the PCHS Math Department SMART goals:

- 1) Increase the percentage of 9th graders who complete the first half of Algebra (Algebra 1A/Algebra B) their first year by 5%.
- 2) Increase the percentage of 11th graders who complete Geometry AB by 5%.
- 3) Increase proficiency rates on each standard by 3% (as measured on the final exam).

B. PCHS will develop and administer a math survey to students to determine perceptions about math classes and math supports. Surveys will be completed within the first five weeks of the school year and followed by a post survey in December 2014 to determine student participation in support programs. PCHS will analyze the data to determine frequency of access, level of improvement in standards acquisition, and degree of improvement in affective reactions to math.

C. PCHS will develop and provide a math lab to support successful completion of math standards. Student use and program effectiveness will be monitored through log sheets, student surveys, and evidence of improvement on standards assessments. This data will also inform the school about the number of students who elect to access outside tutoring as well as the number of students who have no longer pursue outside support due to improvements in PCHS supports and programs.

D. PCHS will offer a three-semester class for Algebra 1 students who need additional time to master foundational material.

Teacher Support

A. PCHS will provide professional development for math teachers to analyze internal and external factors pertinent to student success. Success will be measured by surveying participants to determine participation and impact of training.

B. The PCHS math coach is available to assist with differentiation, instructional strategies, and intervention.

C. Each math department member will attend a common core approved math training opportunity to be completed by the end of the school year. Each math teacher will give a PLC presentation with materials for the PLC members by the end of the school year.

D. PCHS Math teachers will observe in other math classrooms and participate in a reflective debrief conversation to share observations and insights each semester.

E. PCHS will strategically reduce class size in targeted courses by hiring additional math teaching staff. Staffing needs will be reviewed prior to the start of second semester.

F. PCHS will strive to articulate with Paul Revere Middle School and other Palisades Charter Complex schools to backwards map a cohesive k-12 math program by the end of the 2014-2015 school year.

G. PCHS will increase support using I XL (from "I excel") online interactive math program to assist teachers and students.

Goal 2: PCHS will expand intervention support options including tutoring for all students.

A. PCHS will increase the number of strategically differentiated intervention course offerings. Needs assessments will be based on student performance data collected and reviewed at the end of each semester.

B. PCHS will assess the use and effectiveness of programs currently offered including but not limited to Study Center, Office Hours, and Math Lab.

Students referred to and/or attending these programs will be administered a survey to identify their perceptions of effectiveness, accessibility, motivation to attend, practices that were helpful, and impediments to the process. Survey responses will be reviewed to revise locations, hours, etc.

C. PCHS will reduce class sizes for college prep English classes to reach an average class size of 28 in grades 10-12.

D. PCHS will provide emotional support options for students who suffer from anxiety. Recommendations include identifying budget resources to:

1) Provide three 4-week educational/therapy groups during the 2014-15 school-year to increase student's ability to manage anxiety through coping strategies to include relaxation techniques, self-talk, and visualization.

2) Increase 504 Coordinator position to full time to provide safe area for students with emotional/academic distress to remain at school to complete work.

3) Provide additional two days of mental health support for all students.

E. PCHS will implement Temescal Academy After School Academic Support program. To increase student credit recovery, Temescal Academy will provide mandatory after school support to assist students with less than 80% work completion.

F. PCHS will improve the use of data to identify effective instructional practices and supports. To assist in identifying a correlation between tutoring and student success, a tracking/monitoring system will be implemented to ensure referred students are 1) accessing tutoring consistently and 2) if not, supports to include follow up parent / student meeting, reinforcement for attending tutoring, escort to tutoring, change in tutors. Tutoring location, frequency, and duration will be compared to student work completion and test scores to identify effectiveness.

Use correlations above to identify instructional practices, (i.e. differentiation strategies and grading policies) through focused/strategic classroom observations by teachers and administrators, to identify effective strategies leading to student success to guide professional development.

Goal 3: PCHS will establish a positive culture and customer service focus throughout the organization from the Board of Trustees, administrative offices, and classrooms to demonstrate respect and encouragement for all stakeholders.

A. PCHS will establish and enforce standard operating procedures pertaining to customer service.

PCHS will provide customer service skills training by group (office staff, other classified, faculty, volunteers, and student aides) and department to be completed by January 2015 with monthly follow up and refresher modules. Mid-term and end of year feedback will be collected from stakeholders regarding progress and satisfaction.

B. PCHS will post and convey timely, accurate information relevant to stakeholders (calendars/events, grades, assignments) through available resources including Infinite Campus, Schoology, and Event Management System (EMS) calendars. Administration and technology support will review calendars monthly to make adjustments.

C. PCHS will evaluate the configuration of offices and restructure where needed to promote customer service as well as provide a workspace that allows for the concentration needed to ensure accuracy and efficiency.

D. Prioritize "civil discourse" through outreach to collective bargaining groups and all stakeholder groups.

Goal 4: PCHS will increase 21st century career awareness and opportunities for students through expanding the Career Center and increasing community involvement to offer career fairs, speakers, job shadowing and internships.

A. PCHS will explore and establish work/study opportunities for employment, internship, and mentorship with local community businesses, agencies, and receptive organizations. Outreach to local civic groups such as the Chamber of Commerce, Rotary Club, and other organizations is in progress to establish internships, job shadowing and speakers. The PCHS Career Fair will be held in spring 2015. Potential grant funding for a Career Coordinator will be sought.

B. PCHS will partner with receptive local and national corporations open to creating mutually beneficial relationships between the classroom and the community with opportunities to increase social awareness and enhance educational programs.

Goal 5: PCHS will refine school data analysis including metrics and measurements to increase academic achievement.

A. PCHS will identify measurements to be revisited and analyzed according to established timeline.

B. PCHS will develop and administer 9th and 10th grade internal assessments aligned with the common core standards (Smarter Balanced assessments)

C. PCHS will provide training for all PLCs on the use of a data protocol to analyze common assessment data and use the data to inform instruction. Every PLC will have gone through this training by spring 2015.

D. PCHS will provide training for all PLCs on the use of Mastery Manager to convert common assessments using system upgrades by the end of spring 2015.

E. PCHS administrators will develop a process to determine how well the PLC assessments align with the common core standards to provide feedback each semester.

F. PCHS PLCs will share progress via written reports to be completed by April/May 2015.

G. The Academic Accountability Committee will review PLC data/reports and present to Board.

4. Technology – PCHS will effectively use technology in a user-friendly format to maximize learning opportunities, manage and share information, and expand communication.

Objectives	Steps
a. Develop a five-year technology plan that incorporates replacement cycles and budget needs.	<ul style="list-style-type: none"> ● In progress ● Obsolete faculty computers replaced in the summer of 2014
b. Develop a list of technology proficiencies to be mastered by all PCHS students for high school completion. Embed key technology proficiencies into projects in core classes.	<ul style="list-style-type: none"> ● In progress ● Faculty and student survey results assessed to determine areas of instructional need
c. Assess and revise roles and responsibilities of tech team	<ul style="list-style-type: none"> ● Ewing Group job study conducted in 2013-14

<p>members.</p>	<ul style="list-style-type: none"> ● Phase I positions approved by the Board of Trustees in April 2014 ● Evaluation of school-wide technology support needs assessed via staff, parent, and student surveys and interviews ● Evaluation of school-wide technology support needs assessed by gathering comparison data from other schools with similar technology programs
<p>Ongoing from 2012-13 d. Prioritize resources to purchase hardware and software throughout the PCHS campus, including the Temescal Academy site, in order to maximize learning opportunities and expand communication.</p>	<ul style="list-style-type: none"> ● 2014-15 budget line items address needs
<p>e. Implement digital citizenship component into appropriate curriculum.</p>	<ul style="list-style-type: none"> ● Curriculum identified for implementation in ninth-grade SLC classes in the 2014-15 school year
<p>f. Provide technology training for students, staff, and parents to support the use of Infinite Campus, Schoology, iPads, and the PCHS website</p>	<ul style="list-style-type: none"> ● Ongoing training provided

5. Budget – PCHS will increase budget through alternate funding that supplements the PCHS state-funded budget and acquire funding for special projects.

Objectives	Steps
<p>a. With the assistance of outside auditors, identify all outside funding sources and how funds are spent.</p>	<ul style="list-style-type: none"> ● Following the recommendations of the outside auditor (VTD), meetings were held in April for all 501c3 groups and other fundraisers to discuss process and policies ● Booster Club’s 2014-15 budget presented with PCHS 2014-15 budget ● Budget aligned with organization’s goals and spending priorities
<p>b. Identify fundraising sources beyond community (e.g. foundations, grants, etc.) that support school-wide goals and targeted needs.</p>	<ul style="list-style-type: none"> ● Development consultants working on grants to support STEM/STEAM-related programs ● Streetwise Media campaign raised \$25,000
<p>c. Explore the use of outside consultants as needed.</p>	<ul style="list-style-type: none"> ● Development consultants are working on grant identification and submission, including AmeriCorps and MIT proposals ● LTSP budget group recommended exploring the possibility of hiring a development consultant
<p>d. Demonstrate continuous improvements in efficacy, transparency, and segregation of duties by all financial employees by implementing clearly established procedures and protocols.</p>	<ul style="list-style-type: none"> ● Rotating reporting of different entities (e.g. permits, Ed Fund, Cafeteria, etc.) ● Provide quarterly reports to Budget and Finance Committee and the Board of Trustees ● Purchase and implement Spend Map system ● Civic Center permit billing and cash receipts have been segregated ● Stabilize support staff in the financial office (two full-time employees are properly placed)
<p>e. Develop the Local Control Funding Formula (LCAP) Accountability Plan.</p>	<ul style="list-style-type: none"> ● Updating stakeholders via Board presentations, Board reports, Open House presentations, website postings, LTSP meetings ● 2014-15 Budget calendar developed ● 2014-15 Budget packet created
<p>f. Maximize LCAP funding provided through Title III and Economically Disadvantaged by identifying eligible students.</p>	<ul style="list-style-type: none"> ● Outreach through Student Free and Reduced Price School Meals Program ● Purchase new cafeteria software POS system for 2014-15 that will allow submission/approval of Student Free and Reduced Price School Meals Program applications
<p>g. Maximize Charter-Operated Program grants funded by special education SELPA.</p>	<ul style="list-style-type: none"> ● \$34,000 of professional development and technology approved in the first round ● Continued involvement of PCHS administrative team in COP to identify/maximize funding
<p>Ongoing from 2012-13 h. Increase fundraising efforts to meet 2015 LTSP goal of \$2 million.</p>	<ul style="list-style-type: none"> ● Education Foundation ● Fundraising Committee of the Board ● Development consultants preparing grant submissions ● Foundation proposals

i. Increase ADA through newly established independent study and distance learning programs.	<ul style="list-style-type: none"> ● 25 students enrolled/retained in 2013-14 pilot program ● 2014-15 projected enrollment of 50 students
j. Seek assistance from corporations who offer funding opportunities.	<ul style="list-style-type: none"> ● Education Foundation and development consultant outreach to the Caruso Foundation ● YMCA collaboration Grant applications (MIT, Broad Foundation, Career Tech Ed Collaborative)
k.. Make student school transportation budget-neutral through parent contributions and outside funding.	<ul style="list-style-type: none"> ● Through the LCAP, PCHS plans to offer more transportation scholarships in 2014-15 in order to meet the needs of high-risk students and maintain diversity

6. Charter Renewal Preparation – PCHS will begin preparation for the Charter Renewal Application process.

Objectives	Goals
a. Form a stakeholder committee to review the current charter and make recommendations for revisions.	<ul style="list-style-type: none"> ● Board committee formed and meetings held to discuss process and timeline ● PCHS stakeholders met to discuss renewal process and begin backward planning ● Stakeholder meetings with Janelle Ruley, of Young, Minney, and Corr, to review process ● Renewal discussions with faculty regarding Element 1: Educational Programs initiated at March 30 professional development ● Stakeholder meetings in May and June to discuss Element 4: Governance ● Writers worked on drafts during summer; work will be shared with stakeholders for input and revision ● Document submitted in September 2014
b. Explore/investigate charter language pertaining to enrollment and diversity in preparation for charter renewal.	<ul style="list-style-type: none"> ● Continue outreach to Inglewood, Palms, and Paul Revere Middle School to support diversity ● Analysis of results of 2014 lottery to determine diversity of pool; data being collected on each preference order ● Longitudinal data is being studied to determine effectiveness of diversity outreach efforts
c. Work closely with LAUSD Charter Renewal Office to gain a clear understanding of the process and align as much as possible with WASC mid-term visit in 2015.	<ul style="list-style-type: none"> ● In advance of the annual Charter Office visit, PCHS representatives attended the LAUSD orientation meeting ● PCHS representatives participated in Charter Renewal training provided by LAUSD during May 2014 ● School representatives working with Charter Office employees to address all compliance requirements

2014-15 School Year – All Applicants	2014-15 School Year–Accepted Applicants Using Preference Order and Lottery Seats
Am. Indians – 0.7% Asian – 7.3% Black – 21% Filipino – 2% Latino – 26% Pacific Islander – 1% White- 43%	Am. Indian - 1% Asian - 8% Black – 12% Filipino – 2% Latino – 23% Pacific Islander – 1% White – 54%*
Approximately 1800 applicants	Approximately 850 students total *Increase of White acceptance students is due to more residents (preference order#1) applying to the school.

2012 Base API and 2013 Growth API Demographics with Comparison Schools

ESC	BD	Loc Code	School	2013 Enroll# On 1 st Day of Testing	Conf	2012 Base API	2013 Growth API	2013 State Rank	2013 Similar Schools Rank	Met 2013 Sch- wide Target	Met 2013 Subgroup Targets
XR	4	8798	Palisades Charter High School	2102	9-12	853	861	9	9	Yes	Yes
LAUSD Similar Schools from CDE											
XR	6	8586	Champs – Charter HS of Arts - Multimedia	737	9-12	798	793	7	3	No	No
S	7	8518	Harbor Teacher Prep. Academy	321	9-12	934	921	10	10	Yes	Yes
XR	3	8885	High Tech LA	277	9-12	853	865	9	7	-	-
LAUSD Similar Schools from CDE Median				321	-	853	865	9	7	-	-
Resident Schools											
W	4	8886	University Sr. High	1336	9-12	750	747	5	8	No	No
W	4	8907	Venice Sr. High	1603	9-12	718	741	5	8	Yes	No
XP	1	8600	Susan Miller Dorsey Sr. High	866	9-12	625	611	1	4	No	No
W	1	8686	Alexander Hamilton Sr. High	2276	9-12	727	742	5	7	Yes	No
Resident Schools Median				1470	-	723	742	5	8	-	-
Comparison Schools											
W	4	8886	University Sr. High	1336	9-12	750	747	5	8	No	No
W	4	8907	Venice Sr. High	1603	9-12	718	741	5	8	Yes	No

Petition Comparison Schools Median				1470	-	734	744	5	8	-	-
ESC	BD	Loc Code	School	% Free/Reduced Lunch	% Sp Ed	% GATE	%EL	% REFP	% Latino	% White	% Af. Am
XR	4	8798	Palisades Charter High School	34	9	39	3	18	24	50	15
LAUSD Similar Schools from CDE											
XR	6	8586	Champs – Charter HS of Arts - Multimedia	40	9	22	1	12	27	53	9
S	7	8518	Harbor Teacher Prep. Academy	74	0	50	0	37	61	3	13
XR	3	8885	High Tech LA	43	8	20	1	19	34	51	3
LAUSD Similar Schools from CDE Median				43	8	22	1	19	34	51	9
Resident Schools											
W	4	8886	University Sr. High	78	11	20	9	37	58	9	22
W	4	8907	Venice Sr. High	60	13	21	13	38	69	13	9
XP	1	8600	Susan Miller Dorsey Sr. High	63	16	5	16	22	48	1	50
W	1	8686	Alexander Hamilton Sr. High	57	11	27	8	28	52	16	26
Resident Schools Median				62	12	21	11	33	55	11	24
Comparison Schools											
W	4	8886	University Sr. High	78	11	20	9	37	58	9	22
W	4	8907	Venice Sr. High	60	13	21	13	38	69	13	9
Petition Comparison Schools Median				69	12	21	11	38	64	11	16
ESC	BD	Loc Code	School	% Asian	% Fili	% Am. Indian	% Pacific Island	% Two Or More	2011 Base API	2012 API Growth	2012 AYP # Criteria
XR	4	8798	Palisades Charter High School	9	1	0	0	1	828	847	18
LAUSD Similar Schools from CDE											
XR	6	8586	Champs – Charter HS of Arts - Multimedia	1	0	0	0	10	784	792	14
S	7	8518	Harbor Teacher Prep. Academy	6	12	0	4	0	935	933	13
XR	3	8885	High Tech LA	4	6	0	0	3	839	853	6
LAUSD Similar Schools from CDE Median				4	6	0	0	3	839	853	13

Resident Schools												
W	4	8886	University Sr. High	8	2	1	0	0	718	750	22	
W	4	8907	Venice Sr. High	7	1	0	1	0	708	718	19	
XP	1	8600	Susan Miller Dorsey Sr. High	1	0	0	0	0	596	624	26	
W	1	8686	Alexander Hamilton Sr. High	4	1	0	0	0	724	727	26	
Resident Schools Median				6	1	0	0	0	713	723	24	
Comparison Schools												
W	4	8886	University Sr. High	8	2	1	0	0	718	750	22	
W	4	8907	Venice Sr. High	7	1	0	1	0	708	718	19	
Petition Comparison Schools Median				8	2	1	1	0	713	734	21	
ESC	BD	Loc Code	School	2012 AYP # Criteria Met	2012 % AYP Criteria Met	2013 AYP # Criteria Possible	2013 AYP # Criteria Met	2013 % AYP Criteria Met	2014 AYP # Criteria Possible	2014 AYP # Criteria Met	2014 % AYP Criteria Met	
XR	4	8798	Palisades Charter High School	16	89%	26	26	100%	21	20	95%	
LAUSD Similar Schools from CDE												
XR	6	8586	Champs – Charter HS of Arts - Multimedia	9	64%	18	11	61%	17	13	76%	
S	7	8518	Harbor Teacher Prep. Academy	13	100%	14	14	100%	13	8	62%	
XR	3	8885	High Tech LA	6	100%	6	6	100%	5	3	60%	
LAUSD Similar Schools from CDE Median				9	100%	14	11	100%	13	8	62%	
Resident Schools												
W	4	8886	University Sr. High	19	86%	18	10	56%	21	18	86%	
W	4	8907	Venice Sr. High	1	5%	18	10	56%	21	16	76%	
XP	1	8600	Susan Miller Dorsey Sr. High	14	54%	18	8	44%	21	13	62%	
W	1	8686	Alexander Hamilton Sr. High	10	38%	22	14	64%	28	10	36%	
Resident Schools Median				12	46%	18	10	56%	21	14.5	69%	
Comparison Schools												
W	4	8886	University Sr. High	19	86%	18	10	56%	21	18	86%	
W	4	8907	Venice Sr. High	1	5%	18	10	56%	21	16	76%	
Petition Comparison Schools Median				10	46%	18	10	56%	21	17	81%	

STUDENT POPULATION TO BE SERVED

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

PCHS will continue to operate as a comprehensive public high school (grades 9 through 12) serving students from communities within the Los Angeles Unified School District (LAUSD) and all other California high school students who wish to attend PCHS, subject only to the operating capacity. Enrollment typically comes from the historical attendance area neighborhoods and from Paul Revere Middle School. After the loss of traditional LAUSD integration traveling programs in 2010, PCHS developed an admissions outreach plan designed to maintain an ethnically diverse student population. The outreach includes admissions presentations at Palms Middle School and other diverse middle schools, a wide mailing of admissions materials to diverse middle schools and K-8 schools, as well as public announcements.

In an effort to meet the needs of traveling students, PCHS created a Transportation Program, which provides students with safe, dependable, and convenient transportation to and from PCHS. The program is parent organized and funded. Students from low-income families may apply for a transportation scholarship. Late buses are provided so that students may participate in PCHS-sponsored extracurricular and after-school activities.

Our commitment to diversity is inherent in our mission, the goal of the outreach plan, and is supported by the LCAP and LTSP. PCHS has invested significant funds to sustain diversity. Between the years of 2011-13, PCHS spent over two million dollars on transportation. PCHS continues to set aside funds for pupil transportation in an effort to maintain a diverse student body. Our goal to achieve diversity is stated in Element 7. The chart below shows our demographic trends verifying our successful efforts to create a diverse student body.

PCHS Enrollment Demographics, 2009-14

	2009-2010	2010-11	2011-12	2012-13	2013-14	2014-15
Total Enrollment	2,869	2,887	2,898	2,880	2,893	2903
Hispanic or Latino	713	744	746	706	691	684
American Indian or Alaska Native	15	11	10	11	15	13
Asian	247	248	235	242	220	205
Pacific Islander	10	10	5	10	16	18
Filipino	27	22	27	33	30	36

African American	513	505	476	432	423	412
White	1,325	1,329	1,386	1,411	1,481	1,519
Two or More Races	18	18	13	35	16	16
Not Reported	1	0	0	0	1	0

*Source: California Department of Education

PCHS Enrollment Roll-Out Plan

Grade	2015-16	2016-17	2017-18	2018-19	2019-20
9	750	750	750	775	775
10	700	725	750	750	775
11	700	725	725	750	750
12	650	650	675	675	700
TOTAL	2,800	2,850	2,900	2,950	3,000*

* Expansion to an enrollment count of 3,000 (enrollment cap) is dependent on the growth of the PCHS Virtual Academy Program.

GOALS and PHILOSOPHY

Mission Statement

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

Vision

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

PCHS is committed to the following:

1. The focus of the school's core activities on pupil learning and achievement and the development of positive values and goals.

2. A belief in ongoing collaboration in Small Learning Communities (SLCs) and Professional Learning Communities (PLCs) in order to achieve goals and promote professional growth of all adults in the school community.
3. Expectations that all pupils will master the same rigorous academic content in standards-based curricula and will be prepared for post-secondary opportunities.
4. A belief in diversity as an asset, particularly in the promotion of multicultural understanding; this includes the belief that pupils should be taught explicitly to value diversity and to learn about other cultures as well as become proficient in more than one language.
5. A commitment to provide a safe and secure learning environment.
6. Recognition that communication and knowledge-acquisition require maximizing the use of technology.
7. The need for personalization in education in which a community of adults nurture students and ensure that they meet graduation requirements and prepare them for goals beyond high school.

Defining an “Educated Person” in the 21st Century

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

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

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

Upon graduation, PCHS pupils must have:

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

The staff at PCHS strives to model what it means to be an educated person in the 21st century through its commitment to the pursuit of lifelong learning.

How Learning Best Occurs

Brain-based research and studies of successful schools inform an understanding of how learning best occurs. According to Bransford’s *How People Learn: Brain, Mind, Experience, and School*, children learn best when

- fundamental knowledge in privileged domains—physical and biological concepts, language, mathematical concepts, causality—is reinforced, challenged, and extended;
- they are able to set goals and strategies for their own learning and build metacognitive skills;
- they are able to apply their unique sets of multiple intelligences toward learning;
- a variety of learning communities—homogeneous, heterogeneous, interdisciplinary, online—supports learning;
- they are exposed to a wide variety of knowledge and stimuli but are also habituated to the learning pathways most productive for them;
- they can develop a repertoire of flexible learning strategies;
- they are given a sense of their abilities and learning potential;
- lessons and activities build on their capacity to explore, succeed, and understand; and
- scaffolding, including engagement, simplification, motivation, direction, contrasting what the child has done with the ideal solution, modeling, and controlling frustration and risk, occurs.

Research also confirms the importance of a rigorous curriculum for all, relevance in the classroom, and the development of relationships. Linda Darling-Hammond validates this in her analysis of what tends to make small schools successful—not their size, but personalization, continuous relationships, high standards, performance-based assessment, authentic curriculum, adaptive pedagogy, multi-cultural and anti-racist teaching, knowledgeable and skilled teachers, collaborative planning and professional development, family and community connections, and democratic decision-making. Further, Darling-Hammond’s *How People Learn: Introduction to Learning Theories*

(2001) cites research in cognitive psychology showing the necessity of helping students “develop the intellectual tools and learning strategies needed to acquire the knowledge that allows people to think productively about history, science and technology, social phenomena, mathematics, and the arts... Fundamental understanding about subjects, including how to frame and ask meaningful questions about subject areas, contributes to individuals’ more basic understanding of principles of learning that can assist them in becoming self-sustaining, lifelong learners.” In order to accomplish this, Darling-Hammond’s research shows it behooves schools and educators to

- acknowledge and challenge pupils’ prior knowledge, skills, concepts, and beliefs and monitor shifts in these areas;
- create an inquiry-based model for learning;
- support pupils, through feedback from multiple formative assessments, in self-testing the congruency of their concepts with what they are learning;
- provide pupils with a deep foundation of factual knowledge, an understanding of these facts and ideas as part of a conceptual framework, and methods for organizing that knowledge that facilitate retrieval and application;
- provide pupils with assessments that measure depth of understanding;
- provide students with the skills to determine what type of evidence they need to support their claims;
- provide students with multiple opportunities to build their own theories of phenomena and to test them effectively;
- focus explicitly on sense-making, pupil self-assessment, and reflection on learning and areas for growth;
- scaffold and increase the ability of students to monitor and express their own learning through differentiated formative and performance assessments;
- create learning environments that allow pupils to make conscious connections between their learning and real-world problems and situations;
- provide explicit instruction in narrative, informational, and argumentative writing and speaking;
- provide explicit instruction in the close reading of a rich variety of texts;
- continually communicate to students what is being taught, why it is being taught, and what mastery looks like through the choice of activities and assignments, pacing plans, connections to Common Core standards, and common rubrics;
- structure lessons to enhance pupils’ abilities to see patterns they did not see before;
- teach methods for evaluating competing claims and for weighing the validity and relevance of information;
- aid transfer of learning by contextualizing concepts, e.g., providing social context, making connections between general principles and specific examples, or providing contrasting cases; and
- create respectful learning environments and tasks that acknowledge the diversity and richness of pupils’ prior knowledge, beliefs, values, cultural backgrounds, and modes of expression. Darling-Hammond’s *How People Learn: Introduction to Learning Theories* (2001)

In *Professional Learning Communities at Work: New Insights for Improving Schools*,

authors Richard DuFour, Rebecca DuFour, and Robert Eaker state that learning at high levels occurs best in an environment in which variations of the following four questions are at the heart of all decision making:

1. What do we want our pupils to learn?
2. How will we determine if they have learned?
3. What will we do if they have not learned?
4. What will we do for pupils who exceed the standards?

Practical strategies to address these questions include:

- concentrating the school's core activities on pupil learning and achievement;
- expecting all pupils to master the same rigorous, relevant, standards-based curricula;
- using course-specific common assessments to determine if pupils are learning specific standards and to facilitate the sharing of best practices among faculty;
- using multiple, authentic forms of assessment within each class to meet individual needs, including formative assessments *for* learning and summative assessments *of* learning;
- developing school-wide systems for timely identification of pupils who are not achieving up to ability;
- devising and implementing systemic, graduated, directive responses when pupils do not appear to be learning;
- providing timely and appropriate support for pupils' individual learning and socio-emotional needs;
- when necessary, giving pupils additional time as well as support from peers and adults to meet learning goals;
- creating highly personalized, safe learning environments;
- reducing class sizes to optimal levels;
- providing more flexible periods of instruction;
- emphasizing student learning and achievement in staff development;
- obliging highly qualified professionals to collaborate interdependently in teams dedicated to improving pupil learning, and providing time within the school day for these efforts;
- communicating results to pupils and parents in a timely and effective manner;
- forming active alliances with families, employers, community members, and policy-makers to promote pupil learning and ensure accountability for results;
- maintaining an adaptive, flexible, democratic, and transparent governance and organizational structure that ensures shared decision-making and input from all stakeholders on educational issues and promotes student achievement;
- giving pupils real-life experiences to help them learn about college and career opportunities;
- embedding respect for diversity into the curriculum;
- providing pupils with opportunities for self-reflection, goal-setting, and metacognitive awareness;
- ensuring that pupils gain computer and other technical skills; and
- forging strong partnerships with middle schools and colleges.

How Students Become Self-Motivated, Competent, Lifelong Learners

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

- Recognizing that personalization, differentiation of instruction, the acknowledgment of differences in prior knowledge, beliefs, and cultural backgrounds, and the building of metacognitive skills are keys to maintaining a learner-centered environment. The resources that PCHS invests in creating a learner-centered environment are outlined in the Long-Term Strategic Plan and the Local Control Accountability Plan – and PCHS believes these actions will help support its pupils transform into young adults who can think, act, and learn independently and ethically.
- Recognizing that knowledge-centered environments emphasize depth of knowledge over breadth of knowledge. Across the curriculum, students are encouraged to see interrelationships, analogies, comparisons, and contrasts, variety theories, causes and effect, and ideas in context. Students are encouraged to draw inferences and to use deductive and inductive reasoning. A culture of inquiry is also established by developing metacognitive skills, having pupils identify what they know, what they need to know, what they have learned, and what they skill or information they still need to know or acquire.
- Recognizing that an assessment-centered environment supports collective inquiry, enabling educators to build shared knowledge, make more informed decisions, and arrive at a consensus on best practices that will support student learning. At PCHS, Small Learning Communities (SLC's) and Professional Learning Communities (PLC's) continually collectively review student work. Feedback from assessments benefits both staff and students by making all parties aware of pupil performance, learning needs, and areas for growth in either teaching practice or student learning.
- Recognizing that community-centered learning environments establish social norms of participation that foster student achievement by valuing the search for understanding and allowing pupils and teachers the freedom to make decisions in order to learn. Community-centered learning environments enhance cognitive processes by setting norms that allow pupils to learn from themselves, from each other, from the school community, and from the outside world. Community-centered schools are the ultimate in personalized instruction in that they allow each student to connect in-school learning with his or her unique learning experiences outside of school.

Local Control and Accountability Plan

Palisades Charter High School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that PCHS shall annually submit a Local Control and Accountability Plan (LCAP) or LCAP update, as

appropriate, to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1. In accordance with Ed. Code sections 47604.33 and 47606.5, PCHS shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Ed. Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. PCHS shall comply with all requirements of Ed. Code section 47606.5, including but not limited to the requirement that PCHS “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” Ed. Code § 47606.5(e).

TEACHER ASSIGNMENTS AND CREDENTIALING
STATE PRIORITY #1: BASIC SERVICES

ANNUAL GOALS (Identify school-wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: <u>Annual Review, Annual Publication of School Accountability Report Card, CALPADS Report 3.5</u> <u>NCLB Core Course Section Compliance</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
For each year of the charter, all teachers at PCHS will be appropriately assigned and fully credentialed as required by law and the charter.	<p>Annual review in May/June of criteria, systems and procedures for teacher hiring (Executive Director & Principal, Human Resource Director)</p> <p>Annual review every August of the master schedule/teacher assignments to ensure compliance (Executive Director & Principal, Director of Academic Planning and Counseling)</p>	100%	100%	100%	100%	100%	100%

ACCESS TO INSTRUCTIONAL MATERIALS
STATE PRIORITY #1: BASIC SERVICES

ANNUAL GOALS (Identify school-wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: <u>Annual Inventory and Review, Textbook List</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<p>For each year of the charter, all PCHS students will have access to all Common Core State Standards-aligned instructional materials necessary to fully participate in programs and access services described in the charter.</p> <p>Every EL student will have full access to ELD standards-aligned program materials and supplemental materials necessary to provide the student with access to core instruction.</p> <p>Every student with an IEP will have full access to all Common Core State Standards-aligned instructional materials necessary to fully participate in</p>	<p>Annual inventory of instructional materials, and corresponding purchase of materials as necessary (Executive Director & Principal).</p> <p>Annual budget review and planning to ensure funds are available for instructional materials (Executive Director & Principal, EL Coordinator, and Director of Student Support Services)</p> <p>Annual review of EDL and special education programs to identify and obtain all instructional materials needed (EDP, EL Coordinator, and Director of Student Support Services)</p> <p>Curricular materials provided to the general education population will be purchased for all special education students regardless of placement to ensure full access. Special education teachers will participate/collaborate with general education teachers in Professional Learning Communities to ensure students with disabilities are provided strategies to</p>	<p>School-wide: 100%</p> <p>ELs: 100%</p> <p>Students with IEPs: 100%</p>	<p>School-wide: 100%</p> <p>ELs: 100%</p> <p>Students with IEPs: 100%</p>	<p>School-wide: 100%</p> <p>ELs: 100%</p> <p>Students with IEPs: 100%</p>	<p>School-wide: 100%</p> <p>ELs: 100%</p> <p>Students with IEPs: 100%</p>	<p>School-wide: 100%</p> <p>ELs: 100%</p> <p>Students with IEPs: 100%</p>	<p>School-wide: 100%</p> <p>ELs: 100%</p> <p>Students with IEPs: 100%</p>

the program set forth in the IEP	facilitate meaningful engagement with the curriculum.						
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FACILITIES MAINTENANCE
STATE PRIORITY #1: BASIC SERVICES

ANNUAL GOALS (Identify school-wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: <u>Annual Review, Monthly Operations Reports</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
All school facilities are maintained and in good repair in order to ensure a safe and healthy educational environment .	Annual review/ inventory of physical plant conditions and need for repair (Executive Director &Principal, Director of Operations)	Monthly Reports to the Board, annual inventory Baseline is “Exemplary” Rating: 90% and above Compliance (SARC Report)	Daily spot checks with a minimum of 90% compliance on inspection list	Daily spot checks with a minimum of 90% compliance on inspection list	Daily spot checks with a minimum of 90% compliance on inspection list	Daily spot checks with a minimum of 90% compliance on inspection list	Daily spot checks with a minimum of 90% compliance on inspection list
	Monthly reports of maintenance and repair priority execution plan (Executive Director &Principal, Director of Operations)						
	School safety camera/ surveillance system (Executive Director &Principal, Director of Operations)						
	Supervision and staffing of custodial staff (Director of Operations)						
	Improve quality of air on campus through clean air handlers and maintenance (Director of Operations)						

IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS

STATE PRIORITY #2

ANNUAL GOALS (Identify school-wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: <u>California Assessment of Student Performance and Progress (CAASPP), Internal Review of PLC and SLC Notebooks, Student Grade Reports, PD Sign-in Sheets, Conference Forms</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
PCHS will fully implement the Common Core State Standards.	<p>Teachers will participate in annual PD, conferences and training (Executive Director & Principal, AA Team)</p> <p>Release time for PLC/SLC planning (EDP)</p> <p>PCHS will seek to implement academic content and performance standards for all core subjects as they are adopted by the state (Executive Director & Principal)</p> <p>Continuation of the Academic Achievement Team (Executive Director & Principal)</p>	<p>100% of teachers will participate in PD and training in CCSS</p> <p>School-wide: CAASPP results, internal PLC common assessments</p>	<p>100% of teachers will participate in PD and training in CCSS</p> <p>School-wide: CAASPP results, internal PLC common assessments</p>	<p>100% of teachers will participate in PD and training in CCSS</p> <p>School-wide: CAASPP results, internal PLC common assessments</p>	<p>100% of teachers will participate in PD and training in CCSS</p> <p>School-wide: CAASPP results, internal PLC common assessments</p>	<p>100% of teachers will participate in PD and training in CCSS</p> <p>School-wide: CAASPP results, internal PLC common assessments</p>	<p>100% of teachers will participate in PD and training in CCSS</p> <p>School-wide: CAASPP results, internal PLC common assessments</p>
All EL students will gain academic content knowledge through the state-adopted academic content standards and performance standards	<p>Annual review and modification of English Language acquisition program to ensure ELs are making adequate yearly progress and access to core curriculum (Executive Director & Principal, EL Coordinator)</p> <p>Provide ongoing training and support for certificated staff on EL instructional strategies (EDP,</p>	<p>ELs: CAASPP results</p> <p>100% of teachers receive training and support in use of SDAIE strategies</p>	<p>ELs: 5% increase</p> <p>100% of teachers receive training and support in use of SDAIE strategies</p>	<p>ELs: 5% increase</p> <p>100% of teachers receive training and support in use of SDAIE strategies</p>	<p>ELs: 5% increase</p> <p>100% of teachers receive training and support in use of SDAIE strategies</p>	<p>ELs: 5% increase</p> <p>100% of teachers receive training and support in use of SDAIE strategies</p>	<p>ELs: 5% increase</p> <p>100% of teachers receive training and support in use of SDAIE strategies</p>

	EL Coordinator, AA Team)						
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PARENT INVOLVEMENT STATE PRIORITY #3							
ANNUAL GOALS (Identify school-wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: <u>PCHS Calendar, Board Minutes, Columbia School-wide Satisfaction Survey Results</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
PCHS will provide ongoing opportunities for parents to have input in committee meetings and informational sessions.	<p>PCHS will host a minimum of three outreach meetings per semester to encourage parent participation and seek input (EDP)</p> <p>PCHS will offer training on school technology systems to improve communication (Executive Director &Principal)</p> <p>PCHS will provide parent involvement and education opportunities through the Parent Involvement for Quality Education (PIQE) program (Executive Director &Principal, EL Coordinator)</p>		PCHS provides parents with access to at least three activities each semester	PCHS provides parents with access to at least three activities each semester	PCHS provides parents with access to at least three activities each semester	PCHS provides parents with access to at least three activities each semester	PCHS provides parents with access to at least three activities each semester

STATEWIDE ASSESSMENTS
STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify school-wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>CAASPP, CAHSEE</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<p>All students will meet or exceed growth targets on the CAASPP ELA and Mathematics assessments</p> <p>All numerically significant student subgroups will meet or exceed growth targets on the CAASPP ELA and Mathematics assessments</p>	<p>Provide training and support for certificated staff on CCSS implementation strategies for ELA and Mathematics (Executive Director & Principal, AA Team)</p> <p>Targeted class-size reduction in ELA and math classes with traditionally low pass rates</p> <p>Increase student access to technology and training on online assessments through improved technology access and upgrades and expansion of the 1:1 iPad program</p> <p>EL Coordinator to support specific program needs and implementation of the EL Master Plan</p> <p>Offer a variety of support programs (e.g. TVN, Fuerza Unida, PIQE)</p>	<p>School-wide: CAASPP results</p> <p>Subgroups: Meet or exceed growth targets</p>	<p>School-wide: Meet or exceed targets for growth</p> <p>Subgroups: Meet or exceed growth targets</p>	<p>School-wide: Meet or exceed targets for growth</p> <p>Subgroups: Meet or exceed growth targets</p>	<p>School-wide: Meet or exceed targets for growth</p> <p>Subgroups: Meet or exceed growth targets</p>	<p>School-wide: Meet or exceed targets for growth</p> <p>Subgroups: Meet or exceed growth targets</p>	<p>School-wide: Meet or exceed targets for growth</p> <p>Subgroups: Meet or exceed growth targets</p>

**ACADEMIC PERFORMANCE INDEX (API)
STATE PRIORITY #4: STUDENT ACHIEVEMENT**

ANNUAL GOALS (Identify school-wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: <u>API Reports or equivalent as mandated by CA State Board of Education</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
PCHS will meet or exceed annual API growth targets set by the California Department of Education	<p>Provide training and support for certificated staff on CCSS implementation strategies for ELA and Mathematics (EDP, AA Team)</p> <p>Targeted class-size reduction in ELA and math classes with traditionally low pass rates</p> <p>Increase student access to technology and training on online assessments through improved technology access and upgrades and expansion of the 1:1 iPad program</p> <p>EL Coordinator to support specific program needs and implementation of the EL Master Plan</p> <p>Offer a variety of support programs (e.g. TVN, <i>Fuerza Unida</i>, PIQE)</p>	<p>API Reports <u>or equivalent as mandated by CA State Board of Education</u></p>	<p>Meet or exceed API</p> <p><u>or equivalent as mandated by CA State Board of Education</u></p> <p>growth targets school-wide and for all numerically significant sub-groups</p>	<p>Meet or exceed API</p> <p><u>or equivalent as mandated by CA State Board of Education</u></p> <p>growth targets school-wide and for all numerically significant sub-groups</p>	<p>Meet or exceed API</p> <p><u>or equivalent as mandated by CA State Board of Education</u></p> <p>growth targets school-wide and for all numerically significant groups</p>	<p>Meet or exceed API</p> <p><u>or equivalent as mandated by CA State Board of Education</u></p> <p>growth targets school-wide and for all numerically significant sub-groups</p>	<p>Meet or exceed API <u>or equivalent as mandated by CA State Board of Education</u> <u>on</u> growth targets school-wide and for all numerically significant sub-groups</p>

Percentage of Pupils who are College and Career Ready

STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify school-wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: <u>Annual Review of the Master Schedule, EAP Results and Internal Post-Secondary Plan Report</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
<p>Increase by 5% annually the number of graduating seniors who meet A-G requirements</p> <p>Increase by 5% annually the number of graduating seniors in each subgroup who meet A-G requirements</p>	<p>Students work with counselors to create 4 Year Graduation Plan, which will be revisited every year (Executive Director &Principal, Director of Academic Planning and Counseling)</p> <p>Provide students with access to A-G courses (Executive Director &Principal,, Director of Academic Planning and Counseling)</p> <p>Using a development consultant, develop partnerships with colleges to enhance services and allocation of resources that increase student exposure to college courses and alternative opportunities</p> <p>Develop and implement a system to measure post-secondary school success (continuation, completion, career)</p>	<p>EAP Results Internal Post-Secondary Plan Report</p> <p>EAP English 51%</p> <p>EAP Math 67.1%</p>	<p>Meet or exceed school-wide growth targets</p> <p>Meet or exceed growth targets in all numerically significant subgroups</p>	<p>Meet or exceed school-wide growth targets</p> <p>Meet or exceed growth targets in all numerically significant subgroups</p>	<p>Meet or exceed school-wide growth targets</p> <p>Meet or exceed growth targets in all numerically significant subgroups</p>	<p>Meet or exceed school-wide growth targets</p> <p>Meet or exceed growth targets in all numerically significant subgroups</p>	<p>Meet or exceed school-wide growth targets</p> <p>Meet or exceed growth targets in all numerically significant subgroups</p>

**ENGLISH LEARNER ADEQUATE PROGRESS RATE
STATE PRIORITY #4: STUDENT ACHIEVEMENT**

ANNUAL GOALS (Identify school-wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: <u>CELDT, ELPAC, CALPADS Submissions, Internal Reclassification Documents</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
EL students will advance one level on the CELDT, ELPAC	<p>Annual review and modification of English Language acquisition program to ensure ELs are making adequate yearly progress (Executive Director &Principal, EL Coordinator)</p> <p>Provide ongoing training and support for certificated staff on EL instructional strategies (Executive Director &Principal,</p> <p>Targeted class-size reduction in ELA and math classes with traditionally low pass rates (Executive Director &Principal, Director of Academic Planning and Counseling)</p> <p>EL Coordinator to support specific program needs and implementation of the EL Master Plan (Executive Director &Principal, EL Coordinator)</p>	65% of students advanced one level	70% of students advance one level	75% of students advance one level	80% of students advance one level	85% of students advance one level	90% of students advance one level

ENGLISH LEARNER RECLASSIFICATION RATE
STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify school-wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: <u>EL Reclassification Data (CDE), Internal Reclassification Documents</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
EL students will be reclassified as fluent English proficient annually	<p>EL Coordinator to support specific program needs and implementation of the EL Master Plan (Executive Director & Principal, EL Coordinator)</p> <p>PCHS teachers will participate in professional development to ensure that EL students receive in-class instructional support, which includes individual support, small group instruction, and appropriate use of SDAIE and ELD instructional strategies (Executive Director & Principal,</p>	25% EL student reclassification rate	26% EL student reclassification rate	27% EL student reclassification rate	28% EL student reclassification rate	29% EL student reclassification rate	30% EL student reclassification rate

AP EXAMINATION PASSAGE RATE
STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify school-wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: <u>EL Reclassification Data (CDE), Internal Reclassification Documents</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Students taking AP exams will score 3 or higher	Course curriculum will be aligned with AP benchmark standards	77% of students score three or higher	80% of students score three or higher	maintain 80% pass rate and increase AP participation	maintain 80% pass rate and increase AP participation	maintain 80% pass rate and increase AP participation	maintain 80% pass rate and increase AP participation

EAP COLLEGE PREPAREDNESS RATE
STATE PRIORITY #4: STUDENT ACHIEVEMENT

ANNUAL GOALS (Identify school-wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: <u>EAP Results</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Increase by 2% annually the number of students in all subgroups who will pass EAP exams	Annual inventory of instructional materials, and corresponding purchase of materials as necessary (Executive Director &Principal, Targeted class-size reduction in ELA and math classes with traditionally low pass rates EL Coordinator to support specific program needs and implementation of the EL Master Plan (Executive Director &Principal,, EL Coordinator)	EAP English - 51% EAP Math - 67% *baseline will be reassessed after SBAC	Meet or exceed school-wide and sub-group growth targets	Meet or exceed school-wide and sub-group growth targets	Meet or exceed school-wide and sub-group growth targets	Meet or exceed school-wide and sub-group growth targets	Meet or exceed school-wide and sub-group growth targets

SCHOOL ATTENDANCE RATE
STATE PRIORITY #5: STUDENT ENGAGEMENT

ANNUAL GOALS (Identify school-wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: Daily and Monthly Attendance Monitoring, State Attendance Reports (Quarterly and Annual)					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
PCHS will maintain a high ADA rate (96.1% or higher)	<p>Promote and strengthen the parent-school relationship by sponsoring a variety of activities; see Parental Involvement provisions listed in State Priority #4 (Executive Director & Principal,</p> <p>Attendance Personnel training/intervention counseling for students with attendance concerns (Director of Admissions, Attendance, and Student Welfare)</p> <p>Parents will be made aware of attendance expectations and will be provided with access to student attendance information via Infinite Campus (Director of Admissions, Attendance, and Student Welfare)</p>	2013-14 ADA	ADA at or above 96.1%	ADA at or above 96.1%	ADA at or above 96.1%	ADA at or above 96.1%	ADA at or above 96.1%

CHRONIC ABSENTEEISM RATE
STATE PRIORITY #5: STUDENT ENGAGEMENT

ANNUAL GOALS (Identify school-wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: <u>Daily and Monthly Attendance Monitoring</u> , <u>State Attendance Reports</u> (Quarterly and Annual)					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Number of students reaching the 5% threshold for absenteeism/unexcused and uncleared absences will decrease	<p>Attendance Personnel training/intervention counseling for students with attendance concerns (Director of Admissions, Attendance, and Student Welfare)</p> <p>Parents will be made aware of attendance expectations and will be provided with access to student attendance information via Infinite Campus (Director of Admissions, Attendance and Student Welfare)</p>	<p>2013-14 State Attendance Reports</p> <p>Cummulative monthly average is 95.3; the goal is for each month to be above the monthly average</p>	Decrease chronic absentee rate	Decrease chronic absentee rate	Decrease chronic absentee rate	Decrease chronic absentee rate	Decrease chronic absentee rate

GRADUATION RATE
STATE PRIORITY #5: STUDENT ENGAGEMENT

ANNUAL GOALS (Identify school-wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: <u>CDE Reports, Internal Graduation Projections</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
PCHS will meet or exceed 90% graduation rate established by the CDE	<p>Students will meet with school academic counselor on a regular basis (Director of Academic Planning and Counseling)</p> <p>Students provided with access to counseling services, including mental health services/Educationally Related Mental Health Services (Director of Academic Planning and Counseling)</p> <p>Provide students with access to online courses and alternative high school programs such as Virtual Independent Studies and Temescal Academy (Director of Academic Planning and Counseling)</p>	94.6% graduation rate	Graduation rate meets or exceeds 90%	Graduation rate meets or exceeds 90%	Graduation rate meets or exceeds 90%	Graduation rate meets or exceeds 90%	Graduation rate meets or exceeds 90%

STUDENT SUSPENSION RATE STATE PRIORITY #6: SCHOOL CLIMATE							
ANNUAL GOALS (Identify school-wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Annual School Accountability Report, CALPADS Report, Internal Reports, Welligent</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
PCHS will decrease suspension rate	School will annually review suspension policies to assess effectiveness (Executive Director & Principal, Director of Student Activities, Athletics, and Discipline)	SARC, CALPADS	Suspension rate decreases from previous year	Suspension rate decreases from previous year	Suspension rate decreases from previous year	Suspension rate decreases from previous year	Suspension rate decreases from previous year
STUDENT EXPULSION RATE STATE PRIORITY #6: SCHOOL CLIMATE							
ANNUAL GOALS (Identify school-wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Annual School Accountability Report, CALPADS Report, Internal Reports, Welligent</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
PCHS will maintain an expulsion rate of less than 1%	School will annually review expulsion policies to assess effectiveness (Executive Director & Principal, Director of Student Activities, Athletics, and Discipline)	SARC, CALPADS	Expulsion rate less than 1%	Expulsion rate less than 1%	Expulsion rate less than 1%	Expulsion rate less than 1%	Expulsion rate less than 1%

SCHOOL CLIMATE AS MEASURED BY CONNECTEDNESS
STATE PRIORITY #6: SCHOOL CLIMATE

ANNUAL GOALS (Identify school-wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: <u>Annual Columbia Stakeholder School Satisfaction Survey</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Students, families, and school community will report feeling a sense of connectedness	Continue to increase communication efforts, family and community outreach, and parent involvement in all key operations and programs (Executive Director & Principal, Support for website, development, and outreach Website, Infinite Campus, Schoology	School stakeholder survey	Increased positive feedback on annual school survey	Increased positive feedback on annual school survey	Increased positive feedback on annual school survey	Increased positive feedback on annual school survey	Increased positive feedback on annual school survey

BROAD COURSE OF STUDY STATE PRIORITY #7							
ANNUAL GOALS (Identify school-wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: <u>Annual Review of Master Schedule and Student Schedules</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
PCHS will provide all students with access to a broad course of study	Students school-wide and in all subgroups will have access to academic and educational programs as outlined in the school's charter (Executive Director & Principal, Director of Academic Planning and Counseling)						
	Increase access to Math, Engineering, Science Achievement (MESA) program (Director of Academic Planning and Counseling)	100% access	100% access	100% access	100% access	100% access	100% access
	Expand STEAM classes/STEAM-shop (Executive Director & Principal, Director of Academic Planning and Counseling)						

SCHOOL INTERVENTION PROGRAMS
STATE PRIORITY #8

ANNUAL GOALS (Identify school-wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: <u>Course Rosters, Course Grade Reports, Internal Grade Distribution Reports, Attendance Records</u>					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Provide a Summer Bridge Program for students identified as being high-need, at-risk, or under-performing	Incoming 9 th -graders identified as high need, at-risk, or those with leadership potential as determined by internal placement assessments, standardized test scores, and teacher/counsel or referral will participate in the Dolphin Leadership Academy summer transition program (Executive Director &Principal, Director of Student Activities, Athletics, and Discipline)		100% participation	100% participation	100% participation	100% participation	100% participation

Intervention and support for students with credit deficiencies will be provided beyond the academic school year	Summer school opportunities provided for students who need to repeat a course for high school completion or college admission (Executive Director &Principal, Director of Academic Planning and Counseling)		95% participation and completion	95% participation and completion	95% participation and completion	95% participation and completion	95% participation and completion
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<p>All students will have access to ELA intervention</p>	<p>Administer ELA placement exam for incoming 9th graders (Director of Academic Planning and Counseling)</p> <p>Provide literacy classes with support from academic coach (Executive Director &Principal,</p> <p>Expand and promote tutoring options/Study Center and Per. 7 office hours with teachers (Executive Director &Principal,</p>		<p>5% increase in course pass rate</p>	<p>5% increase in course pass rate</p>	<p>5% increase in course pass rate</p>	<p>5% increase in course pass rate</p>	<p>5% increase in course pass rate</p>
<p>All students will have access to math intervention</p>	<p>Administer math placement exam for incoming 9th graders (Director of Academic Planning and Counseling)</p> <p>Offer redesigned algebra course with built-in support (Director of Academic Planning and Counseling)</p> <p>Expand and promote tutoring options/Study Center and Per. 7 office hours with teachers (Executive Director &Principal,</p>		<p>5% increase in course pass rate</p>	<p>5% increase in course pass rate</p>	<p>5% increase in course pass rate</p>	<p>5% increase in course pass rate</p>	<p>5% increase in course pass rate</p>

INSTRUCTIONAL DESIGN

The educational program at PCHS is shaped by our values, by our beliefs regarding how learning best occurs, and by research-based best practices exhibited at the school as well as other high-performing, comprehensive high schools with proven track records of helping pupils acquire the ever-increasing skill set needed to achieve career and college readiness. A fundamental tenet of PCHS is that all of its students can learn. This premise is recognized in the federal No Child Left Behind (NCLB) legislation, and is the guiding principle of the educational program at PCHS. The goal of PCHS is to create an educational program that provides enhanced prospects for different kinds of learners. PCHS provides all students with access to a rich and challenging standards-based curriculum and opportunities to understand concepts, demonstrate proficiency, and build a solid foundation for future success.

PCHS Values

- The focus of the school's core activities on pupil learning and achievement and the development of positive values and goals.
- A belief in ongoing collaboration in Professional Learning Communities (PLC) in order to achieve goals and promote professional growth of all adults in the school community.
- Expectations that all pupils will master the same rigorous academic content in standards-based curricula and will be prepared for post-secondary opportunities.
- A belief in diversity as an asset, particularly in the promotion of multicultural understanding; this includes the belief that pupils should be taught explicitly to value diversity and to learn about other cultures as well as become proficient in more than one language.
- A commitment to provide a safe and secure learning environment.
- Recognition that communication and knowledge-acquisition require maximizing the use of technology.
- The need for personalization in education in which a community of adults nurture students and ensure that they meet graduation requirements and prepare them for goals beyond high school.

To satisfy our overarching goal of creating a highly enriched comprehensive secondary school PCHS is dedicated to educational innovation. PCHS' small learning communities are an example of innovation. According to the LAUSD's *Small Communities of Learning*, schools "cannot reach new heights of equity and excellence while confined in a bureaucracy with a tendency to conserve customs or practices that work for a small fraction of the student body." *Revisiting Professional Learning Communities at Work: New Insights for Improving Schools* (DuFour & Eaker, 1998) As an independent charter school, the primary consideration of PCHS shall always be the education and welfare of all of its pupils. The PCHS educational plan reflects that consideration. It will empower the school to deliver a quality, standards-based educational program, driven by the needs of students, and validated and constantly improved by the analysis of data.

The school's eclectic instructional program, which is continually evolving and improving, is rooted in the following:

- 1) Standards-based instruction
- 2) Ideas from *Professional Learning Communities at Work: New Insights for Improving Schools* (Richard DuFour, Rebecca DuFour, and Robert Eaker)
- 3) Research-based instructional methodology
- 4) Personalized instruction: creating a learner-centered environment

- 5) Support classes and programs
- 6) Digital literacy
- 7) College and career readiness

Standards-Based Instruction

Palisades Charter High School is implementing the newly adopted California Common Core Standards (CA CCSS) while also following pre-existing California State Content Standards, the Next Generation Science Standards, and English Language Development Standards. There is a school-wide expectation that, in every class, students will engage in standards-based instruction that is linked to school-wide ESLR's. All PCHS teachers routinely address standards in daily lessons as they collectively work to equip students with the skills and knowledge needed to take full advantage of a wide variety of post-secondary opportunities.

PCHS began implementing the CA CCSS during the 2013-14 school year. The CCSS rollout plan was created and implemented by the school's Academic Achievement Team. Key elements included the following:

- providing informational assemblies for all stakeholders;
- providing professional development;
- formulating a Common Core budget that included funding for every teacher to attend a Common Core conference or workshop;
- completing the Smarter Balanced Assessment Consortium's field test on three different platforms (laptop computers, desktop computers, and iPads), and supporting Professional Learning Communities (PLC's) in developing lessons and assessments that included performance tasks, constructed responses, and enhanced multiple-choice questions.

Professional Learning Communities at Work

In *Learning by Doing*, a handbook by Richard DuFour, Rebecca DuFour, Robert Eaker, and Thomas Many, a Professional Learning Community (PLC) is defined as follows: "Educators committed to working collaboratively in ongoing processes of collective inquiry and action research to achieve better results for the students they serve. Professional learning communities operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators." Milbrey McLaughlin, co-director of Stanford University's Center for research on the Context of Teaching, states: "The most promising strategy for sustained, substantive school improvement is building the capacity of school personnel to function as a professional learning community. The path to change in the classroom lies within and through professional learning communities" (DuFour et al.).

After several staff members attended a Richard DuFour conference in 2003-04, PCHS began creating PLC's. Teachers advocated for this shift because they viewed collaborative PLC work as a research-based strategy that would increase student achievement, provide support for all teachers, and ensure that course-alike classes share the same learning goals. In most departments, PLC members include teachers assigned to Advanced Placement, honors, college-prep, and special education classes. Teachers from Temescal Academy, a Small Learning Community (SLC) serving at-risk students, also

participate in PLC's. Teachers are expected to meet in PLC's at least twice a month; meeting time is embedded in the PCHS bell schedule. Guiding the PLC meetings are what DuFour et al., refer to as the "Four Critical Questions of Learning." Working in PLC's, teachers at PCHS identify the essential standards, develop formative and summative common assessments, analyze the assessment results, and then use this data to drive instruction. Teachers also share best practices, develop instructional programs that offer success and challenge for each student, and use data analyses to determine whether sections of their curriculum need to be re-taught. Students who are not succeeding in their classes are referred to intervention programs. Each PLC keeps notebooks, which include pacing plans, copies of common assessments, rubrics, samples of student work samples, and an analysis of the data collected. A Data Coordinator, academic coaches, and National Board Certified teachers are available to support PLCs in developing assessments and interpreting assessment data.

In the fall of 2013, PCHS began implementing the Common Core State Standards (CCSS). Using school-wide rubrics and templates created by the Academic Achievement Team, every PLC developed and administered a Common Core-style Performance Task. Every PLC also created a common assessment that included enhanced multiple-choice questions, another new component of the new Smarter Balanced assessment.

Research-based Instructional Methodology

PCHS is committed to instructional excellence. Working in PLCs, teachers use the elements of "backward design," a practical, research-based model of instructional planning created by Grant Wiggins and Jay McTighe, authors of *Understanding by Design* (1998). As defined by Wiggins and McTighe, *Understanding by Design*, or *UbD*, is a "framework for designing curriculum units, performance assessments, and instruction that lead your students to deep understanding of the content you teach." Indeed, when students firmly grasp and understand content, they will be able to appropriately connect, make sense of, and use the knowledge, competencies, and skills acquired to solve a variety of real-world problems. Emphasizing the teacher's role as a facilitator of student learning, *UbD* helps teachers clearly articulate learning goals, create assessments used to measure student understanding, and design scaffolded, differentiated learning activities that both engage and challenge students. In backward design, lessons are not planned until the goals are clarified and the assessments are created. This systematic, purposeful approach to lesson design provides students with the ongoing opportunity to explain, interpret, apply, shift perspective, empathize, and self-assess. Backward design consists of three stages: identifying desired results, determining acceptable evidence, and creating effective and engaging learning activities. The first two stages are perfectly aligned with the first two of DuFour's "Critical Questions of Learning," making *UbD* a viable strategy for teachers at PCHS. Moreover, embracing the *UbD* model enables teachers to help students gain the college and career readiness skills demanded by the new CCSS assessments created by the Smarter Balanced Assessment Consortium.

Personalized Instruction: Creating a Learner-Centered Environment

Personalization, differentiation of instruction, and the building of metacognitive skills are critical components needed to create and maintain a learner-centered environment. Personalization of instruction begins by acknowledging that "learners construct their

own meanings, beginning with the beliefs, understandings, and cultural practices they bring to the classroom... the teachers attempt to get a sense of what students know and can do as well as their interests and passions—what each student knows, cares about, is able to do, and wants to do” (*How People Learn: Brain, Mind, Experience, and School*, Darling-Hammond, 2001, p. 136).

Whether personalization takes place in the classroom, on an athletic field, in an extracurricular activity, or in a learning lab, it is the approach that defines many of the Charter School’s endeavors. PCHS is committed to providing a caring environment, knowing students on both an academic and a personal level, and continually assessing each student’s progress in order to effectively address individual academic needs. A learner-centered environment scaffolds for students and inculcates in them the habits of mind to monitor their own learning. PCHS gives students continuous feedback on their academic progress in order for students to practice, understand, and continuously sharpen their own cognitive processes. In providing students with access to a multi-cultural curriculum, PCHS celebrates the diversity of its staff and student body while also helping students gain an understanding and appreciation of multiple perspectives.

To promote personalization of instruction, PCHS devotes resources to maintaining its foundational ninth-grade Small Learning Communities (SLCs) and to reducing class sizes school-wide. PCHS recognizes that the student-teacher relationship is essential to academic success. Moreover, earlier this year in response to feedback from all stakeholders, PCHS began instituting strategic class-size reduction, reducing class sizes in all college-prep sections of English 10, English 11, and Algebra 1, so that students receive more personalized instruction.

The school also has provided the resources needed to create two Small Learning Communities that target vulnerable students. One SLC, which is comprised of six interdisciplinary pods, serves incoming ninth-grade students. The other SLC, Temescal Academy, serves high-risk students.

PCHS’s dedication to innovation also has produced a wide variety of opportunities for students to individualize their education and build self-confidence in their own abilities and insights. Programs such as Mathematics, Engineering and Science Achievement (MESA), Environmental and Spatial Technology (EAST), Academic Decathlon, and newly launched STEM/STEAM classes, in addition to a wide variety of sports, activities, and clubs, offer students a diverse range of opportunities to become involved in the school. Students not only participate in but also frequently initiate these activities, ensuring that the activities offered are of high interest to the student body.

Providing students with more control over their learning experience improves the likelihood of engaging at-risk students (*Teaching with the Brain in Mind*, 58). Incoming students are encouraged to become involved in one of the school’s many co- or extra-curricular programs. The ninth-grade pod electives (Art History, Drama, Digital Media, Folk Art, Environmental Science, and Music) promote awareness of and prepare students for advanced electives and after-school activities. Through participation in drama, music, athletics, yearbook, Pali Production, Mock Trial, Junior

State of America, Leadership, or any of the school's other programs, each student will be known well by at least one adult who can give support, guidance, and mentoring. Research indicates that teenagers who have a connection with adults at school are more likely to have a positive attitude about their educational experience and are less likely to drop out.

By embracing technological advances, PCHS has also built capacity for monitoring and communicating student progress. In order to go beyond traditional report cards, PCHS has invested in technology to improve communication between PCHS staff and parents. Through the Infinite Campus portal, parents, students, and PCHS staff may log in and view student grades and attendance information, which is updated in real time. Through the secure, password-protected web portal, parents may access their child's class schedule, progress reports, and transcripts. PCHS went live with Infinite Campus on Jan. 7, 2013.

The school's innovative SLCs and programs include:

Ninth-grade SLC: The interdisciplinary pods offer all ninth-grade students a personalized transition into a large, comprehensive high school. The concept for the pods derives from studies showing that small schools or learning communities can be extremely effective in meeting the learning and affective needs of students. Currently, PCHS has six pods – Art History, Drama, Folk Art, Urban Ecology, Digital Media, and Music. Approximately 140 students are assigned to each pod, where they receive instruction in three classes (English 9AB, World Cultures, and the pod elective). Teachers assigned to pods annually participate in Humanitas training, and they work together to create rigorous interdisciplinary units that focus on overarching themes. Two English teachers, a history teacher, an elective teacher, a resource teacher, a literacy specialist, and a counselor are assigned to each pod. Pod teachers may access paid summer planning time and regular meetings throughout the year to develop curriculum, evaluate student work samples, and personalize instruction and intervention. Pod classes are heterogeneously grouped, allowing teachers to innovate with differentiated instructional strategies, such as tiered assignments and learning through multiple modalities.

Temescal Academy: With enrollment of approximately 75 students, Temescal Academy is dedicated to helping students overcome obstacles, recover academic credit, and complete high school graduation requirements. The SLC was created in 2009 after LAUSD closed its continuation school located at the Temescal Academy site, which is adjacent to the Stadium by the Sea. At Temescal Academy, students have the opportunity to earn credits at an accelerated rate. The staff consists of a full-time director, three full-time teachers, an academic counselor, a classified staff member, and a part-time resource specialist, who work together to provide an academically stimulating, safe, and nurturing environment from students who were unable to realize success in a larger school setting.

Virtual Independent Studies: A full-time academic program for students seeking an alternative to the traditional classroom, Virtual Independent Studies provides core academic courses and electives in a blended-learning model. Students may take electives and high-level courses, such as Advanced Placement, in traditional PCHS classroom settings. The online curriculum aligns with the CCSS and A-G University of California

requirements. Students are also required to attend academic seminars, labs, and oral language meetings throughout the week while having the opportunity to work on campus in the Virtual Learning Lab or off-campus in a setting conducive to their learning. Students complete PLC-designed Performance Tasks, ensuring academic rigor. Additionally, students are encouraged to participate in PCHS clubs, athletic teams, music programs, drama programs, and other available programs.

The Village Nation: The Village Nation (TVN) celebrates, supports, and promotes the self-esteem and academic success of PCHS’s African-American students. Led by staff members who serve as “Village Elders,” TVN has revitalized the student club component of the Black Student Union. TVN’s success in raising the self-efficacy and academic achievement of African-American students prompted PCHS teacher leaders to launch *Fuerza Unida*, a group dedicated to supporting Latino students and their parents. Currently, TVN has a peer mentoring program in which successful upper-classmen are paired with ninth and tenth graders who are struggling academically. TVN also has an assembly every year in which students review and discuss state testing data. Other assemblies are dedicated to exposing students to culturally relevant curriculum. In an assembly held during the spring of 2014, Pacific Palisades residents Bernard and Shirley Kinsey shared portions of their expansive collection of books, letters, artwork, and other artifacts that reveal the often untold story of African-American achievement and contribution.

Fuerza Unida: Established in 2009, *Fuerza Unida* or “United Strength” is a social, cultural, academic, and community support program for PCHS Latino students and families. Using the TVN model, a team of elders made up of teachers, counselors, an administrator, and a parent organizes impact assemblies, parent meetings, and Latino Student Union (LSU) activities that educate, organize, and connect Latino students and families to resources and support. By strengthening the school’s relationship with Latino parents and building a network of Latino families, *Fuerza Unida* builds the capacity of students to succeed in school and acquire college and career readiness skills. Last year, *Fuerza Unida* and the Bilingual Office brought to PCHS the Parent Institute for Quality Education (PIQE). Topics of focus for PIQE include learning how to navigate the high school system, understanding A-G requirements, and recognizing the importance of a student’s grade-point average.

Support Classes and Programs

Academic support for students will be provided in a variety of ways. PCHS takes a proactive approach, administering a series of diagnostic tests to determine which incoming students may be in need of additional academic support.

After being accepted for admission to PCHS in the spring, every incoming ninth-grade student is required to take a math placement test and the Gates-MacGinitie diagnostic reading test, which assesses each student’s reading comprehension and command of high-utility vocabulary. Based on these initial assessments, students may be placed in a Lit Success, an academic reading and writing support class, and/or one of three math support classes. The students with the highest needs are placed in Essentials of Math, a one-semester review of fundamental concepts that will prepare students to move into Algebra IA in the spring semester. Students with low

qualifying scores for placement Algebra 1AB may be placed in a three-semester Algebra ABC class. In previous years, students have been placed in an Algebra 1AB class that meets daily during Period 7, rather than in a block period, ensuring that students have daily contact with the curriculum and supports in place in the classroom. In targeting specific literacy, numeracy, and study skills essential to academic success at the secondary level, these classes both prepare freshmen for their high school coursework and provide them with yet another adult who knows them on a more personal level than they may find in larger classes.

PCHS identifies ninth grade at-risk students through articulation with Paul Revere Charter Middle School and by analysis of the results of the school's two diagnostic tests. Ninth grade at-risk students are invited to attend the Dolphin Leadership Academy, an intensive, three-week summer boot camp that allows students to earn five credits toward graduation and acquire the knowledge and the skills that will prepare them to make the critical transition from middle school to high school. Participating in the bridge program allows at-risk students to acquire confidence and leadership skills and to forge relationships with PCHS teachers and established student leaders. The student-teacher ratio is approximately 25:1, and each teacher is supported by a group of established student leaders. Curriculum includes reviewing fundamental math concepts and practicing reading and writing skills needed to meet the rigorous demands of high school work. Students also review graduation and A-G requirements, complete a mandatory summer reading project, and participate in a community service project.

PCHS also offers CAHSEE support for (a) rising tenth-grade students who fail to achieve qualifying scores on a diagnostic assessment given each spring and (b) tenth-, eleventh-, and twelfth-grade students who have not yet achieved a passing score on the English Language Arts (ELA) and/or Math portion of the CAHSEE exam. Initially, students were placed in a two-week math boot camp to prepare for the CAHSEE exam. Recently, support was expanded to include full-semester classes. The course teaches students how to study and to prepare for the ELA and/or Math section of the CAHSEE, which consists of multiple-choice questions as well as one essay (ELA only) and addresses state academic content standards through grade ten.

Any student who wishes individual help may visit teachers during office hours, which are available during lunch and Per. 7. Help also is available in the Study Center, where the Tutoring Coordinator arranges for one-on-one tutoring in all academic subjects. Tutoring is available Monday through Friday before school, at nutrition, at lunch, and after school. Local and traveling students have equal access to the tutoring.

In addition, throughout the school year, students who are struggling may be referred to the Student Success Team. Working as a team, the student, parent, teachers, and academic counselor identify the student's strengths and assets. Using that information, the team will design a "student success" plan. Follow-up meetings are planned to monitor individual student progress toward meeting goals stated in the plan.

Supported by a Stanford University study that states, "high schools ... also reduce

student loads for teachers by having teachers teach fewer groups of students for longer blocks of time,” PCHS has implemented a rotating block schedule. PCHS will continue to investigate various scheduling options that would allow the most productive use of meeting and professional development time, appropriate intervention for students, and effective and efficient use of our resources.

Digital Literacy

PCHS recognizes that digital literacy is an important component of any 21st Century education plan, and is committed to promote digital citizenship and to provide learning experiences that will equip students with the skills needed to locate, evaluate, use, share, and create content using the Internet and information technologies.

Strategies include:

- launching a 1:1 iPad Program in ninth grade in 2013-14;
- providing Schoology accounts for teachers, staff, and students;
- providing Infinite campus access for teachers, staff, students, and parents;
- equipping classrooms with LCD projectors, speakers, and Apple TV;
- upgrading the school’s infrastructure to improve wireless connectivity;
- providing access to a media center in the school library;
- housing iPad carts in select tenth-grade classrooms in 2014-15;
- maintaining carts of iPad and laptop computer carts that teachers may borrow as needed;
- launching a 1:1 Chromebook program at Temescal Academy in 2014-15; and
- creating the school’s Acceptable Use Policy which every student must read and sign.

In 2013-14, PCHS launched the 1:1 iPad Program for ninth-grade students and upgraded its infrastructure to improve wireless access. English Language Arts and history textbooks and three high-utility productivity apps (Numbers, Pages, and Keynote) were downloaded onto every iPad. An internal iPad Program assessment survey of parents, teachers, students, and staff revealed the following:

- Students in iPad classes spent more time on individual and group investigation and collaboration activities than did students in comparable non-iPad classes.
- Students used electronic channels to communicate with, receive resources from and deliver products to teachers more often than they used traditional channels.
- When iPads and/or other collaborative/interactive activities were effectively integrated into lessons, students in 1:1 iPad classes were more engaged than were students in comparable non-1:1 iPad classes. However, during lessons when the iPad plays a minor role in classroom activities, students were more likely to be off-task or disengaged than their counterparts in a traditional setting.
- Students produced a wider variety of products as part of assignments both in class and out of class and have acquired skill in a large number of educational/productivity apps.

This year, the program is being expanded; select tenth-grade classrooms will house iPad carts. To support teachers in integrating the use of technology into the classroom, professional development was provided by PCHS staff and staff. In addition, more than twenty PCHS staff members have attended the annual Computer Use in Education CUE

conference during each of the last three years.

By providing with frequent opportunities for meaningful, real-world application of technology, teachers are helping students develop the college and career readiness skills needed to meet the increased demands of the CCSS as well as to prepare to take the new computer-based Smarter Balanced assessments.

College and Career Readiness

All PCHS students have the opportunity to select an academic program and have access to a quality education that will prepare them to take advantage of post-secondary opportunities in college and/or the workplace. All students have access to A-G courses. Students who successfully meet PCHS graduation requirements demonstrate proficiency in core academic standards, higher-order critical thinking skills, and technology skills addressed by the Common Core State Standards. PCHS is committed to creating a college-going culture for students and their families. Approximately 96 percent of PCHS graduates go on to attend two- or four-year colleges and universities.

Every freshman participates in a workshop in which academic counselors review graduation requirements and the University of California A-G requirements for the purpose of helping each student construct an Individual Graduation/4-Year Plan. Students are encouraged to review this plan with their parents, and the four-year plan is revisited and revised every semester as the student makes progress toward meeting graduation requirements.

In eleventh grade, students have taken the CSU Early Assessment Program (EAP) section of select CST English Language Arts mathematics exams (ELA Grade 11, Algebra II and Summative High School Math). Since CST is no longer given, EAP is being incorporated into the new Common Core testing program as of Spring, 2015. Students who demonstrate proficiency are exempt from taking the CSU Placement Test. On an ongoing basis, student performance data and results from college readiness examinations such as the SAT and ACT are collected and analyzed to monitor student preparation for college-level course work. As a graduation requirement, all students must pass the California High School Exit Exam (CAHSEE).

PCHS further creates a college-going culture providing students and their families with access to the College Center, which organizes a series of informational workshops throughout the year in both English and Spanish. Workshop topics include information about financial aid opportunities, and the college application process. Individual appointments also are available. Beginning in tenth grade, students are provided with access to Family Connection, a Web-based college planning and application management system that the PCHS College Center staff uses to publicize upcoming events, including visits from college representatives and information about college-entrance tests.

Curriculum and Instruction

Since AB 484 suspended the STAR assessment program, PCHS has used Mastery Manager, the PCHS internal assessment software system, to monitor the academic growth of all students. Each course alike PLC has designed common benchmark

assessments, which align to the state standards. The frequency and number of common assessments varies between PLCs, depending upon the developmental level of the PLC. PLC assessments range from two to ten assessments per year. Over the past year, performance tasks have been developed for each course using The Literacy Consortium (TLC) model. The Literacy Consortium's mission is to bring together the expertise of a group of educators and experts committed to literacy. The goal of TLC is to increase knowledge and empower teachers to adapt curriculum and instruction to support common core literacy standards. PCHS coaches and coordinators created targeted professional development to assist PLCs in developing performance tasks. Most PLCs have given performance tasks to students and analyzed results.

In accordance with the newly adopted Common Core Standards (CCSS), the pre-existing California State Content Standards, the Next Generation Science Standards (NGSS), and English Language Development Standards, students at PCHS are expected to meet the following academic department standards:

English Language Arts: The goal of instruction in English Language Arts classes is to help students develop the critical thinking skills needed to analyze and interpret ideas presented in fiction and nonfiction texts and to defend their ideas with text-based evidence and logical arguments. Each grade level organizes curriculum around an essential question: 9th – what is the nature of humanity; 10th – what is the source of man's inhumanity to man; 11th – what defines the American Experience; 12th – who am I and who do I hope to become? Students are expected to grow in their individual ability to identify major themes/arguments, literary devices, and rhetorical techniques; to use the writing process independently (including prewriting, drafting, evaluating, revising, editing, and publishing) to refine paragraph- and essay-writing skills while using various modes of writing; to work through the research process and accurately document and publish their findings; and to use vocabulary knowledge to improve reading, writing, and speaking skills. At all grade levels, department-wide common assessments are used to measure student writing proficiency. In ninth through twelfth grade, students write increasingly independent and rigorous literary analysis essays on short works such as poetry. In ninth and tenth grade, students write argumentative essays, and in eleventh they apply the knowledge they've gained to writing a rhetorical analysis essay on early American literature. In twelfth grade, students shift focus from argument to both a personal essay in preparation for their college applications and in reflection of their experience and character and a final research paper that incorporates the skills required for a college-level paper.

English Language Development (ELD): In addition to providing vocabulary and structure for content learning, the ELA standards incorporated into these classes prepare students to access core curriculum and meet graduation requirements in English. Students will demonstrate English language proficiency in all areas of communication, including speaking, listening, reading, and writing. The program is designed so that all limited English-speaking students can gain self-esteem and pride in one's language and culture, realize academic achievement in all subject areas, and become proficient in academic English.

Mathematics: By working in a variety of instructional settings, students will learn to communicate mathematics using numeric, graphical, symbolic, and written means. They

will practice and apply basic skills and critical-thinking skills to solve mathematical problems, construct valid arguments, and appreciate real-world applications of mathematics. Students will demonstrate proficiency on core learning as stated in department essential standards for each course. When appropriate, students will use calculators and/or computers to integrate and enhance their knowledge of mathematics.

Physical Education and Health: Students will acquire lifetime physical fitness concepts to help them develop motor skills, shape and maintain a positive self-image, display appropriate social behavior, and enjoy physical education as a recreational interest. Students will increase muscular strength and endurance, flexibility, and agility; develop cardiovascular endurance, and maintain body composition. Students will gain an understanding of human growth and development, as well as sexuality; plan a physical fitness program; understand nutrition, substance abuse, and the nature of illness. Students will demonstrate their knowledge of the skills and course content on written examinations, physical skills tests, and observation by the instructor during class activities. The standards addressed in the ninth- and tenth-grade classes are aligned to those addressed on the California Physical Fitness Gram. Other options for physical education include dance and yoga.

Science: The goal of the Science Department is to help students understand and use the scientific and engineering design processes and knowledge in problem-solving for the purpose of making a positive impact in their local, as well as global community. In accordance with the expectations of the CCSS and NGSS, students in science classes will use technology for informational retrieval, data acquisition and analysis, and communication and will develop knowledge about the natural world by using science and engineering skills in a hands-on curriculum. Thus students will have the understanding of science and technology to exercise civic responsibility when making technology- and science-based decisions, and to impact the world in a positive way.

Social Studies: Students will address the following universal concepts by using a variety of sources: recognition of the dignity of the individual and the importance of ethical issues in the context of societies; understanding religion, philosophy, and other major belief systems as they relate to culture as well as to human and environmental interaction; application of basic economic and political concepts; knowledge of the role people have played in society, including minorities, immigrants, and women; understanding the basic principles of democracy and the origins of basic constitutional concepts; and using time and chronology in the analysis of cause and effect. In addition to course offerings, the Social Studies Department is dedicated to providing students with opportunities to participate in extracurricular activities related to social studies, including Mock Trial, Junior State of America, and Girls and Boys State.

Special Education: Each student will achieve goals and objectives designed specifically to address his or her academic, vocational, and socio-emotional strengths and needs. Multiple methods of assessing student growth and understanding will be employed in order to provide continuous feedback for all individuals supporting the student (e.g., parents, teachers, designated instructional service providers). Students will access the general education curriculum in all subject areas, with accommodations and modifications appropriate to each student's needs pursuant to an Individualized Education Plan (IEP). Students will demonstrate proficiency as defined in their IEP in

core curriculum subject matter through a variety of methods. Consultation and collaboration between general and special education teachers will ensure full access to the general education curriculum for all students with exceptional needs. PCHS will continue federal and state-mandated education services.

Technical Education: Through a wide range of experiential learning activities, students will gain an understanding of the critical significance and impact of rapidly emerging, evolving, and converging technologies on every aspect of life. Using technology in academic and occupational settings, students will develop core skills -- skills necessary to understand and manage infinite resources available to enhance their current and future quality of life. The Common Core skills include reading comprehension, command of the language to enhance communication in multiple modes, critical thinking, mathematical problem solving, technical knowledge, and life skills that demonstrate application of the processes.

Visual and Performing Arts: Students will learn how to express their own creativity effectively and skillfully. They will also make critical, informed judgments about the arts and aesthetics. Additionally, students will understand that art is an expression of culture and society and its changes are a reflection of the differences across cultures and societies.

World Languages: Students will use a world language to communicate accurately and appropriately, whether listening, speaking, reading, or writing. Students will understand the cultures of those countries where the target language is spoken as well as the place of the target language in our own society.

Course Offerings

Subject Area	College Preparatory	Non College Preparatory
English Language Arts	, English 9AB, H English 10 AB, English 10 AB, H American Literature A, American Literature A, AP English Language AB, H Contemporary Comp, Contemporary Comp, AP English Lit AB, Expository Comp, H Advanced Comp, H World Lit, Lit Analysis, Modern Lit, Journalism 1 AB, Journalism 2 AB, Journalism 3AB, , Adv. ELD 11/12 B, H California Literature AB, California Literature AB	Lit Success 1 AB, Prof Rd/Writ, EL Literacy 9/10 AB, EL Literacy 11/12 AB, English Lang Skills 4 AB, ESL Beginning 1AB, ESL Inter 2a-B, ESL Adv. 3, Adv. ELD 9/10 AB, Adv. ELD 11/12 A
Mathematics	, Algebra ABC, Algebra I AB, Algebra IAB 1-2, H Geometry AB, Geometry AB, H Algebra 2 AB, Algebra 2AB, , , Geometry AB, H Geometry AB, H Math Analysis B, AP Calculus AB, AP Calculus BC, AP Statistics AB, H	CAHSEE Math AB, Essential Standards Math, Adv. Applications of Math AB

	Math Analysis AB, Math Analysis AB, High School Calculus AB, MESA AB	
Physical Education	Beg Dance Choreography Performance AB, Choreography Sh. AB, March Band SH AB, March Band AB	Movement Body Aware AB, Adv. PE 1 AB, Physical Ed Lead, Adv. PE 2 AB, Physical Fitness, Adv. Conditioning, Swim, Water Polo, Surf AB, Cheer, Outdoor Education, Track Field, Wrestling, Adv. Baseball, Baseball, V Baseball, JV Baseball, JV Basketball, V Boys Basketball, JV Boys Basketball, V Girls Basketball, JV Girls Cross Country, V Football, V Football, Football Fr/So, Golf, V Boys
Science	Integrated Science 1-2 AB, Integrated Science 1 AB, AP Environmental Science AB, Biology AB, H Biology AB, AP Biology AB, Physiology AB, H Physiology, AB, Physical Geology AB, Chemistry AB, H Chemistry AB, AP Chemistry AB, H Physics AB, Physics, AB, AP Physics AB, Astronomy AB, Environmental Studies AB, H Marine Biology AB, Marine Biology AB	
Social Science	AP US History AB, US History 20 AB, H US History 20 AB, US History AB, AP World History AB, Modern World AB, H Modern World AB, AP Human Geography AB, AP European History AB, Philosophy, American Government College Prep, H American Government, AP US Government and Politics, Economics, H Economics, World Education,	

Special Education		Practical Social Studies AB, SS History-Com. AB, SS History-Cons AB Essential Standard English AB, Personal Health, Algebra Read AB, B, Practical Math AB, Cons Math AB, Essential Standard English A, Practical English AB, Applied English AB, Com. English AB, Comm. Res AB, Basic Read B, Communication Orientation Comm. Science AB Practical Science AB
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Technical Education	Computer Programming AB, AP Computer Science AB,	Data Processing, Information Processing Independent Living, Parenting and Child Development, Beginning Clothing, Clothing and Textiles, Fashion Design and Merchandising, Fiber Arts, Foods and Nutrition, Graphic Design, Web Design
Visual/Performing Arts	Ceramics 1 AB, Ceramics 2 AB, Drawing and Painting 1 AB, Design, Photography 1 AB, Photography 2 AB, Photo Production AB, Filmmaking 1 AB, Filmmaking 2 AB, Drawing AB, Adv. Drawing/Painting AB, AP Art History AB, AP Studio Art 2-D AB, AP Studio Art 3-D AB, AP Drawing AB, Drama AB, Play Production AB, Stage Craft/Stage Design AB, Theatre Workshop AB, Chorus AB, Vocal Ensemble AB, Guitar AB, Concert Band AB, Advanced Band AB, Drum Line AB	Art History Pod, Drama Pod, Folk Art Pod, Film Integrated Art, Music Technology
Work Experience		General Work Experience B
World (Foreign) Language	French 1 AB, French 2 AB, H French 3 AB, H French 4 AB, AP French, Italian 1 AB, Italian 2 AB, Italian 3 AB, Italian 4 AB, Spanish for Native Speakers 1 AB, Spanish for Native Speakers 2 AB, H Spanish for Native Speakers 2 AB, Spanish 1 AB, Spanish 2 AB, H Spanish 2 AB, Spanish 3 AB, H Spanish 3 AB, Spanish 4 AB, AP Spanish Language and Culture AB, AP Spanish Literature and Culture AB	

Instructional Strategies

The newly introduced Smarter Balanced assessments focus on analysis and application of knowledge, not mere recall. Given the shift in the assessment model, teachers at PCHS are shifting their instructional designs, limiting the use of teacher-centered activities to create more time for student-center activities that provide all learners with multiple opportunities to collaborate, synthesize information, make inferences, construct and test hypotheses, and apply knowledge. Students must be able to comprehend difficult text and then build text-based arguments, skills they can acquire by regularly engaging in scaffolded learning activities that provide frequent opportunities for them to use and hone higher-order thinking skills. Teachers use a variety of techniques to check for understanding and provide students with feedback on an ongoing basis. In order to create a rich academic environment, teachers at PCHS use a variety of research-based instructional strategies address all modalities of learning. These strategies include but are not limited the following:

A-B partner teaching	gallery walks	outlining
annotating text	graphing	paraphrasing text
brainstorm	guided practice	quick writes
cluster	graphic organizers	realia
carousel brainstorming	graphing	reciprocal teaching
challenging text	illustrating concepts	self-reflections
choral reading	independent practice	sentence stems
choral response	integrated technology	SOAPStone mode of analysis
chunking text	interdisciplinary projects	Socratic seminar
classifying	jigsaw	storyboards
collaborative groupings	journaling	student presentations
cooperative groupings	justifying responses	summarizing text
Costa's questions	KWL charts	text-based seminars
creating analogies	labeling	tiered questions
debates	learning stations	TIPs (Think-Ink-Pair-Share)
dialectical journals	literature circles	timelines
DITSO mode of analysis	making inferences	TPCASTT mode of analysis
demonstrations	making predictions	tutorials
discussions	maps	Venn diagrams
document-based questions	mnemonic devices	videos
elaborating on text	modeling	word of the day
explaining cause and effect	multimedia presentations	word roots, prefixes and suffixes
exit tickets	nonlinguistic representations	
fishbowl	note taking	
flow charts	online discussion threads	
four corners	open-mind diagrams	

Selection of Curriculum and Instructional Materials

MATH

Algebra 1	Algebra 1: Concepts, Skills, and Problem Solving
Geometry Fall Semester	Geometry Connections Vol. 1
Geometry Spring Semester	Geometry Connections Vol.2
Algebra 2	Algebra 2
Math Analysis	Precalculus with Trig Concepts
Math Applications	The heart of the Mathematics
Honors Math Analysis	Precalculus and Discrete Mathematics
Calculus	Calculus: Graphical, Numeric, Algebraic
	Calculus of a single variable Early transcendental
AP Calculus	Functions
	Multiple Choice and Free Response in prep for
AP Calculus	AP Calc (BC)
	Multiple Choice and Free Response in prep for
AP Calculus	AP Calc (AB)
Math Essentials	Algebra Readiness
AP Statistics	The practice of statistics
Honors Math Analysis	Precalculus Graphical, Numerical, Algebraic

HISTORY

AP US History	America's History
AP US History	United States History preparing for the AP Exam
AP American Government	Government by the People
AP European History	The Western Experience vol.1
AP European History	The Western Experience vol.2
AP World History	Traditions & Encounters
US History	The Americans
Principles of American	
Democracy	Magruder's American Government
Economics	Economics Concepts and Choices
WHG: Modern World	
History	Modern World History: Patterns of Interaction
World Cultures	World History: Patterns of Interaction
Philosophy	Sophie's World
AP Human Geography	Human Geography People, Place & Culture

ENGLISH

English 9	Literature
English 10	Elements of Literature 4th Course
Literature Analysis	Elements of Literature 5th Course
AP Language	Adventures in American Literature
English 10	Question and Forms in Literature
AP Literature	Perrine's Literature Structure, Sound, and Sense

SCIENCE

Physiology	Hole's Human Anatomy & Physiology
Marine Biology	Marine Biology (6th Edition)
Marine Biology	Marine Biology
Marine Biology	Modern Biology
Biology	Modern Biology
AP Biology	Biology in Focus

Integrated Sci.
Physics

AP/H Physics
Physical Geo.

Chemistry

H Chemistry

AP Chemistry

Ap Chemistry

Enviro. Science

Health

ELL-ELD

10

11

Integrated Coordinated Science

Physics

Physics for Scientist & Engineers with Modern

Physics

Modern Earth Science

Modern Chemistry

General Chemistry: The Essential Concepts

Chemistry: The Molecular Science

Chemistry

Environmental Science : A Global Concern

Lifetime Health

Write Source

Write Source

Issues Course II

Reader's Handbook

English 3D

Curriculum, materials, and instructional activities are aligned with California Common Core State Standards and state standards. Curriculum, materials, and instructional activities are selected on the basis of rigor and relevance to support our school-wide goal of preparing students to be college- and career-ready. Department chairs and PLC/SLC leaders facilitate the selection of instructional materials, with input from their respective team members. Administrators and department chairs are working toward standardizing a school-wide curriculum adoption policy.

Graduation Requirements

All students must accumulate a minimum of 230 credits in grades nine through twelve and meet proficiency standards as determined by the State of California to be graduated with a diploma. The current graduation requirements are listed on the chart that appears on the next page.

PCHS Graduation Requirements

SUBJECT	HIGH SCHOOL GRADUATION 9-12	UC/CSU 1. A-G Requirements complete with a mark of “C” or higher	NCAA Division I 2. Eligibility Requirements
Social Studies “A” Requirement	30 credits World History AB US History AB Government Economics	2 years World History US History	2 years
English “B” Requirement	40 credits English 9 AB English 10 AB 11 th –American Literature Contemporary Composition 12 th –Composition and English Elective	4 years college preparatory English	4 years
Mathematics “C” Requirement	20 credits college preparatory mathematics. Minimum- Algebra1 and Geometry or Applied Math	3 years college preparatory math; a 4 th year recommended. Must complete Algebra 2	3 years (Algebra 1 or higher)
Science “D” Requirement	10 credits- Biological Science 10 credits-Physical Science	2 years laboratory science in grades 10-12; a 3 rd year recommended. UC: 2 out of 3 – biology, chemistry, physics. CSU: 1 year life science; 1 year physical science 3.	2 years
Foreign Language “E” Requirement	None required for graduation	2 years of the same foreign language; a 3 rd year recommended	
VPA-Visual and Performing Arts “F” Requirement	10 credits	1 full year course (9 th grade POD does <u>NOT</u> meet VPA Requirement)	
Electives “G” Requirement	75 credits	1 year or more advanced courses in math, arts, English, lab science, foreign language, social science or a “G” elective 3.	1 additional year of math , English or science, plus 4 years of additional courses from any area above, foreign language, or non-doctrinal religion/philosophy
Applied Technology	10 credits- must include one semester of computers	none	
Physical Education	20 credits	none	
Health	5 credits	none	
Assessments	California High School Exit Exam (CAHSEE)	UC: ACT Assessment plus writing or SAT Reasoning Test. Subject Tests are optional. CSU: ACT without writing or SAT Reasoning Test (writing score not used)	
Non-course requirements	1. 40 hours community service 2. Required mandatory testing 3. Senior post graduation plan		
Total credits need for graduation – 230 credits			

- This list reflects the minimum admission requirements for UC/CSU. For a complete description of UC/CSU admission requirements, please refer to www.universityofcalifornia.edu and www.csumentor.edu. To see Palisades CHS A-G course list, go to www.ucop.edu/doorways.
- NCAA- this is a brief summary. Please log on to the NCAA website for the complete eligibility requirements and Division II requirements at www.eligibilitycenter.org
- Integrated Science, Marine Biology, Physical Geology and Astronomy are not lab sciences, but can be used to meet the “G” requirement.
- Counselors will continuously offer credit evaluations twice a year and counselors will provide students will opportunities to makeup credits. Classes may be offered second semester for juniors and seniors. When a student leaves they are provided their credit evaluation. Counselors immediately create a graduation plan for students transferring to PCHS.
- Our community service liaison is supervised by an Assistant Principal who reports to EDP. In the event students are not able to meet the forty hours of community service they are not participate in the graduation ceremony. However the participation rate is 100%.

Accreditation and Transferability of Courses

PCHS is accredited through the Western Association of Schools and Colleges (WASC). This accreditation ensures that the academic program of PCHS is acceptable and transferable to other high schools and universities. PCHS has an articulation agreement with the University of California (UC) and with the Cal State University (CSU). Through this articulation program, PCHS has developed a list of approved classes that meet the entrance requirements of both university systems. PCHS will continue to have an administrator and a college counselor who will communicate with colleges, universities, and other schools regarding acceptable courses. All courses are designed to meet the CCSS and pre-existing state standards and thus should be transferable to the public high schools in accordance with local policies. Information regarding accreditation and transferability of courses is available in the Parent/Student handbook, on the PCHS website (www.palihigh.org), and in the Counseling Office upon request. Annually students and/or parents meet with the counselors and are instructed how to meet the A-G requirements and graduation requirements. In the ninth grade parents receive the four-year plan including A-G requirements. These documents are translated in Spanish. Parents with limited English skills are invited to attend a five-week program, Parent Institute for Quality Education. (PIQE) Several times a year parents are invited to attend Fuerza Unida and TVN events to learn about college preparation education. Parents receive a letter from the academic counselor if their child is deficient in credits. PCHS utilizes bi-lingual advisory counselors. EL students have mentors. Student Success Teams are provided for students with academic challenges. When a student transfers to another school they are given their transcript and credit evaluation.

WASC ACCREDITATION

PCHS has maintained its accreditation.

Academic Calendar and Schedules

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

PCHS 2015-2016 Projected School Calendar

(Subject to change. LAUSD 2015-16 calendar was not available to align these projected dates.)

August 10	Pupil Free Day Professional Development
August 11	All classes meet – 0, 1, 3, 5, 2, 4, 6, 7
August 25	Professional Development Day EARLY DISMISSAL
September 3	Back to School Night
September 4	Minimum Day
September 7	Labor Day Holiday
September 9	Admissions Day Holiday
September 15	5-Week Progress Report
September 25	Unassigned Day (No School)
October 6-7	CAHSEE Testing

October 13	10-Week Progress Report
November 3-4	CAHSEE Testing
November 10	15-Week Progress Report
November 11	Veterans' Day School Holiday
November 17	Professional Development Day EARLY DISMISSAL
November 23 - 27	Thanksgiving Holiday
December 8	Professional Development Day EARLY DISMISSAL
December 15	Final Exams – Periods 1, 3 Minimum Day
December 16	Final Exams – Periods 2, 4 Minimum Day
December 17	Final Exams – Periods 5, 6 Minimum Day
December 18	Professional Development Day
December 18	Semester 1 Report Card
December 21 – Jan 8	Winter Break
January 11	Professional Development Day
January 12	All classes meet – 0, 1, 3, 5, 2, 4, 6, 7
January 19	Martin Luther King Jr. Holiday
January 26	Professional Development Day (Early Dismissal)
February 2	Professional Development Day
February 9	Professional Development Day (Early Dismissal)
February 3-4	CAHSEE testing
February 16	Presidents' Day Holiday
February 17	5-Week Progress Report
March 1	Professional Development Day (Early Dismissal)
March 16-17	CAHSEE testing
March 23	10-Week Progress Report
March 31	Unassigned Day (No School) Cesar Chavez Day
April 4-8	Spring Break
April 6	Unassigned Day (No School)
April 12	Professional Development Day (Early Dismissal)
May 4	15-Week Progress Report
May 10	Professional Development Day (Early Dismissal)
May 11-12	CAHSEE testing
May 25	Memorial Day Holiday
May 30	All classes meet – 0, 1, 3, 5, 2, 4, 6, 7
May 31	Final Exams – Periods 1, 3 Minimum Day
June 1	Final Exams – Periods 2, 4 Minimum Day
June 2	Final Exams – Periods 5, 6 Minimum Day
June 2	Graduation
June 3	Semester 2 Report Card
June 3	Pupil Free Day

Dates are subject to change. The calendar will be updated as needed to reflect any major changes.

First Semester: 84 Instruction days (86 total for teachers)

Second Semester: 91 Instruction days (94 total for teachers)

PCHS Bell Schedules

Regular Day Schedule (363 Instructional Min.)

<u>Period</u>	<u>Time</u>
1/2	7:50 – 9:34
Nutrition	9:34 – 9:54
Passing	9:54 – 10:01
3/4	10:01 – 11:43
Lunch	11:43 – 12:17
Passing	12:17 – 12:24
5/6	12:24 – 2:06
Passing	2:06 – 2:13
7	2:13 – 3:08

3/4	10:11 – 11:48
Lunch	11:48 – 12:22
Passing	12:22 – 12:29
5/6	12:29 – 2:06
Passing	2:06 – 2:13
7	2:13 – 3:08

Minimum Day Schedule (249 Instructional Min)

<u>Period</u>	<u>Time</u>
1/2	7:50 – 9:05
Nutrition	9:05 – 9:28
Passing	9:28 – 9:35
3/4	9:35 – 10:44
Passing	10:44 – 10:51
5/6	10:51 – 12:00
Passing	12:00 – 12:07
7	12:07 – 12:43

Professional Development Tuesday Schedule

<u>Period</u>	<u>Time</u>
1/2	7:50 – 9:35
Nutrition	9:35 – 9:50
Passing	9:50 – 9:56
3/4	9:56 – 11:36
Lunch	11:36 – 12:09
Passing	12:09 – 12:15
5/6	12:15 – 1:55

All Classes Meet Bell Schedule – Minimum Day

<u>Period</u>	<u>Time</u>
1	7:50 – 8:25
Passing	8:25 – 8:32
3	8:32 – 9:04
Passing	9:04 – 9:11
5	9:11 – 9:43
Nutrition	9:43 – 10:03
Passing	10:03 – 10:10
2	10:10 – 10:42
Passing	10:42 – 10:49
4	10:49 – 11:21
Passing	11:21 – 11:28
6	11:28 – 12:00
Passing	12:00 – 12:07
7	12:07 – 12:43

All Classes Meet Bell Schedule – Regular Dismissal

<u>Period</u>	<u>Time</u>
1	7:50 – 8:42
Passing	8:42 – 8:49
3	8:49 – 9:38
Passing	9:38 – 9:45
5	9:45 – 10:34
Nutrition	10:34 –
10:54	
Passing	10:54 – 11:01
2	11:01 –
11:50	
Passing	11:50 –
11:57	
4	11:57 –
12:46	
Lunch	12:46 – 1:21
Passing	1:21 – 1:28
6	1:28 – 2:17
Passing	2:17 – 2:24
7	2:24 – 3:08

Final Exam Bell Schedule – Minimum Day

Periods 1 & 3; 2 & 4, 5 & 6	
<u>Period</u>	<u>Time</u>
First Class	7:50 – 9:50
Nutrition	9:50 – 10:20
Second Class	10:25 – 12:25

Late Start Day Bell Schedule – Regular Dismissal

1/2	9:00 – 10:40
Nutrition	10:40 –
11:00	
Passing	11:00 – 11:07
3/4	11:07 – 12:47
Lunch	12:47 – 1:21
Passing	1:21 –
1:28	
5/6	1:28 – 3:08

Special Activity Schedule – Regular Dismissal

<u>Period</u>	<u>Time</u>
1/2	7:50 – 9:23
Nutrition	9:23 – 9:43
Passing	9:43 – 9:50
3/4	9:50 – 11:17
Activity	11:57 – 12:32
Lunch	12:32 – 12:39
Passing	12:39 – 2:06
5/6	2:06 – 2:13
Passing	2:06 – 2:13
7	2:13 – 3:08

Activity Day Schedule (363 Instructional Min.)

<u>Period</u>	<u>Time</u>
1/2	7:50 – 9:44
Nutrition	9:44 – 10:04
Passing	10:04 – 10:11

Instructional Minutes Calculator

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	Select Y/N									0	36000	0	-36000
1	Select Y/N									0	50400	0	-50400
2	Select Y/N									0	50400	0	-50400
3	Select Y/N									0	50400	0	-50400
4	Select Y/N									0	54000	0	-54000
5	Select Y/N									0	54000	0	-54000
6	Select Y/N									0	54000	0	-54000
7	Select Y/N									0	54000	0	-54000
8	Select Y/N									0	54000	0	-54000
9	Select Y/N	167	377			8	263			175	64800	65063	263
10	Select Y/N	167	377			8	263			175	64800	65063	263
11	Select Y/N	167	377			8	263			175	64800	65063	263
12	Select Y/N	167	377			8	263			175	64800	65063	263

PROFESSIONAL DEVELOPMENT

PCHS currently employs 143 certificated and 67 classified staff members, in addition to approximately 30 part-time or seasonal employees and 26 certificated employees who serve as substitutes. PCHS recruits its own staff. Administrators, academic department chairs, classified staff, and other stakeholders work together to recruit highly qualified credentialed teachers who are committed to the school’s core values and beliefs.

Available positions at PCHS will be advertised internally through various media, including EdJoin. We require the submission of documentation to our HR Office to verify highly qualified status of all applicants. The standards for employment will be based on appropriate academic background, prior experience, specialized training, and/or personal qualities as may be needed for each position.

Administrators, members of the Academic Achievement Team, department chairs work together to design professional development that meets school-wide needs identified in the Long-Term Strategic Plan. PCHS professional development in instruction will include engagement strategies and differentiation. More specifically, faculty will implement strategies that will scaffold content for EL students and Special Education students, two historically vulnerable populations.

**2015-16 PCHS Professional Development Plan
SUBJECT TO CHANGE**

DATES	TIME	PLAN
8/6/15	8:00 AM – 2:00 PM	Humanitas Design Training- LAEP- 9 th Grade SLC
8/7/15	8:00 AM – 2:00 PM	Apple Training
8/7/15	8:00 AM – 3:00 PM	New Teacher Orientation
8/10/15	8:00 AM – 11:00 AM	Safety training; PLC training
8/25/15	8:00 PM - 3:00 PM	Optional Technology Training
10/6/15	2:10 PM – 3:10 PM	PLC- Response to Intervention and Grading Practices
11/18/15	2:10 PM – 3:10 PM	PLC and Technology Workshops
12/8/15	2:10 PM – 3:10 PM	Common Core Assessments, Instructional Practices, Technology
12/18/15	8:00 AM – 3:00 PM	PLC Common Assessment Analysis, PLC meetings, Technology workshops and Mastery Manager Workshops
1/11/16	2:10 PM – 3:10 PM	Apple and Mastery Manager Technology Workshops
2/2/16	8:00 AM – 3:00 PM	Dufour Schoolwide Training- PLC Tune-ups
2/9/16	2:10 PM – 3:00 PM	Continuation of Dufour Training
3/1/16	2:10 PM – 3:10 PM	Internal Assessment Training
4/12/16	2:10 PM – 3:10 PM	Internal Assessment Training/Mastery Manager
5/10/16	2:10 PM – 3:10 PM	PLC Notebook Check and Material review
Dates TBA	2:15PM – 3:08 PM	Per. 7 Teacher Workshops

MEETING THE NEEDS OF ALL LEARNERS

ENGLISH LEARNERS

Palisades Charter High School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school's academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), PCHS shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that PCHS will either adopt and implement LAUSD's English Learner Master Plan *or* implement PCHS's own English Learner Master Plan. If PCHS chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the school will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, PCHS shall provide to the CSD a report on its annual EL program assessment. Upon request, PCHS shall provide a copy of its current EL Master Plan to the CSD.

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

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

PCHS shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

PCHS adopted the new *English Learner Master Plan* from LAUSD in October 2012. This plan will guide all staff to ensure that consistent, coherent services are provided to every English Learner (EL) and Standard English Learner (SEL) in our school.

PCHS shall meet all applicable legal requirements for English Learners (ELs) as it pertains to annual notification to parents, student identification, placement, program options, EL, and core content instruction, teacher qualifications and training,

reclassification to fluent English proficient status, monitoring, and evaluating program effectiveness, and standardized testing requirements. PCHS will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

PCHS is continuously developing a culture of improvement and it will continue to provide an education program characterized by high expectations and personalization to ELs so they can attain optimal linguistic and academic success.

Home Language Survey

PCHS will administer the home language survey upon a pupil's initial enrollment into the Charter School. The initial California English Language Development Test (CELDT) is administered to any pupil new to the school whose home language is one other than English. The results of the tests are used to ensure proper placement. EL 3 and 4 coursework is aligned with English 9AB curriculum and meets the English 9AB high school graduation requirement.

CELDT Testing

All pupils who indicate that their home language is other than English will take the CELDT test within thirty days of their initial enrollment and at least annually thereafter between July 1 and Oct. 31 until re-designated as fluent English proficient.

PCHS will notify parents of the school's responsibility for CELDT testing and of CELDT results within thirty days of receiving the assessment results. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing. CELDT results offer a gauge of academic progress for English Learners.

Strategies for English Language Learner Instruction and Intervention

The PCHS English Learner curriculum and instruction is research-based, supported by resources of the School, and frequently evaluated for efficacy.

PCHS teachers are trained in the use of Specially Designed Academic Instruction in English (SDAIE) engagement strategies. PCHS is committed to further professional development opportunities.

Teachers are supported by ongoing professional development, bell-to-bell classroom observations, and access to mentoring and coaching. PCHS aims to incorporate differentiated instruction to meet the needs of English Learners based on their academic and language readiness.

In order to assist EL students accessing a high-quality education, PCHS offers the following supports:

- CAHSEE preparatory classes
- Tutorials
- Literacy classes for EL and LTEL students
- Credit-recovery classes
- Spanish for Native Speakers

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a student as proficient in English including, but not limited to, all of the following:

- Assessment of English Language proficiency as demonstrated by an overall score of 4 or 5 on the CELDT and no score lower than 3.
- Teacher evaluation that indicates but is not limited to the student's academic performance in English Language Development with a grade of C or better.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement, including a description of the reclassification process.
- Results of a basic skills test that indicates that the student is sufficiently proficient in English to effectively participate in an academic curriculum.

LTEL Designee Program

The LTEL Designee Program, based on the PCHS Master Plan and the Office of Civil Rights, is designed to meet the needs of Long-Term English Learners. An LTEL is an English Learner who has been enrolled in schools in the United States for more than six years with no more than one year of interrupted schooling, has not reclassified, and is scoring at Intermediate or above on the CELDT, and Below Basic (BB) or Far Below Basic (FBB) on California Standards Test (CST) in English Language Arts (ELA). In light of AB484 suspending CST, PCHS will use the following criteria: Language Assessment for CELDT, English Language Arts grades, CAHSEE and ELA; EL periodic assessment. In addition, at least once yearly the PCHS Language Appraisal Team meets to review the performance and progress of LTEL students.

In accordance with the EL Master Plan, LTELs enrolled in grades nine through twelve are assigned a counselor, teacher specialist, or faculty member to serve as a designee. LTEL students and their parent(s) or guardian(s) meet at least twice a year with the school-based designee for the purpose of reviewing the student's current language status, program placement, test results, and goals for attaining reclassification criteria and accelerated academic progress targets. In addition, each student meets twice a month with the designee to discuss individual academic progress. Meetings are documented on the LTEL Student Goal Sheets, which are retained by the EL Coordinator.

Language Appraisal Team

The Language Appraisal Team (LAT) is a multidisciplinary team that monitors and supports the progress of all EL's. The LAT includes an EL coordinator, counselor,

instructional coach, and a teacher. Parents and other interested parties are invited to attend the monthly meetings, which are advertised on the PCHS website.

The LAT performs the following functions:

- monitors the placement and instruction of EL and RFEP students;
- monitors the linguistic and academic progress of EL's according to the minimum progress expectations outlined for their instructional program in Chapter 2 of the EL Master Plan;
- ensures appropriate placement of LTEL's, as well as recommending instructional strategies to support their academic and linguistic progress;
- reviews the progress of EL's in meeting reclassification criteria;
- monitors the progress of RFEP's in reaching academic proficiency in all core subject areas based on data, grades, and state test scores;
- monitors individual students through the LAT referral process; and
- reviews EL/RFEP student and school data at least three times a year to ensure the above is documented and accurately monitored.

GIFTED and TALENTED STUDENTS and STUDENTS ACHIEVING ABOVE GRADE LEVEL

PCHS offers a number of classes that meet the needs of gifted and talented students achieving above grade level. Students who have gone to feeder schools and have been identified as GATE through the LAUSD process are monitored for achievement by the counseling department. PCHS also offers in-house testing and identification of students on a department-by-department basis. All incoming students take placement tests in both Math and English and are placed accordingly. CST data as well as CASHEE data is studied to make sure high-achieving students are identified. Special programs such as The Village Nation (TVN) and *Fuerza Unida* work to identify underrepresented students and push them to work toward taking Advanced Placement and Honors classes. The Director of Academic Counseling and Guidance monitors the progress of students in this subgroup by evaluating grades, standardized tests, four-year academic plan, and course placement. Through small learning communities and PLCs, teachers monitor student performance and make recommendations for more rigorous course placement. Teachers receive professional development on Common Core, differentiated instruction, and providing more rigorous curriculum.

PCHS has an extensive Advanced Placement and Honors programs offered on campus. PCHS's Advanced Placement program is comprised of various classes that serve approximately 720 students, or 25 percent of the school's population. PCHS also offers a variety of honors-level courses. Honors and AP students may or may not be designated as gifted. Students are also encouraged to take college level courses at our local community colleges.

STUDENTS ACHIEVING BELOW GRADE LEVEL

Palisades Charter High School continues to develop a tiered Response to Intervention (RtI) model designed to improve the performance of all students, including those identified as low-achieving, under-achieving, or at-risk of retention. To that end, PCHS has allocated resources and is committed to the following:

- refining school-wide protocols for timely identification of pupils who are not achieving up to ability;
- refining and implementing systemic, graduated, directive responses when pupils do not appear to be making adequate academic progress; and
- providing timely and appropriate support for pupils' individual learning and socio-emotional needs.

Staff routinely uses data from progress reports, report cards, and internal and state assessments to identify pupils who are low-achieving or at risk of retention. Members of the school's Crisis Team, teachers, counselors, and support staff also help identify pupils and recommend them to any one of a number of academic or emotional support programs on campus. Once a student has been identified as being in need of support, PCHS staff works with parents to identify appropriate resources.

Pupils have access to a wide variety of academic support services, including content-specific support classes embedded in the regular school day; targeted informational assemblies; one-on-one tutoring; credit-recovery classes, and the Virtual Independent Studies program, which offers blended-online learning. Temescal Academy, a small learning community designed to serve approximately 80 pupils, is committed to providing the individual help pupils need to overcome obstacles, recover academic credit, develop interpersonal skills, and graduate and receive a diploma. Long-Term English Learners (LTEL's) have access to specially designed support classes, and their progress is monitored through the LTEL Designee program described in the English Learner section of this document. In an effort to be proactive in providing support, PCHS also uses internal diagnostic placement tests to identify high-risk and at-risk incoming ninth-graders, who are invited to participate in a Summer Bridge Program that focuses on helping pupils build academic skills and develop leadership skills.

PCHS also provides pupils with access to a registered school nurse, a credentialed school psychologist, and a social worker who work collaboratively to address issues pertaining to an individual pupil's medical and emotional well-being. Through the Health Office, pupils and parents/guardians are informed of and will have access to psychological and counseling services provided on and off campus by community agencies and organizations.

PCHS staff uses qualitative and quantitative data to monitor a pupil's individual progress. Parents are provided with password-protected access to the school's student information system, where they may access real-time information about their child's academic progress and attendance records. Through the school's learning management system,

parents may access information regarding course-specific learning goals and assignments.

As a staff, PCHS strives to find more effective and efficient means of helping pupils succeed. The tiered RtI model will undergo changes, but its core principle will remain the same: PCHS wants to provide assistance to every pupil who needs it to ensure academic success for every pupil who wants it.

ECONOMICALLY DISADVANTAGED STUDENTS

Economically disadvantaged (ED) pupils are identified upon enrollment and on an annual basis. The Free and Reduced Price School Meals program is the primary marker used to determine a pupil's socioeconomic status. As part of the enrollment process, every pupil is required to complete a Free and Reduced Price School Meals Application. Total family income is used to determine which pupils are eligible for free and reduced lunches.

PCHS monitors the progress of pupils in this subgroup by assessing data included in progress reports and report cards. Another source is data from external assessments, including the CAHSEE, AP, and SAT exams.

PCHS has high expectations for all pupils. The school recognizes the need to provide extra supports for economically disadvantaged pupils and does in many ways, including:

- creating a rigorous, culturally congruent curriculum for all students;
- maintaining high standards for all students;
- providing transportation scholarships;
- providing early academic interventions and opportunities for enrichment;
- creating a print-rich classroom environment;
- continually celebrating the diversity of our student population;
- communicating effectively with parents;
- engaging and empowering parents through PIQE and college readiness workshops;
- providing students with access to technology through the 1:1 iPad program and on-campus computer labs;
- organizing college and curricular field trips; and
- supporting all students with access to science, technical education, and visual and performing arts.

PCHS is continually working with development consultants to identify outside funding sources (e.g., foundations, grants) that will enable the school to offer underrepresented students increased access to STEAM (Science, Technology, Engineering, Arts, and Mathematics) career pathways. PCHS believes that innovative concepts like wearable tech and 3D printing provide unique engagement opportunities that lead to student-driven learning and youth entrepreneurship.

The proposed Pali STEAM Shop has three goals for the 2015 – 2016 school year:

- to increase the project-based STEAM learning opportunities for students, with an emphasis on a select group of mathematically/scientifically-talented economically

- or educationally disadvantaged students;
- to offer electives for students wishing to delve into the world of robotics and electronics, including fashion technology; and
- to create a sustainable business model to cover the ongoing cost of materials and supplies needed for such classes.

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Public School Choice Service Plan for Students with Disabilities

In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, Charter School agrees to sign the Public School Choice Service Plan for Students with Disabilities Assurance Form (“Assurance Form”). The Assurance Form assures that the awarded PSC Charter School will abide by the conditions and requirements of the *Chanda Smith* Modified Consent Decree. Signing the Assurance Form also assures that Charter School, which has been selected to operate a PSC school, agrees to use positive behavioral interventions and supports to address the learning and behavioral needs of students with disabilities in accordance with the federal Individuals with Disabilities Education Act (IDEA) (20 U.S.C. Sec. 1400 et seq.) and to comply with the District’s Discipline Foundation Policy. Charter School, selected to operate a PSC school, further agrees to protect the rights of students with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4) due process procedures. The school will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c)), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671). Procedures must include a description of how the school will respond to complaints and how the District will be notified of complaints and subsequent investigations. Furthermore, Charter School agrees to participate in the Los Angeles Unified School District’s Special Education Local Plan Area (SELPA), as required by all public schools formed or approved by the District.

Special Education Program

Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, Charter School will execute a

Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Ed. Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

Compliance with Child Find Activities: Conversion and Public School Choice (PSC) Schools

District-authorized conversion and PSC charter schools must conduct Child Find activities for students residing in their pre-charter and/or PSC attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion and PSC charter schools must distribute the District’s brochure, “Are You Puzzled by Your Child’s Special Needs,” prominently display the Parent Resource Network poster, and use other District materials to address the search and serve requirement of the law (e.g., “The IEP and You”).

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of

the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

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

- **End of Year Suspension**

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

- **Statewide Assessment Data (Including Charter Schools)**

The usual file including District ID.

- **Norm day**

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

- **CBEDS(Including Charter Schools)**

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

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

- **Dropout (Including Charter Schools)**

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

- **Monthly SESAC and Suspension data (Including Charter Schools)**

- **Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD**

The MCD requires charter schools to implement the District's integrated student

information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to upload data into MiSiS as required by the MCD, beginning August 1, 2014 upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD.

A TYPICAL DAY

On a typical day at Palisades Charter High School, every student, faculty member, classified employee, and visitor can see tangible evidence of the Expected School-wide Learning Results – core learning, critical thinking, communication, and community.

For some, the school day begins at 7 a.m., when students have the opportunity to participate in a zero-period class, such as Orchestra. For some, the school day ends at 10 p.m., when the final buzzer sounds, marking the end of a football game at Stadium by the Sea. And, for many stakeholders, the day often begins and ends with a renewed sense of purpose, urgency, and determination to continue working hard to realize the goals articulated in the school's mission statement.

On a typical day, anyone visiting campus may well see the following:

- students in a ninth-grade POD elective using their iPads to search the Internet for information they will use to write an interdisciplinary *Humanitas* essay;
- students enrolled in the Virtual Independent Studies Program meeting with a science teacher, who is facilitating a weekly, hands-on lab activity;
- a teacher at Temescal Academy showing students how to use Chromebooks to access text-based evidence they will need to write an Document-Based Question (DBQ) essay assessment developed by the World History PLC;
- the Study Center coordinator matching tutors with students who have asked for subject-specific support;
- the Academic Achievement Office administrative assistant running a Mastery Manager report for a science teacher who wants to analyze individual results of the most recent assessment;
- students using manipulatives in a Geometry class in order to gain a better understanding of a standard being taught;
- teachers examining student work during a PLC meeting, so they can identify and share best practices and adjust units of study created through backward design;
- students in an 11th-grade English class using laptop computers to peer-edit essays stored in a digital, cloud-based system;
- coaches and coordinators organizing extra-curricular activities, such as Envirothon, drama, and baseball;
- student-organized clubs gathering at lunch to discuss shared interests and/or plan an event;
- a staff member meeting privately with his or her LTEL Designee;

- the Pali Production team working together to prepare to provide live-stream coverage of an upcoming sporting event;
- interdisciplinary *Humanitas* teams meeting to create a student intervention plan;
- a Resource Specialist using the computers in the Kennedy Marshall Learning Lab to show a new student how to access his grades on Infinite Campus;
- a trained psychologist providing individual or group counseling;
- teachers meeting with Resource Specialists to discuss how to differentiate an assignment for a student with special needs;
- teachers, counselors, and support staff using the school's student information system to monitor student progress, and
- a team of students enrolled in the E.A.S.T. program using Web-based technologies to identify, access, and compile information they will use to execute the community-based project they are creating.

The master schedule is built to meet the needs of all learners, and data is used on an ongoing basis to guide decisions regarding additional supports that may be needed. The PCHS curriculum meets A-G requirements and is aligned with Common Core and California State standards, ensuring that all students have access to a high-quality educational program that will arm them with college- and career-readiness skills. Academic counselors help students build an Individual Graduation/4-Year plan that is reviewed on an ongoing basis. Students also have access to wide variety of resources in the College Center and the Career Center. A registered nurse, a school psychologist, a social worker, and the school's Crisis Intervention team collaborate to support the health and safety of all students. And in the cafeteria, all students have access to nutritious, well-balanced meals and snacks that meet standards set forth in the federal student lunch program.

ELEMENT 2
MEASURABLE PUPIL OUTCOMES
and
ELEMENT 3
METHOD BY WHICH PUPIL PROGRESS TOWARD
OUTCOMES WILL BE MEASURED

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” Ed. Code § 47605(b)(5)(B).

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” Ed. Code § 47605(b)(5)(C).

MEASURABLE GOALS OF THE EDUCATION PROGRAM

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

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

The overall outcome objective of PCHS is for its students to meet or exceed the achievement levels of similar students District-wide, county-wide, and state-wide. Current annual goals are cited in the State Priorities table that appears in Element 1 of this document.

In accordance with PCHS’s expected school-wide learning results (ESLR’s), students graduated by PCHS will demonstrate they are critical thinkers who make positive contributions to their communities and effective communicators who are capable users of technology. To quantify its results in educating students, PCHS will continue to develop formative and summative assessment programs as measurements both *for* and *of* student learning. Ongoing analysis of outcome data will guide the development and fine-tuning of educational programs.

Pupils at PCHS are expected to demonstrate the following department standards:

Curricular Focus	Measurable Outcomes	Courses
English Language	<ul style="list-style-type: none"> Pupils will be able to read and 	Lit Success 1 AB English 9AB **

Arts	<p>comprehend a variety of texts, and write and speak with clarity.</p> <ul style="list-style-type: none"> • Pupils will be able to analyze ideas/themes presented in expository and literary texts, form ideas, and defend their findings with textual evidence. • Pupils will synthesize information from multiple texts in order to form an argument; they will use evidence from those texts in support of their argument and cite it in MLA format. • Pupils will analyze an author’s language in order to a) deepen understanding of the author’s purpose and message and b) study how the author conveyed that message both explicitly and implicitly. • Pupils will independently utilize the writing process in order to plan, draft, and refine written work that adheres to grade-level standards of fluency and organization. • Pupils will be able to apply knowledge of word parts and context to understand a new word. 	<p>H English 10 AB ** English 10 AB ** H American Literature A ** American Literature A ** AP English Language AB ** H Contemporary Comp ** Contemporary Comp ** AP English Lit AB ** Expository Comp ** H Advanced Comp ** H World Lit ** Lit Analysis ** Modern Lit ** Prof Rd/Writ B Prof Rd/Writ A Journalism 1 AB ** Journalism 2 AB ** Journalism 3AB ** Verbal Prep Adv. ELD 11/12 B H California Literature AB ** California Literature AB ** EL Literacy 9/10 AB EL Literacy 11/12 AB English Lang Skills 4 AB ESL Beginning 1AB ESL Inter 2 AB, ESL Adv. 3 ** Adv. ELD 9/10 AB Adv. ELD 11/12 A CAHSEE English Verbal</p>
Mathematics	<ul style="list-style-type: none"> • Increase the percentage of 9th-graders who successfully complete the first half of Algebra 1 (Algebra 1A/Algebra B) in their first year by 5%. (Compare 2014-15 passing grades for Algebra B combined with Algebra 1A to 2013-14 passing grades for Algebra 1A.) • Increase the percentage of 11th-graders who successfully complete Geometry AB by 5%. • Increase proficiency rates on each essential standard in Algebra 1, Geometry, and Algebra 2 by 3% (as measured on the final exam). 	<p>Essential Standards Math Algebra ABC ** Algebra I AB ** Algebra IAB 1-2 ** H Geometry AB ** Geometry AB ** H Algebra 2 AB ** Algebra 2AB ** CAHSEE Math AB Adv. Applications of Math AB Geometry AB ** H Geometry AB ** College Prep Seminar AB H Math Analysis B ** AP Calculus AB ** AP Calculus BC ** AP Statistics AB ** H Math Analysis AB ** Applied Mathematics * Math Analysis AB ** High School Calculus AB ** MESA AB</p>
Life (Biological) and Physical	<ul style="list-style-type: none"> • Pupils will develop the science and engineering processing skills necessary 	<p>Integrated Science 1 AB ** AP Env. Science AB **</p>

Science	<p>to interpret scientific information as presented in scientific texts and conferences.</p> <ul style="list-style-type: none"> Students will be able to use graphs, develop models, and design and perform experiments to organize and interpret data. 	<p>Biology AB ** H Biology AB ** AP Biology AB ** Physiology AB ** H Physiology AB ** Physical Geology AB ** Chemistry AB ** H Chemistry AB ** AP Chemistry AB ** H Physics AB ** Physics AB ** AP Physics AB ** Astronomy AB ** Urban Ecology * Science Research Practical Science AB Comm. Science AB Environmental Studies AB H Marine Biology AB ** Marine Biology AB **</p>
History/ Social Science	<ul style="list-style-type: none"> 80% of students will score proficient or better on the World Cultures post-test. 70% of students in College Prep World History will score proficient or better on PLC common assessments throughout the year. 80% of students in Honors/AP World History and AP European History will score proficient or better on PLC common assessments throughout the year. 75% of students in College Prep U.S History will score proficient or better on PLC common assessments. 85% of students in Honors U.S. History will score proficient or better on PLC common assessments throughout the year. 90% of students in AP U.S. History will score proficient or better on PLC common assessments. 80% of students in College Prep Government/Economics will score proficient or better on common assessments. 85% of students in Honors Government/Economics will score proficient or better on common assessments. 90% of students in AP Government/Economics will score proficient or better on common assessments. 	<p>AP US History AB ** US History 20 AB ** H US History 20 AB** US History AB ** AP World History AB ** Modern World AB ** H Modern World AB ** AP Human Geography AB ** AP European History AB ** Philosophy ** American Government ** H American Government AP US Government/Politics ** Economics ** H Economics ** World Education ** Practical Social Studies AB SS History-Com AB SS History-Cons AB African-American History</p>
Physical Education	<ul style="list-style-type: none"> Students demonstrate that they understand and appreciate the 	<p>Health * Beg Dance Choreography *</p>

	<p>importance of adopting behaviors and mindsets that promote physical fitness and contribute to overall emotional well-being.</p>	<p>Performance AB ** Choreography Sh. AB * March Band SH AB * March Band AB * Adv. PE 1 AB * Movement Body Aware AB * Adv. PE 2 AB * Physical Fitness * Adv. Conditioning * Swim, Water Polo * Surf AB * Cheer * Outdoor Education * Track Field * Wrestling * Adv. Baseball * Baseball * V Baseball * JV Baseball * JV Basketball * V Boys Basketball * V Boys Basketball * V Girls Basketball * JV Girls Cross Country * V Football * V Football Fr/So. * Golf * V Boys Soccer * JV Boys Soccer * V Girls Softball * JV Tennis * V Boys Tennis * V Girls Volleyball * V Boys Volleyball * JV Boys Volleyball * V Girls Volleyball * JV Girls Volleyball Fr/So * Girls Basketball Fr/So * Boys Basketball Fr/So * Advanced Football * Adaptive Physical Education * Adv. Softball * Swim Golf * Yoga *</p>
<p>Technical Education</p>	<ul style="list-style-type: none"> • Understand and use language of the discipline. • Organize and appropriately format written projects. • Conduct and document research from authoritative sources. • Create effective presentations. • Use spreadsheets to arrange data, solve problems. • Use mathematics to solve real-world problems. • Students demonstrate the ability and 	<p>Data Processing * Information Processing * Computer Programing AB * AP Computer SC AB ** Independent Living * Parenting/Child Development * Beginning Clothing * Clothing and Textiles * Fashion Design/Merch. * Fiber Arts * Foods and Nutrition * Graphic Design * Web Design*</p>

	skills needed to make effective use of technology.	Robotics AB *
Visual and Performing Arts	<ul style="list-style-type: none"> Students demonstrate an understanding of fine or performing arts. Students understand the place of art in society. 	Art History Pod Drama Pod Folk Art Pod Film Integration Art * Music Technology Ceramics 1 AB ** Ceramics 2 AB ** Drawing and Painting 1 AB ** Design, Film Integration Art ** Photography 1 AB ** Photography 2 AB ** Photo Production AB ** Filmmaking 1 AB ** Filmmaking 2 AB ** Drawing AB ** Adv. Drawing/Painting AB ** AP Art History AB ** AP Studio Art 2-D AB ** AP Studio Art 3-D AB** AP Drawing AB ** Drama AB ** Play Production AB ** Stage Craft/Stage Design AB ** Theatre Workshop AB ** Chorus AB ** Vocal Ensemble AB ** Guitar AB ** Concert Band AB Advanced Band AB * Drum Line AB * Jazz Band AB ** Orchestra AB ** Advanced Orchestra AB * AP Music Theory AB **
World Languages	<ul style="list-style-type: none"> Using a world language, pupils demonstrate the ability to read with comprehension, write with clarity, and speak with meaning. Pupils use a world language in real-world situations. Pupils demonstrate an understanding about the cultural traditions of a location in which a specific world language is spoken. 	French 1 AB ** French 2 AB ** H French 3 AB ** H French 4 AB ** AP French ** Italian 1 AB Italian 2 AB ** Italian 3 AB ** Italian 4 AB ** Spanish/Native Speakers AB ** Spanish/Native Speakers 2 AB ** H Spanish/Nat. Speakers 2 AB ** Spanish 1 AB ** Spanish 2 AB ** H Spanish 2 AB ** Spanish 3 AB ** H Spanish 3 AB ** Spanish 4 AB ** AP Spanish Language and

		Culture AB ** AP Spanish Literature and Culture AB ** Hebrew I AB *
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- * Meets graduation requirements
- ** Meets graduation and A-G requirements

MEASURING PUPIL OUTCOMES:
SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Standardized Testing

Palisades Charter High School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests. If PCHS does not test with the District, PCHS hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as PCHS.

Performance Targets Aligned to State Priorities

PCHS will use a variety of tools to measure school-wide, pupil, and pupil subgroup progress toward meeting stated performance targets aligned with State Priorities. The school’s goals, actions, targets, and methods for measuring progress are outlined in the State Priorities table located in Element 1 of this document.

In order to meet the identified pupil outcomes, a variety of assessments will be used, including state-adopted standardized tests and locally created assessments. During the period of transition to state standardized assessments based on the California Common Core State Standards (CA CCSS), PCHS will continue to administer the California High School Exit Exam (CAHSEE), California English Language Development Test (CELDT), CSU Early Assessment Program (EAP), and the NCLB Life Science test, all of which will be used to measure student progress toward meeting performance targets. PLCs will continue to develop and administer locally created, course-alike common assessments designed to measure student progress toward meeting state content and CA CCSS standards. During the spring of 2014, PCHS also participated in the Smarter Balanced Assessment Consortium field test. No scores were available, but PCHS used an internal survey to measure pupil attitudes about their level of preparedness for the test.

PCHS currently administers California Standards Tests, CELDT, Physical Fitness Test, EAP, and the CAHSEE.

PCHS ASSESSMENT SCHEDULE

Assessment Method	Frequency
CAHSEE	March/May -- Grade 10 Census May -- Grade 10 Make-ups November, March -- Grade 11 Oct., Nov., Feb., March, May -- Grade 12

CELDT	Annually in Sept./Oct.
SBAC	Annually in Spring semester
NCLB Life Science CMA Life Science CAPA Science	Annually in Spring semester -- Grade 10 only
PSAT, SAT, and ACT	Annually, as scheduled
CA Physical Fitness Exam	Annually in Spring semester
Advanced Placement	Annually in May
Student diagnostic Literacy assessment	After registration and enrollment at the school -- Grade 9 only
Student diagnostic math placement assessment	After registration and enrollment at the school
Internal CAHSEE Grade 9 diagnostic test	Annually in Spring semester
Student progress reports	Each semester at 5, 10, 15, and 20 weeks
Department Common Assessments	Throughout the school year
PLC and SLC analysis of student work	Ongoing

California High School Exit Exam (CAHSEE)

Passing scores on the CAHSEE are a state graduation requirement. CAHSEE results will be used to determine whether students are progressing in their programs of instruction and identify pupils in need of intervention. CAHSEE results also will be used as a metric for evaluation by external auditors.

Other Performance Targets

Additional assessment tools used to measure progress toward meeting performance targets aligned with State Priorities are listed in Element 1 of this document. PCHS will continue to develop an assessment process using multiple instruments emphasizing conceptual thinking and problem-solving skills. PCHS will assess both individual and school-wide progress with appropriate measures that address the needs of all pupils. The types of assessments to be used to evaluate student progress will follow state guidelines and may include the following:

- norm-referenced and standards-based achievement tests including but not limited to Advanced Placement Examinations, the SAT, and the ACT; and
- locally created common assessments and Performance Tasks.

In an effort to assess student progress toward meeting performance growth targets during the 2013-14 school year, PCHS adopted school-wide rubrics and provided teachers with ongoing professional development and access to resources needed to begin implementing Common Core standards. Working in Professional Learning Communities (PLC's) and Grade 9 Humanitas Teams, teachers created, administered, and evaluated performance task-style assessments, which were aligned with CA CCSS English Language Arts and/or Mathematics standards. Teachers used the school's data management system to access reports and then collaborated to analyze the data, identify anchor papers, and measure

student progress toward meeting measurable learning objectives. Copies of locally designed Performance Tasks, school-wide rubrics, anchor papers, and data reports and analysis were included in PLC notebooks, which were evaluated by administrators. PLCs also created and administered common assessments that included enhanced multiple-choice questions, modeled after those used in Smarter Balanced assessments. Teachers will continue to develop these assessment tools as they work toward establishing course-alike expectations and grading practices.

PCHS is investigating how to use the analytics within its data management system to disaggregate data, ensuring that the school will be able to accurately measure progress of each numerically significant subgroup. A National Board Certified teacher will facilitate the transition to this new system during this 2014-15 school year.

MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENTS

Performance Targets Aligned to State Priorities

Pupils will be regularly assessed to determine their progress toward meeting core academic standards. Assessments include but are not limited to the following: observation of student participation in classroom activities and student production of meaningful work; locally-designed examinations and performance tasks, including formative and summative assessments, state-mandated tests, and/or other assessment instruments that may be deemed appropriate by PCHS.

PCHS will continue to use the Professional Learning Community (PLC) framework to support the academic achievement of all pupils. Working in course-alike PLC's, teachers work collaboratively to implement agreed-upon curricula, instructional methodologies, and formative and summative assessments. Instruction is based on state content and CA CCSS standards, using materials deemed by the professional educators of PCHS to be in the best interest of the school's educational program and the pupils' learning needs, including but not limited to state-approved textbooks. PLC-designed common assessments are used to gauge student progress, course-wide and standard-by-standard. Teacher teams determine the standards addressed in each unit of instruction and the intensity of instruction for each standard. The work products of this curriculum-mapping are assessments that truly reflect the focus of instruction. Optimal schedules and intervals for these common assessments will be determined by the teacher teams and administered as follows:

- Formative assessments are created to inform instruction in course-alike groups and provide meaningful feedback to pupils.
- Summative assessments are created by each collaborative group to determine student progress toward meeting state and Common Core standards.

Both types of assessments serve a specific purpose in the quest for improvement in student outcomes. Formative assessments – assessments *for* learning – have been shown, as evidenced in Benjamin S. Bloom's 1984 summary of research and the 1998 research review of Paul Black and Dylan William, to raise student achievement as reflected in summative assessments. Summative assessments – assessments *of* learning – are analyzed to inform the school's education professionals regarding a question at the heart of all pedagogical decision-making at PCHS: How will the school determine if students have learned? Once assessments have been administered, the assessment data will be recorded, disaggregated, and then disseminated to teachers for analysis.

Data from both formative and summative assessments will be used to drive instruction. During the term of this charter, PCHS may increase the number of formative and summative assessments in each course while striving to maintain a balanced assessment program that constantly refines the accuracy of classroom assessments, involves students by providing informative feedback, and advises teachers as to the efficacy of instruction.

Writing in Assessment FOR Learning, Stephen and Jan Chappuis, Rochard Stiggins, and Judith Artler note the advantages of a balanced assessment program. As they watch themselves succeed, pupils benefit by becoming more confident – and more motivated – learners. Teachers benefit, as they are able to make more effective and efficient instructional decisions. The entire learning community benefits as the school meets and exceeds its accountability standards (Chappuis, Stiggins, and Artler).

Based on assessment results, the teacher groups will recommend interventions for each course. Through teacher collaboration, a school-wide, tiered intervention program, as detailed in Element 1, will be implemented. Course-alike and/or multi-disciplinary groups meet regularly. Meeting time is embedded in the school bell schedule and is used to focus solely on expectations, assessments, and responses to student learning needs.

Accountability

In accordance with provisions of NCLB and State law, the PCHS Board of Trustees will be accountable for tracking student progress and continued evaluation of ways in which progress may be improved. The results of the PLC course-alike assessments will be made available to the PCHS Board of Trustees for this purpose. All stakeholders of PCHS, including students and parents, are ultimately responsible for achievement of the aforementioned goals.

DATA ANALYSIS and REPORTING

PCHS is committed to using all available data to inform professional development, guide program improvement, and drive instructional strategies. School-wide and subgroup comparisons have been useful in illuminating trends and identifying specific growth targets, including those aligned with the State Priorities and cited in Element 1 of this document.

In order to monitor and measure student progress toward mastery of Common Core State Standards, state academic content standards, and other growth targets and goals, PCHS staff members engage in ongoing analysis of – and ongoing reflection of – data generated by a variety of assessment tools, including state assessments, PLC common assessments, and Performance Tasks. As assessment data is entered into the school’s Student Information System (SIS) and data management system, administrators, teachers, and staff begin generating and analyzing reports designed to inform and guide instruction. Administrators, academic program coordinators, counselors, teachers, and support staff have real-time access to information that may be used to identify—and then meet—individual student needs. Individual teachers as well as PLC’s and SLC’s use the data to develop strategies for instructional improvement. Parents also have real-time access to their child’s academic grades, assessment results, and attendance records.

In order to help staff access useful information, PCHS employs a part-time Data Coordinator, who provides the following services:

- analyzes and interprets a variety of data used to evaluate the effectiveness of the school's educational program as well as individual school programs;
- generates grade-distribution reports at the 5-, 10-, and 15-week marks to assist in identifying students in need of immediate intervention;
- analyzes attendance data to identify students in need of immediate intervention;
- facilitates PLC implementation of standards-based formative and summative assessments;
- assists PLC's in interpreting data generated by standards-based formative and summative assessments;
- disaggregates data to assist teachers in reflecting on their individual practices;
- provides staff with professional development regarding how to access and interpret real-time data stored in the school's SIS and data management systems; and
- analyzes data to identify at-risk and under-performing students in need of targeted intervention and/or support.

PCHS also uses data from diagnostic tests to ensure that incoming freshmen are placed in appropriate mathematics courses and English Language Arts support classes described in Element 1.

PCHS Assessment Tools

Data to be Gathered By	Purpose	Frequency
Observing lessons teachers deliver and the nature of student participation in classroom activities	<p>Measure pupil engagement in instruction and inform professional development needs.</p> <p>Measure the degree of and the consistency with which grade-appropriate standards-based instruction is taking place. Data is used to identify and share best practices.</p>	daily, weekly
Examining student work in PLC's	Measure student progress toward meeting instructional goals and objectives; identify best teaching practices, and evaluate effectiveness of the assessment; identify concepts that need to be re-taught and/or reviewed.	monthly, or as determined by the PLC
Grade distribution reports	Measure program effectiveness; identify growth targets; identify intervention/support needed.	after grade reporting periods
Using rubrics and anchor papers to calibrate teacher assessments of student work	Ensure the consistency of high expectations in determining criteria for proficient student work.	Ongoing
Analyzing results of the annual school-wide stakeholder survey	Measure the degree to which stakeholders believe the school is meeting student needs and school-wide established goals.	Ongoing

GRADING, PROGRESS REPORTING, and PROMOTION RETENTION

Grading will be by individual teachers in accordance with criteria determined by the school's teaching staff, using the following guidelines:

Subject Marks

A – markedly superior work

B – superior work

C – satisfactory work

D – needs to improve

F – little or no progress

Work Habits and Cooperation

E -- excellent

S -- satisfactory

U – unsatisfactory

Marks are subject to review under special circumstances. In all matters relating to marks, PCHS will be assiduous in upholding the rights of individuals under all relevant state and federal laws, and will guarantee due process. Pupils will receive letter marks at least twice per semester, and progress reports will be made available at regular intervals (currently every five weeks, but subject to review and modification). LAUSD report cards will be used unless and until PCHS develops its own report card. All grades are recorded and posted on the Student Information System.

ELEMENT 4 **GOVERNANCE**

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” Ed. Code § 47605(b)(5)(D).

GENERAL PROVISIONS

As an independent charter school, Palisades Charter High School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Palisades Charter High School.

Palisades Charter High School shall comply with the Brown Act and the Public Records Act.

All employees and representatives of PCHS, including members of PCHS’s governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

PCHS shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating PCHS amends the bylaws, PCHS shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

PCHS shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. PCHS shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on the school website will satisfy this requirement.

The District reserves the right to appoint a single representative to the PCHS governing board pursuant to Ed. Code section 47604(b).

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

PCHS shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 (Section 504), including any investigation of any complaint filed with PCHS alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. PCHS shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

PCHS shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

PCHS shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with PCHS, that PCHS does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

PCHS shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of *California Code of Regulations*, title 5, sections 4600 et seq.

PCHS shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Ed. Code sections 49010 – 49013, and extend its uniform complaint procedure to complaints filed pursuant to Ed. Code section 49013.

PCHS shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. Ed. Code § 52075.

LEGAL and POLICY COMPLIANCE

PCHS shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

PCHS shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Ed. Code section 47604.33.

RESPONDING TO INQUIRIES

PCHS, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. PCHS, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. PCHS shall provide the District with current and accurate contact information for the school, school administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to PCHS's operations, or breach of charter, is received or discovered by the

District, PCHS shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

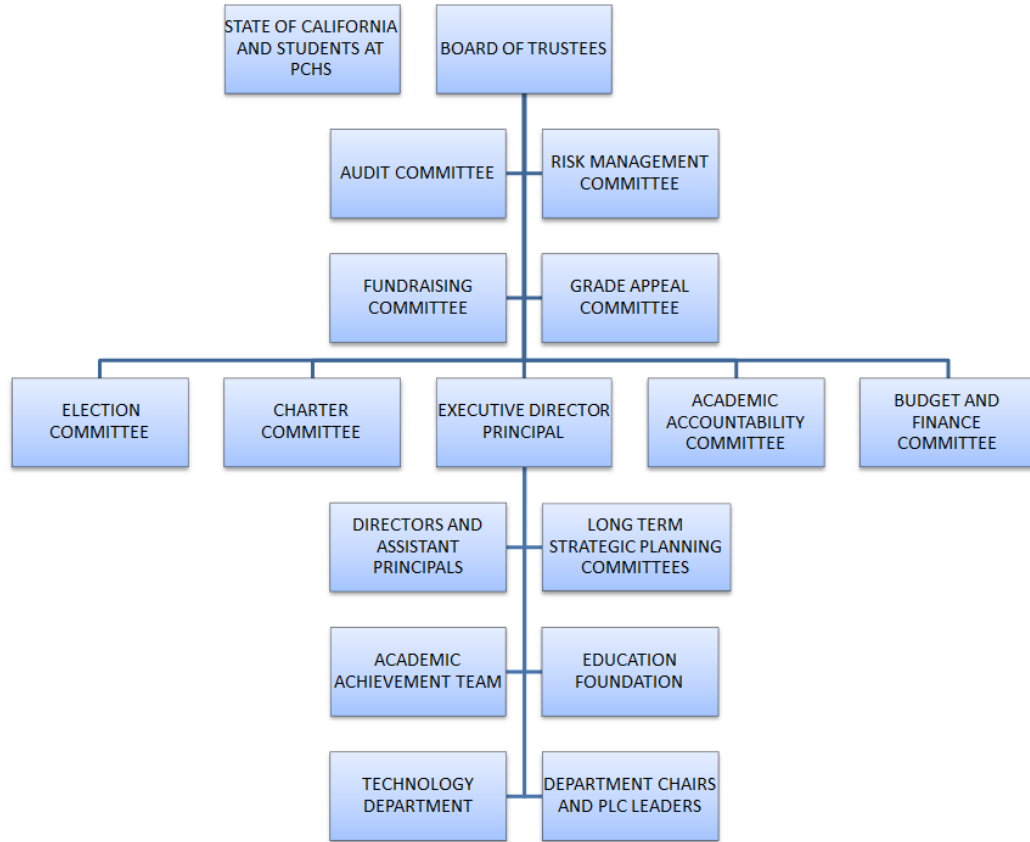
NOTIFICATION OF THE DISTRICT

Palisades Charter High School shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by PCHS unless prohibited by law.

STUDENT RECORDS

When a student transfers for any reason from PCHS to any other school, PCHS shall transfer a copy of the student's complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event PCHS closes, PCHS shall comply with the student records transfer provisions in Element 16. PCHS shall comply with the requirements of Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

GOVERNANCE STRUCTURE



Board Roles, Responsibilities, and Purpose

The goal of PCHS Governance is to give voice and effect to the notion of local control of PCHS by the stakeholders directly affected by PCHS. This includes the students, faculty, parents, classified staff, and administration. In addition, PCHS Governance is designed to ensure that all voices are heard; that decisions by the governing Board are made in a transparent way, visible to the public; that consensus is achieved when possible; and that there is strong accountability for the decisions that are made. More particularly, the Board of Trustees is charged with ensuring that PCHS achieves appropriate results, in an appropriate manner, for its students in accordance with its Charter. Finally, it is important for pupils to witness, engage with, and participate in a democratic, transparent system of governance and shared decision-making.

To this end, the PCHS Board of Trustees is elected by the different stakeholder groups, specifically the faculty, parents, classified staff, administrative staff, and students, with various different groups having the ability to elect certain members of the Board of Trustees as described below. By allowing Trustees to be directly elected by stakeholder groups, the ability of those groups to be heard in a meaningful way is enhanced. At the same time, however, the Board of Trustees, and each of its members, must always be

cognizant of the fact that in their capacity as a Trustee, he or she does not “represent” the stakeholder group that elected him or her. Rather, each Trustee is obligated to “represent” the stakeholders as a whole. Accordingly, each Trustee must decide each question put to the Board based on what is best for PCHS overall, not simply what is best for the stakeholder group that elected that particular Trustee.

To best fulfill its Mission, PCHS has adopted the Carver/Carpenter model of governance. Under that model, while all governance power ultimately resides in the Board of Trustees, it is anticipated that this power will be routinely delegated to the Executive Director and Principal (EDP) as to the day-to-day operations of PCHS. In other words, the Board of Trustees’ role is to set overall school-wide policies and goals, ensure fiscal responsibility, ensure compliance with law, and oversee the EDP. In contrast, the EDP’s role is to oversee the school’s operation, implement the policies approved by the Board, and determine the best way to achieve the school-wide goals set by the Board. (The current specific delegation is spelled out in the Governance Policies, attached hereto.) This is so for a number of reasons. First, the EDP is a full-time employee whose job is to implement the Board’s policies and goals, and to determine the best method to do so. Because the EDP is a full time employee, and because he or she has direct control over the administration, he or she is in a better position to run the school on a day-to-day basis than would be a part-time Board of Trustees. Accordingly, good governance demands that, except under exceptional circumstances, the Board of Trustees not micro-manage the EDP’s operational administration of PCHS and further that (again, absent exceptional circumstances) the EDP have the latitude to hire and fire senior managerial personnel. Second, it is critical that the EDP be accountable for PCHS’s operations. This cannot be accomplished if the EDP does not have the discretion to choose the best methods by which to implement the policies and goals set by the Board of Trustees. Third, because of the manner in which the Board of Trustees is elected, it is critical that the EDP be given wide latitude in PCHS’s operations.

While it is anticipated that operations and day-to-day governance will be delegated, the Board of Trustees remains directly responsible for setting PCHS’s overall goals, priorities, and major policies. It is also directly responsible for ensuring that PCHS operates in a fiscally responsible manner. The Board is also responsible for directly overseeing and evaluating the EDP, and for being informed concerning the performance of PCHS’s senior staff. Finally, the Board is directly responsible for ensuring that PCHS obey all applicable laws and regulations and operate in the highest ethical manner possible. Those responsibilities cannot be delegated to others, although all members of the PCHS community have a responsibility to work toward these ends as well.

To implement this governance philosophy, the Board of Trustees has adopted Governance Policies. Under those policies, the Board’s role is to specify outcomes and ensure that those outcomes are achieved, but it is the EDP’s duty to determine and, where appropriate, execute the means necessary to achieve those outcomes. Thus, the Board of Trustees’ actions emphasize goals rather than means, encourage diversity in viewpoints, focus on governance rather than administrative detail, draw a clear distinction between the Board’s role and the EDP’s role, rely on collective rather than individual decision-

making, and strive to be proactive rather than reactive. Accordingly, the procedure to follow in registering a complaint or concern depends on the nature of the issue. Issues involving major school-wide policies, immediate risks to health and safety, or issues concerning alleged illegal or unethical conduct could be brought to the Board directly, while issues that are essentially operational in nature would be brought to the administration. To illustrate, were a parent to complain that their child's coach does not employ a constructive coaching philosophy, that complaint would be investigated and resolved by the administration rather than the Board. Similarly, if a faculty member complained that it took too long to respond to a problem with internet access, the complaint would be investigated and resolved at the administrative level, rather than the Board level. In contrast, were there a complaint that class sizes are too large, that would be considered a larger policy question and resolved, ultimately, by the Board through the budgeting process (although such a question would be dealt with initially by the Board's Budget and Finance Committee, which, along with the administration, would make a recommendation to the Board). In addition, some matters are properly Board concerns, but may be dealt with by the administration with Board oversight. For example, were a faculty member to complain of illegal conduct (not directly involving the EDP), the complaint would likely be investigated by the EDP, but the complaint and the resolution thereof would be monitored by the Board to assure that it is being handled and resolved in accordance with applicable law. Notwithstanding the foregoing, anyone is welcome to attend any Board meeting and is also welcome to bring anything to the Board's attention. This policy does not limit what can be brought up to the Board of Trustees, but rather defines what matters will be resolved at the Board level as opposed to the administrative level. In addition, the EDP's resolution of issues within his or her scope of authority is properly reviewed by the Board as part of the EDP's periodic review.

Because PCHS cannot fulfill its responsibilities without the aid of other stakeholders, the Board will have the benefit of the advice of certain Board-level committees comprised of stakeholders. It is anticipated that these committees can and will focus on particular aspects of PCHS with the aid of appropriate stakeholder members in order to advise the Board on Board-level issues. As set forth above, a "Board-level issue" is, for example, an issue of overarching policies and goals, fiscal responsibility, ensuring that the EDP is held accountable, and ensuring compliance with law.

In short, all governing authority at PCHS shall reside in the Board of Trustees, and nothing herein shall be construed as limiting the Board of Trustees' power except as may be required by law or as may occur by virtue of properly approved collective bargaining agreements or other proper contracts. Notwithstanding the foregoing, the Board of Trustees may, through governance policies or otherwise, delegate the day-to-day operations at PCHS to the EDP. It is anticipated that such delegation will occur as a matter of routine.

Stakeholder Board Level Committees

Stakeholder Board Level Committees (SBLC's) are committees that report directly to the Board of Trustees and are made up of at least one Board member and additional members

who need not be on the Board of Trustees. SBLC's are limited to topics in which the Board of Trustees has principal responsibility, rather than topics in which the EDP has principal responsibility. The areas in which the Board has principal responsibility are, as set forth above, setting overall school-wide policies and goals, ensuring fiscal responsibility, and exercising compliance with law. Accordingly, SBLC's are formed to advise the Board in these areas. In contrast, operational issues are the EDP's responsibility, and as such, he or she is advised by Long Term Strategic Planning Committees, discussed below. On the latter group of topics, stakeholder input will be through the Long-Term Strategic Planning (LTSP) committees or their functional equivalent.

SBLC's may be set up by the Board of Trustees and disbanded by the Board of Trustees at the Board's discretion, subject to the limitations below. No Board power or authority may be delegated to an SBLC.

SBLC's shall be made up of representatives from all stakeholder groups (except community members, who may or may not be on an SBLC at the Board of Trustees' discretion), provided, however, that the faculty shall have the right, but not the obligation, to constitute a majority of each SBLC except as set forth below. SBLC members shall be appointed by the Board of Trustees in consultation with stakeholder groups. Although the appointment power resides with the Board in the Board's discretion, it is expected that the Board will give great deference to nominees presented by the stakeholder group at issue, absent exceptional circumstances. (In other words, faculty nominations for faculty positions on a committee should be given deference by the Board of Trustees.) While there can be no exhaustive list of "exceptional circumstances," examples might include the Board's rejection of a nominee who has demonstrated an inability in the past to devote adequate time to the committee. However, while it is anticipated that the Board will approve stakeholder nominees except in exceptional circumstances, nothing in this provision is intended to be a limit on the Board's ultimate discretion or authority to make appointments.

Moreover, the Board of Trustees may remove a member of any SBLC with or without cause in its discretion, but the removal of a committee member shall not be used to undermine the faculty's right to constitute a majority on each SBLC. Nothing herein shall in any way relieve the Board of Trustees of its fiduciary duties or limit its power to fulfill those duties. Accordingly, the Board of Trustees may accept, modify, or reject any recommendation made to it by any SBLC.

Except where otherwise provided by law, all SBLCs shall be subject to the Brown Act. It shall be the responsibility of each committee's chairperson to ensure compliance with the Brown Act, and the Board shall have the power and obligation to take whatever actions are necessary to ensure that SBLC's are in compliance.

Budget and Finance Committee

The purpose of the Palisades Charter High School (PCHS) Budget and Finance Committee is to ensure stakeholder participation (that is, faculty, parents, students,

administrators, and classified personnel) in decisions relating to revenues, expenditures, and fund balances. The primary consideration of the Budget and Finance Committee in its decision-making shall be to ensure fiscal solvency while fostering development of a quality educational program and improved student achievement at PCHS.

Because major priorities are often set and implemented through the budget process, it is critical that the Board be advised by a broad committee made up of different stakeholder groups. Therefore, the Board of Trustees shall not have the discretion to disband this SBLC. The Budget and Finance Committee shall, with the advice of the Executive Director and Principal (EDP) and Chief Budget Officer (CBO), propose a budget to the Board of Trustees in a timely fashion by a date set by the Board of Trustees. The Budget and Finance Committee shall also consider any other significant budgetary matters that may be referred to it by the Board of Trustees or its own members. Generally, any decision that will have a significant fiscal impact on the school shall be presented to the Budget and Finance Committee before being voted upon by the Board of Trustees.

Nothing herein shall in any way relieve the Board of Trustees of its fiduciary duty to ensure that PCHS is run in a fiscally responsible manner, or in any way limit the Board's discretion as to the adoption and contents of a budget, giving due regard for the expertise and recommendations of the Budget and Finance Committee.

The Budget and Finance Committee shall be open to all stakeholders (as described above) of PCHS, with the proviso that teachers shall have the right to constitute 50 percent of the voting members. The other seats are reserved for parents and other members as set forth below. The committee shall be limited to 17 members unless that number is increased by the Board of Trustees. Those desiring membership may make such request to the Secretary of the committee. Should an excess number from any stakeholder group apply, a vote on the relevant stakeholder group(s) shall be held by the committee representing that stakeholder group. The PCHS Board of Directors shall then appoint committee members in accordance with the provisions of this Charter as well as its bylaws and in consultation with the Budget and Finance Committee. The Committee will consist of a majority membership of the faculty stakeholder group, with the following composition:

- teachers, representing as many departments as possible
- parents
- student
- administrator
- classified employee
- community member, although it is not required that a community member serve on the committee
- a member representing the Booster Club and a member representing the Education Foundation – these may be either parent, community, or employee members.

Academic Accountability

The Academic Accountability Committee shall be an SBLC. It will focus on student achievement and will examine quantitative and qualitative academic data in order to ensure that PCHS is complying with state and charter accountability measures and fulfilling PCHS's mission, as well as any other issues referred to it by the Board of Trustees. It will provide a detailed, written report to the Board at least once a semester regarding its findings, and its Chairperson shall be present at the Board meeting to explain the report and answer any questions that the Board might have. This report may also include recommendations for Board-level policies, priorities, and goals to be considered by the Board of Trustees.

Elections

The Elections Committee shall be made up of one classified representative, two faculty representatives, and no fewer than three Board members (at least one of whom shall be a parent representative and two of whom shall be non-interested), none of whom are running for election to the Board of Trustees in the next coming election. (A "non-interested" Board member, for purposes of this Element, is a Board member who receives no compensation of any kind from PCHS, whether in the form of salary, wage, or stipend.) The Elections Committee is responsible for drafting specific voting guidelines, which must be approved by the Board of Trustees before becoming effective, for facilitating Board of Trustee elections, enhancing voter turnout, counting the votes, and presenting the certified results to the Board of Trustees. The Board of Trustees shall accept the Elections Committee's certified results absent objective evidence that the election procedures were not followed or that some other impropriety existed calling the election into question. In the event that the Board, in its discretion, believes that there has been an impropriety, it will determine the outcome of the election in consultation with legal counsel if necessary. In making its determination, the Board will be guided by the need to ensure that the election is fair and that the objective manifestation of the will of the electorate is paramount. In making its determination, the Board may appoint an *ad hoc* committee of Board members, an *ad hoc* committee of persons that might include non-Board members, or such other process or procedure as is lawful and fair. No Board member running for a seat on the Board shall participate in the decision-making process to the extent it involves the seat for which he or she is running.

Charter

The Charter Committee shall consider and recommend to the Board of Trustees changes to PCHS's Charter. The Charter Committee shall include at least one parent Board member and a total of at least three parent members. Notwithstanding the foregoing, however, the faculty shall have the right, but not the obligation (The "right, but not the obligation" means that the faculty can seat a majority, but if it does not wish to do so, it does not have to do so), to constitute a majority of the Charter Committee. No recommendation shall be made unless it is supported by a majority of faculty members to the committee, a majority of parent members to the committee, and a majority of the committee overall. For example, if there are 9 faculty members, 5 parent members, an administrator, a classified member, and a student (17 members in all), a proposal would need at least 5 faculty members, 3 parents, and 9 total votes to pass. Any

recommendation of the Charter Committee shall be transmitted to the Board during the Organizational Report portion of the Board's next regular meeting. The Board may adopt, modify, or reject the committee's recommendation. The Board may adopt changes to the Charter without the Charter Committee's input, but it is anticipated that this will not be done absent unusual circumstances. Unusual circumstances shall be determined by the Board in its discretion, and would include, but is not limited to, situations where facts and circumstances make it impractical due to time or the nature of the issue to refer the matter to the committee or await its response.

Other Committees

The Board of Trustees may appoint additional SBLC's in its discretion and may disband any SBLC so appointed (but, as set forth above, it may not disband the Budget and Finance Committee). The faculty shall have the right, but not the obligation, to constitute a majority of the committee's membership unless the SBLC's purpose does not deal with educational priorities or teaching. When the Board of Trustees appoints an SBLC, the Board shall state in writing the scope of the SBLC's authority and whether the committee is to exist for a limited time, and, if so, when the committee will terminate.

Board Member Committees

The Board of Trustees may appoint committees of the Board from time to time as it sees fit, and it may disband such committees in its discretion except as set forth below. Board Member Committees shall be solely comprised of Board members. The Board of Trustees may delegate its power to any Board Member Committee, but, if it does so, it shall do so by written resolution. Unless otherwise set forth herein, a Board Member Committee shall have no more than five (5) voting members. The Brown Act shall apply to such committees to the extent required by law. Each Board Member Committee shall elect its own chairperson, unless the chairperson is designated by the Board of Trustees, and may, but need not, adopt operating policies. In the event that no specific policies are adopted, then Robert's Rules of Order shall be deemed the operating policies.

Audit

The Audit Committee shall be made up of a majority of non-interested Board members. The Associated Student Body (ASB) Treasurer shall serve as a non-voting *ex officio* member of the committee. The Executive Director and Principal (EDP), the Chief Budget Officer, and the ASB Treasurer shall be staff to the Audit Committee. It shall work with the outside audit firm to ensure that PCHS's financial books and records are properly kept and maintained. It shall also recommend to the Board of Trustees the retention of an audit firm to the Board of Trustees. The Audit Committee shall oversee the implementation of any recommendations made by PCHS's auditors unless the Board of Trustees rejects such recommendations, provided, however that the rejection of any auditor recommendation shall be done in writing and in public session unless otherwise required by law.

Grade Appeal

The Grade Appeal Committee shall consist of one faculty member, one classified or

administrative member, and one community member. The Board of Trustees' authority to alter or change a grade given to a student at PCHS is delegated to the Grade Appeal Committee. In exercising its authority, the Grade Appeal Committee shall be bound by state law (Education Code 49066) with regard to when it is appropriate to change a grade. The Grade Appeal Committee shall report to the full Board of Trustees the result of any grade appeal, but in doing so it generally shall not identify the student or teacher involved. The Grade Appeal Committee shall bring any trends or concerns it might have to the full Board of Trustees. To the extent such trends or concerns involve confidential information, such a report may be made in closed session. The Grade Appeal's decision on any grade appeal shall constitute the final decision of the Board of Trustees and of PCHS and no appeal to the full Board of Trustees shall be entertained.

Risk Management

The Risk Management Committee shall consist of no fewer than three members, and a majority of members shall be non-interested Trustees. The Risk Management Committee shall meet regularly with the EDP to stay informed as to any risk of pending or threatened litigation, including significant grievances or potential grievances, of which the EDP may be aware. In addition, the Risk Management Committee shall be kept informed of any potential reputational or financial risk to PCHS. The Risk Management Committee may advise the EDP, and may, in its discretion, bring any matter to the full Board of Trustees. The Risk Management Committee may not, however, provide a mandatory instruction to the EDP with regard to any risk management topic unless specifically authorized to do so by the Board of Trustees. If the Risk Management Committee believes it appropriate to do so, it may seek to have the Board deal directly with any risk management matter or can request that the Board delegate authority to the committee to provide mandatory direction and instruction to the EDP.

Evaluation

The Evaluation Committee shall be made up solely of non-interested Trustees. It shall typically have six members. The Evaluation Committee shall be delegated with the Board of Trustees' power to evaluate the EDP and to receive the detailed evaluations of senior administrators from the EDP. The evaluation shall take place at least annually pursuant to the Governing Policies. The evaluative tool shall be aligned with the school-wide goals adopted by the Board of Trustees.

Bargaining Committee

The Bargaining Committee shall be made up of all non-interested members of the Board of Trustees. The EDP shall attend all meetings of the Bargaining Committee unless the Bargaining Committee otherwise requires. The Board of Trustees may, but need not, invite the Administrative representative to sit as a non-voting member of the Bargaining Committee or to attend Bargaining Committee meetings. The Board of Trustees' power to negotiate all collective bargaining agreements and approve all collective bargaining agreements is delegated to the Bargaining Committee. Any agreement approved by the Bargaining Committee shall be reported in public session of the Bargaining Committee and reported to the Board of Trustees at the Board of Trustees' next meeting. The Bargaining Committee shall have the right to retain counsel to assist it.

Survey Committee

The Survey Committee shall be comprised of Board members, at least one of whom shall be a member of the faculty and at least one of whom shall be a parent. The Survey Committee will conduct an annual survey of all stakeholders to gather staff, parent, and student opinions on PCHS's overall performance. It may also gather information from the surrounding community. The survey will seek information about overall and specific areas of satisfaction with the academic program, the working and learning environment, the school culture, and the school's administration. The Survey Committee shall seek input from the Board of Trustees and all stakeholder groups as to topics that should be included in the survey. The Survey Committee may also recommend that the Board conduct other surveys, and that if such surveys are authorized, the Survey Committee shall oversee the conduct of the survey. The Survey Committee shall report the results of all surveys taken to the Board of Trustees, and shall make all statistical results public unless doing so would be prohibited by law. Narrative responses may be made public unless doing so would, in the opinion of the Survey Committee as approved by the Board of Trustees, be improper or detrimental (in the sense that it might involve statements about individuals or cause embarrassment or harm to individuals or the institution) and where it is lawful to withhold that information.

Other Committees

The Board of Trustees may appoint such other Board Member Committees as it deems necessary and appropriate. Any such committee that is anticipated to last beyond the end of the fiscal year in which it is appointed must have its duties and responsibilities set forth by written resolution of the Board of Trustees. Such committees shall not be subject to the Brown Act if they are *ad hoc* committees as defined therein, but shall be subject to the Brown Act in all other cases and circumstances to the extent required by law. Such other committees shall not have delegated to it any powers of the Board of Trustees except upon written resolution by the Board of Trustees, and, in such case, the committee shall be subject to the Brown Act to the extent required by law even if it is *ad hoc* in nature. All actions of any committee with delegated powers shall be reported to the extent required by law in open session of that committee, and shall be reported to the Board of Trustees at the Board's next meeting.

Administrative Roles and Responsibilities

PCHS administrative roles are related directly to the daily operations of the school. PCHS Administration provides stewardship of the Charter's policies and procedures as well as pertinent school action plans. The Administration must ensure compliance with both federal and state mandates. The Administration provides guidance and proper resources in order to achieve the school-wide goals. Additionally, the administration manages, develops, and evaluates school employees.

The Administration will manage lawfully, observing the principles of good school leadership, with an emphasis on (a) the means necessary to achieve school outcomes; (b)

encouragement of diversity in viewpoints; (c) a clear distinction between administrators' purview and Board governance roles; and (d) proactivity rather than reactivity.

The EDP will cultivate a sense of group responsibility among the administrative team. The EDP will communicate with the administration to enact management initiatives. The EDP will provide the administrative team with timely feedback and will evaluate administrators on a yearly cycle. For the specific duties and responsibilities of each administrator, please refer to Element 5 of this document.

The EDP shall determine the best way to implement the priorities and goals adopted by the Board of Trustees. The scope of the EDP's discretion in this regard shall be determined by the Board of Trustees; absent a limitation, however, the EDP shall have the discretion to make all decisions concerning the implementation of the priorities and goals adopted by the Board of Trustees in his or her discretion so long as the decision is permitted by law. (For a discussion of the EDP's role as opposed to the Board's role, see above.) The EDP shall report directly to, and be responsible directly to, the Board of Trustees, and it shall be the Board of Trustees' duty and responsibility to hold the EDP accountable for his or her decisions in this regard. It is anticipated that, absent exceptional circumstances, the Board of Trustees will delegate oversight over every other member of the management team at PCHS, and will not give direct instructions to other senior managers except in the form of requests for information made at a Board meeting or in the direct performance of its non-delegated duties and responsibilities (for example, such as might be required in the context of the Audit Committee).

The EDP shall oversee PCHS's management, and shall give such guidance and direction to them as he or she deems prudent. The EDP is strictly and directly responsible for the successes and failures of his or her senior management, whether or not their actions were directed by, approved by, or known to the EDP. Accordingly, the EDP shall generally have wide latitude over senior, non-union administrative staff.

Hiring and Firing Senior Managerial Staff

The power to hire and fire senior non-union managerial administrative staff resides with the Board of Trustees. Consistent with the Carver/Carpenter Managerial Model (see description above), however, it is anticipated that the Board of Trustees will, absent extraordinary circumstances, delegate its authority in this regard as to any or all such employees (other than the Executive Director Principal) to the EDP. In other words, generally the power to hire and fire administrative personnel will be given to the EDP and not exercised by the Board directly. In the event that such power is not delegated, any Trustee who has a conflict of interest or the appearance of a conflict of interest shall take no part in the discussion or determination as to any hiring or firing decision. A Trustee believing himself or herself to have a conflict or the appearance of a conflict and therefore recusing himself or herself from the decision-making process shall not have that decision questioned by the Board. The Board of Trustees may determine that a member has a conflict of interest or the appearance of a conflict of interest by affirmative vote, and in doing so may be guided by the opinion of counsel. Such a determination shall be made in closed session to the extent allowed by law.

Whether or not the power to hire and fire senior management is delegated, the EDP shall evaluate each such employee at least annually. The EDP shall report in detail each such evaluation to the Evaluation Committee of the Board of Trustees. Such evaluations shall be candid and forthright. The Evaluation Committee of the Board of Trustees shall have the written evaluations presented to it as part of the EDP's report, but no Trustee shall retain that written evaluation. The EDP shall be evaluated directly by the Board's Evaluation Committee as described above.

Notwithstanding any delegation of authority, any contract of employment must be approved by the Board of Trustees pursuant to, and to the extent required by, its governance policies. Similarly, to the extent that the termination of a senior manager would give rise to a financial obligation that, pursuant to the Charter or other policies and procedures adopted by the Board of Trustees, must be approved by the Board of Trustees, such a termination must be so approved before it becomes effective. Any hiring or termination decision made by the EDP that does not require approval of the Board of Trustees shall be reported to the Board of Trustees at its next meeting, although the report may be in closed session if permitted by the Brown Act, and, in appropriate circumstances, members of the Board of Trustees may be excluded from such a meeting if they have a conflict of interest or their participation would, in the opinion of the majority of the Board of Trustees and, when appropriate, on advice of counsel, present the appearance of a conflict.

Long-Term Strategic Planning Committees

In order for PCHS to continually address the needs of its pupils and stakeholders—student achievement and well-being, fiscal solvency and allocation of resources, data-driven instruction, collaboration and collegiality, transparency, innovation, continuous improvement, and “bottom-up,” grass-roots stakeholder input—PCHS will regularly convene meetings of its Long-Term Strategic Planning Committees (LTSPC's), which report to the EDP. The LTSPC's are a series of discrete committees (not one committee with subcommittees) designed to advise the EDP on various issues and subjects. The purposes of the LTSPC's are six-fold:

- to write and continually update the Long-Term Strategic Plan for the school;
- to monitor the plan's and School's compliance with the Strategic Plan;
- to help the EDP and the Budget Committee prioritize the needs of the pupils and School in order to inform and support PCHS's annual budget process;
- to identify the need for, to research, to vet and analyze using available data, and to recommend proposals for new and innovative educational ideas and programs, especially school-wide ones, to better address the needs of the School's pupils;
- to promote and foster communication, collaboration, respect, collegiality, professionalism, and shared decision-making among all stakeholders by engaging in purposeful, vigorous discussion regarding continuous improvement of the School's academic program, both within and across departments, and
- to act as a repository of institutional memory for the School through robust

discussion, research, data analysis, agenda-setting, and minutes-keeping.

LTSPC's shall be formed in the following areas: Academic Achievement; Facilities and Operations; Technology; Family and Community Outreach; Financial Development and Fundraising, each with a focus on innovation. Other LTSPC's may be formed by the EDP at his or her discretion. There are six different LTSPCs. The six different LTSPCs contribute to PCHS' Long Term Strategic Plan. The faculty shall have the right, but not the obligation (The "right, but not the obligation" means that the faculty can seat a majority, but if it does not wish to do so, it does not have to do so), to appoint a majority of the members of each LTSPC, but each such LTSPC shall have representatives from the classified, administrative, parent, and student stakeholder groups unless the group in question declines to appoint a member or members. Additional LTSPC's may be established by the EDP on his or her own initiative or at the request of the Board of Trustees or the faculty. As a whole, the LTSPC will remain a "committee of the all" to which all stakeholders are welcome, but certain stakeholders are automatic members: administrators; department chairs; PLC and SLC leaders; and major program coordinators. Members of each LTSPC shall serve during the fiscal year in which they are appointed. They may be removed with or without cause by the EDP, but with due regard for the advice of the stakeholder group appointing the member in question.

The LTSPCs are not committees of the Board. Rather, they are committees that advise the EDP on operational matters. Accordingly LTSPC's are not subject to the Brown Act. Even so, however, each LTSPC shall appoint a chair or co-chairs and a secretary. Minutes shall be kept at each meeting. Minutes will be posted for all stakeholders in a timely manner. LTSPC's will post agendas for each meeting, although items may be added to the agenda during a meeting. New issues and ideas can be discussed at LTSPC's. Each LTSPC may, but is not required to, adopt operating guidelines.

Each LTSPC shall present to the EDP a Long-Term Strategic Plan for the topics within that committee's purview, recognizing that some topics are within the purview of more than one LTSPC. If a Long-Term Strategic Plan already exists for a topic, the LTSPC shall recommend any changes or modifications it deems to be appropriate.

The EDP is not bound by the recommendations of any LTSPC, and the EDP may, in his or her discretion, change or modify any Long-Term Strategic Plan recommendation even in a manner inconsistent with the recommendation of the relevant LTSPC, although the EDP shall, in exercising his or her discretion, give due regard to the LTSPC's recommendation. Nothing in the foregoing sentence, however, is intended to limit the EDP's discretion in adopting operational policies at PCHS

The EDP may, in his or her discretion, choose to appoint other committees to advise him or her on any subject or topic that may arise. Such advisory committees may be made up of members appointed by the EDP in his or her discretion, and need not be made up of a majority of faculty.

GOVERNING BOARD COMPOSITION and MEMBER SELECTION

The Board of Trustees will be made up of 11 voting members and one student non-voting member as follows: three faculty members, one administrative member (from directors and managerial staff), one classified member, three parent members, three community members, and one non-voting student member. As set forth above in more detail, this structure is designed to contribute to effective school governance because all stakeholders are represented.

All employee members of the Board undergo extensive board training regarding conflict of interest, pursuant to Govt. Code, Section 1090. Board members comply with Govt. Code, Section 1090, and recuse themselves from any and all remote conflicts of interest. Furthermore, the administrative trustee cannot be the Executive Director/Principal or the Chief Business Officer.

The faculty will elect two members to the Board of Trustees, each of whom shall serve a staggered two-year term. The students will elect one faculty member. The student-elected faculty member shall serve a one-year term. The administrative staff shall elect the administrative member, who shall serve a two-year term. The classified staff shall elect the classified member, who shall serve a two-year term, to be staggered with the administrative member. The parents shall elect the parent members, one of whom shall be designated as not living in PCHS's traditional geographic catch area. Parent members will serve two-year terms. The parent member designated as not living in PCHS's traditional geographic catch area shall be elected at the same time as one other parent member. The other parent member's term shall be staggered such that all members are not elected in the same year. Two of the three community members will be elected by PCHS personnel, the parent stakeholder group, and the student body. All PCHS personnel will elect the third community member. The community members will serve two-year terms. The terms shall be staggered so that the PCHS-elected community representative and one of the other community representatives are elected in one year, and the third community representative will be elected in the other year. The year that one parent member is elected shall be the year in which two community members are elected.

The ASB Student Body President shall serve as a non-voting member of the Board of Trustees. He or she shall have the same rights as a voting member of the Board of Trustees except the right to vote, to move or second a proposal, or to hold a Board office. The Student member of the Board of Trustees shall not be counted when considering whether a quorum is present.

The EDP shall serve as an advisor to the Board of Trustees. He or she is not a member of the Board of Trustees, however. He or she shall work with the Board directly, and shall have full participatory rights in all Board of Trustees meetings and agenda-setting, except where otherwise directed by the Board of Trustees.

The Board's specific manner of operations will be set forth in Bylaws and Policies. A copy of the current Bylaws are appended hereto. The Bylaws may be modified by the

Board of Trustees as set forth therein. Board Policies may be modified or repealed by the Board of Trustees.

Should there be a vacancy on the Board of Trustees, the vacancy shall be filled in accordance with the Bylaws. However, nothing in the Bylaws shall in any way conflict with the concept that the stakeholder group or groups that elected the member whose vacancy is being filled shall be empowered to fill the vacancy, although the vacancy need not be filled by holding a new election of all stakeholders in the affected group.

The District reserves the right to appoint a single representative to the Board of Trustees governing board pursuant to Ed. Code section 47604(b).

Board Qualifications and Development

Board development shall include the following: orientation and training of new Board members in the PCHS Charter, the Board's Bylaws, the Board's Governance Policies and the Carver/Carpenter Governance Philosophy. The Board shall continue to discuss process policy improvements. Qualifications for Board members that should be considered include special skills that the community member may possess that would assist the Board of Trustees, as well as ties to PCHS.

GOVERNANCE PROCEDURES and OPERATIONS

The Board of Trustees is governed by, and adheres to, the Brown Act. Generally, the Board holds regular meetings on the third Tuesday of each month at 5 p.m. at PCHS, as per a schedule approved by the Board. In addition, the Board may hold special or emergency meetings as needed, provided that such meetings are consistent with the Brown Act. The public is invited to—and is welcome to attend—all Board meetings, and members of the public are invited to speak as provided in the Brown Act.

The Board's decision-making procedures are specified in its Bylaws and comply in all respects with the Brown Act. The current Bylaws state that a quorum consists of six voting members of the Board, and further specifies the minimum number of affirmative votes to pass a Board resolution. Board members may participate in meetings via teleconference as provided in the Bylaws and in a manner consistent with the Brown Act. Board members may abstain in their discretion. Board members must abstain from all aspects of discussion, deliberation, and action if they have a conflict of interest with regard to any matter under discussion.

Board committees typically meet on a monthly basis or as needed, and to the extent they are subject to the Brown Act, comply therewith in all respects, including notice. Long-Term Strategic Planning Committees typically meet monthly on the third Wednesday of each month at 3:30 p.m. at PCHS during the school year, but the LTSPC's may also meet more or less often as needed. The public is invited to those meetings, and is generally allowed to participate fully in each meeting.

Pursuant to the Brown Act, public postings of the agenda will be 72 hours before regular meeting and 24 hours before special meetings. The Board posts agendas inside the A Building in the main office, outside of the library and electronically through email and website. The materials and minutes are available to the public on the website, by e-mail, and physically at the meetings.

Board communications are held in public. The Board complies with the Public Records Act. Additionally, the Board sends Board Recaps to all stakeholders after each board meeting. Draft minutes and approved minutes are accessible to the public and maintained on the school's website.

STAKEHOLDER INVOLVEMENT

Stakeholder involvement takes place at both a formal and informal level. The PCHS governance structure and organizational chart describes stakeholder involvement. For example, the PCHS Board of Trustees has representatives from all stakeholder groups, including the faculty, classified staff, administration, parents, and students. In addition, the Board Level Stakeholder Committees and the Long-Term Strategic Planning Committees also include faculty, classified staff, administrators, parents, and students.

Stakeholders are informed of PCHS's educational programs in a variety of ways. For example, at Back to School Night, parents have an opportunity to hear about their students' individual classes. In addition, throughout the school year, there are targeted educational discussions for all parents led by the Administration and sponsored by the Education Foundation and PTSA.

In addition, the Board of Trustees commissions an annual survey to inform itself concerning the views of all stakeholders. Moreover, the results of that survey are discussed at a Board of Trustees meeting and are made available to the public. Further, there are a number of parent organizations at PCHS, including, but not limited to, the Booster Club, the PTSA, and the Education Foundation. The Administration typically attends meetings of these organizations.

Parent organizations, such as the Booster Club, PTSA, and the Education Foundation, are typically open to any stakeholder who wishes to join. The Mission of the Booster Club is to raise monies to support a non-profit organization dedicated to raising funds to enhance the learning environment for all students at PCHS by supporting academics, arts, athletics, drama, music, and technology. The PTSA's critical role on campus is achieved through a collaboration of parents, teachers, administrators, staff and students—partners in the PTSA mission: “*every child; one voice.*” The Education Foundation is the Long-Term Strategic Planning Committee's fundraising arm, which was created to fulfill the operational and strategic needs as identified by the current EDP, her administrative team, and the Board of Trustees. In addition, the Education Foundation will consult with and educate parents regarding PCHS's Long-Term Strategic Plan and the educational program. The specific rules regarding those organizations may be found in their governing documents.

The Village Nation (TVN) is a high-profile group on campus created to celebrate, support and promote the self-esteem and academic success of PCHS's African American students. Currently, The Village Nation has a peer mentoring program in which successful upper classmen are paired with 9th and 10th graders who are struggling academically. TVN educates parents on PCHS's educational programs and how to build the capacity of students to succeed in school and progress to college.

Fuerza Unida, or "United Strength," is a social, cultural, academic, and community support program for PCHS Latino students and families. Using The Village Nation (TVN) model, a team of elders made up of teachers, counselors, an administrator, and a parent organizes impact assemblies, parent meetings, and Latino Student Union (LSU) activities that educate, organize, and connect Latino students and families to resources and support. By strengthening the relationship with Latino parents and building a network of Latino families, *Fuerza Unida* builds the capacity of students to succeed in school and progress to college.

ELEMENT 5 ***QUALIFICATIONS OF EMPLOYEES***

"The qualifications to be met by individuals to be employed by the school." Cal. Ed. Code Section 47605(b)(5)(E)

EQUAL EMPLOYMENT OPPORTUNITY

Palisades Charter High School acknowledges and agrees that all persons are entitled to equal employment opportunity. PCHS shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

NCLB and CREDENTIALING REQUIREMENTS

Palisades Charter High School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. PCHS shall ensure that all teachers meet the requirements for employment set forth in California Education Code section 47605(1). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter

public school would be required to hold in the same assignment. PCHS shall maintain current copies of all teacher credentials and make them readily available for inspection.

The day-to-day management of PCHS is the responsibility of the senior management team, led by the Executive Director/Principal. The general duties and responsibilities of the senior management team are set forth below, but may be subject to change by the Board of Trustees. The general duties and responsibilities of all other employees set forth below are subject to change by the Executive Director Principal.

Executive Director/Principal

Under the direction of the Board of Trustees, plan, organize, control and direct educational operations, activities and services at the high school including curriculum, and instructional programs, processes and procedures; coordinate and direct specially-funded programs, discipline functions, welfare and guidance services, testing and evaluation, fiscal functions, communications, personnel, articulation and information to enhance student learning and achievement and assure smooth and efficient school activities; serve as the executive officer for the Board of Trustees, and implement the policies of the Board; supervise and evaluate the performance of assigned personnel. The Executive Director/Principal is responsible for the entire administration of PCHS, and reports directly to, and is under the direct supervision of, the Board of Trustees. The specific duties and responsibilities set forth below may be conducted directly by the Executive Director/Principal, or may (where appropriate) be delegated to other members of the administrative team. However, notwithstanding any such delegation, the Executive Director/Principal is directly responsible and accountable for all of the duties and responsibilities of the administration.

Duties and Responsibilities:

- Plan, organize, control and direct and evaluate instructional activities, extracurricular events, special programs and plant operations at a comprehensive high school; confer with personnel regarding staff, programs, students, finances and legal requirements; implement and modify and evaluate the school's mission, vision, goals, objectives and programs as needed.

Direct and supervise staff develop new courses of study and revise outdated courses to meet educational standards and requirements; provide for evaluation procedures for instructional and other programs PCHS; direct the necessary research to insure adequate data is available for evaluation programs.

- Plan, organize, control and direct the instruction, guidance and discipline of students; provide for the enforcement of the State's Compulsory Education Law at the school; provide for the classification, promotion, retention and graduation of PCHS students.

- Plan, organize, control and direct the preparation of PCHS budget and its administration after its adoption; provide for the accounting of school funds; provide periodic financial reports to the Board; supervise the purchase of textbooks, instructional supplies and equipment in accordance with State and County laws, rules and regulations.
- Inform the Board in areas related to trends in enrollment and how the utilization of the buildings are affected; direct the planning and alteration of buildings and sites; supervise the administration of the maintenance and operation of PCHS.
- Serve as Executive Officer for communication between the Board and employees; serve as secretary to the Board; serve as advisor to the Board in matters pertaining to PCHS; serve as the Board representative in employee negotiations; provide for a public relations program to keep the people of the community informed of the activities of the schools.
- Supervise and evaluate the performance of PCHS personnel; interview, select, direct and evaluate certificated and classified personnel; assign faculty and staff as appropriate to meet school objectives.
- Monitor and analyze staffing needs and initiate recruitment activities as appropriate; direct the development and implementation of staff development activities for faculty and administrators.
- Provide reports required by law or requested by the Board of Trustees, by the State Department of Education, by the Department of Finance of the State, or by other authorized organization pertaining to the affairs of PCHS; keep the Board informed of matters which may require action and make recommendations as requested.
- Prepare and write correspondence, bulletins and other communications on behalf of the school; arrange for school-level public relations and publicity for special events and achievements as appropriate.
- Coordinate and direct communications, programs, services and information between administrators, faculty, staff, outside organizations, the public and various governmental agencies; assure proper and timely resolution of student, administrative, parent, staff, faculty and public issues, conflicts and complaints; monitor, analyze and adjust activities in response to student needs and progress.
- Direct operations and activities to enhance faculty understanding of educational practices, instructional material guidelines and requirements, curriculum and instructional strategies; direct and participate in the development and implementation of curriculum standards and instructional strategies; monitor instructional activities to assure alignment with curriculum requirements.

- Plan, organize, control and direct student discipline programs and functions according to established policies and procedures; coordinate and direct the implementation of disciplinary actions; direct student attendance programs and related discipline functions; develop, implement, evaluate and maintain student discipline policies and procedures in accordance with Board standards.
- Direct and participate in the implementation of Special Education and other categorical school programs; coordinate school articulation efforts with other educational levels, schools and agencies; administer articulation functions to assure student preparedness for and transition to college and other educational institutions.
- Plan, organize, control and direct student record, counseling and guidance programs to meet student advisement needs; direct the development and implementation of student course selection, master schedule and class loading programs and procedures.
- Direct and participate in maintaining a positive image for the school; develop and implement strategies for maintaining and enhancing the external and internal image of the school; administer, develop and implement the school's community relations programs.
- Plan, organize, control and direct the school's programs of student and campus activities; coordinate, direct and evaluate co-curricular programs and activities at PCHS; direct school site support services such as food, health, maintenance, transportation and psychological services.
- Direct the maintenance of comprehensive files pertaining to school personnel, plant facilities, inventories, financial information and contracts; direct the maintenance of student and staff records at the site.

Other Duties:

Perform related duties as assigned.

Knowledge Of:

- Planning, organization and direction of educational operations, activities and services at an assigned high school including curriculum, and instructional programs, processes and procedures.
- Curriculum standards, interpretation and application in a high school.
- Local, State and federal standards and requirements governing school site operations.
- School policies and procedures concerning student discipline.
- Diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of students.
- Comprehensive organization, activities, goals and objectives of assigned programs and services.
- Instructional techniques and strategies related to high school programs and services.

- Principles, practices and procedures involved in the development and implementation of educational programs, services, goals, objectives, plans, strategies, standards, projects, processes and procedures.
- Policies and objectives of assigned programs and activities.
- Oral and written communication skills.
- Budget preparation and control.
- Principles and practices of administration, supervision and training.
- Applicable laws, codes, regulations, policies and procedures.
- Interpersonal skills using tact, patience and courtesy.
- Operation of a computer and assigned software.
- Public relations techniques.

Ability To:

- Plan, organize, control and direct educational operations, activities and services at an assigned high school including curriculum, and instructional programs, processes and procedures.
- Coordinate and direct specially-funded programs, discipline functions, welfare and guidance services, testing and evaluation, fiscal functions, communications, personnel, articulation and information to enhance student learning and achievement and assure smooth and efficient activities.
- Supervise and evaluate the performance of assigned personnel.
- Oversee the development and implementation of school programs, services, schedules, goals, objectives, plans, strategies, events, standards, projects, processes and procedures.
- Direct and participate in the development and implementation of curriculum standards.
- Plan, organize, control and direct student discipline programs and functions.
- Administer articulation functions to assure student preparedness for and transition to college. Investigate and resolve student, parental, administrative and staff issues, conflicts and complaints.
- Provide consultation and technical expertise concerning educational programs and services.
- Assure adequate personnel, instructional materials and resources to meet educational needs.
- Communicate effectively both orally and in writing.
- Interpret, apply and explain laws, codes, regulations, policies and procedures.
- Establish and maintain cooperative and effective working relationships with others.
- Operate a computer and assigned office equipment.
- Analyze situations accurately and adopt an effective course of action.
- Prepare comprehensive narrative and statistical reports.

Education and Experience:

Any combination equivalent to: master's degree and six years educational experience including three years teaching experience and three years in an administrative capacity at the high school level.

Licenses and Other Requirements:

- Valid California Administrative Services Credential.
- Valid California driver's license.

Working Conditions

Environment:

- Indoor work environment.
- Driving a vehicle to conduct work.

Physical Demands:

- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials.
- Sitting or standing for extended periods of time.
- Hearing and speaking to exchange information and make presentations.

Director of Student Achievement

Under the direction of the Executive Director/Principal, plan, organize, control and direct the programs, activities and operations of the Student Achievement Department including attendance and admissions; assure compliance with applicable laws and regulations; provide instructional leadership; supervise and evaluate the performance of assigned personnel.

Plan, organize, control and direct the programs, activities and operations of the Student Achievement Department including its subdivisions such as the Attendance and Admissions Office.

Duties and Responsibilities:

- Supervise and evaluate the Attendance and Admissions office and the Academic Achievement Team.
- Supervise and evaluate assigned academic departments.
- Assist the Executive Director and Principal in supervising curriculum and instruction.
- Provide leadership for the development and implementation of action plans of the school- LTSP, WASC, Charter, EL Master Plan.
- Assist the Executive Director and Principal regarding all matters pertaining to student achievement, which require consideration and/or action.

- Assure that internal controls are established, maintained, and documented in compliance with all regulations of state and national regulatory agencies.
- Maintain, oversees, and submits budgets for related departments.
- Assist the Board and Executive Director in identifying the most pressing educational needs, establishing priorities for planning, and implementing programs and services to address the identified needs.
- Identifies resources needed to support the programs/services and maximizes the resources devoted to these programs/services.
- Collaborate with the Executive Director on the preparation of the school's budget and ensures that planning priorities are related to budget priorities.
- Plan, coordinates, and evaluates the progress of coordinators and instructional coaches under purview.
- Provides leadership and coordination during first year of new instructional initiatives.
- Assure compliance with applicable laws and regulations; maintain programs to comply to State and federal laws and programs.
- Supervise and evaluate the performance of assigned staff; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions; provide or coordinate staff training.
- Evaluate selected programs, facilities, curriculum, learning activities, materials, supplies and teaching practices within assigned program; approve supplies, materials and texts used in programs.
- Plan, organize and implement long and short-term programs and activities designed to develop assigned programs and services.
- Direct the preparation and maintenance of a variety of narrative and statistical reports, records and files related to assigned activities and personnel; prepare attendance reports and related data for reimbursement of funds.
- Communicate with other administrators, personnel and outside organizations to coordinate activities and programs, resolve issues and conflicts and exchange information; communicate and maintain contacts with parents, districts and community agencies.
- Develop and prepare the annual preliminary budget for the Student Achievement Department, including all relevant subdivisions; analyze and review budgetary and

financial data; control and authorize expenditures in accordance with established limitations.

- Operate a computer and other office equipment as assigned; drive a vehicle to conduct work.
- Attend and conduct a variety of meetings as assigned; serve on assigned committees; serve as representative at local and State meetings, conferences and workshops.

Other Duties:

- Provide leadership in the field of Student Achievement; maintain current knowledge of trends, legislation and regulations; participate in the development of legislation related to program responsibilities.
- Perform related duties as assigned.

Knowledge Of:

- Planning, organization and direction of the Student Achievement Department and all relevant subdivisions.
- Applicable laws, codes, regulations, policies and procedures related to Student Achievement and general education and other assigned areas.
- Budget preparation and control.
- Oral and written communication skills.
- Principles and practices of administration, supervision and training.
- Interpersonal skills using tact, patience and courtesy.
- Operation of a computer and assigned software.

Ability To:

- Plan, organize, control and direct the programs, activities and operations of the Student Achievement, Attendance, and Admissions Department.
- Assure compliance with applicable laws and regulations.
- Assure fiscal stability Student Achievement programs and all relevant subdivisions.
- Provide instructional leadership.
- Train and evaluate the performance of assigned staff.
- Communicate effectively both orally and in writing.
- Interpret, apply and explain rules, regulations, policies and procedures.
- Establish and maintain cooperative and effective working relationships with others.
- Operate a computer and assigned office equipment.
- Analyze situations accurately and adopt an effective course of action.
- Meet schedules and time lines.
- Work independently with little direction.
- Plan and organize work.
- Prepare comprehensive narrative and statistical reports.
- Direct the maintenance of a variety of reports and files related to assigned activities.
- Maintain current knowledge of laws, regulations and trends in the field of Student Achievement, Attendance, and Admissions.

Education and Experience:

Any combination equivalent to: master's degree in education or related field and five years increasingly responsible experience in the administration of academic, attendance, and admissions programs including three years of teaching.

Licenses and Other Requirements:

- Valid California Administrative Credential.
- Valid California driver's license.

Working Conditions

Environment:

- Indoor and outdoor environment.
- Driving a vehicle to conduct work.

Physical Demands:

- Sitting and standing for extended periods of time.
- Hearing and speaking to exchange information and make presentations.
- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials.
- Walking.

Hazards:

- Contact with dissatisfied or abusive individuals.

Chief Business Officer

Under the direction of the Executive Director/Principal, the Chief Business Officer (CBO), is responsible for providing leadership and/or supervision for the overall business services of the school including: Budget Development and Control, Payroll, Purchasing, Employee Benefits, Workers Compensation, Attendance Accounting, Fiscal Services, Accounts Payable, Accounting Services, and Nutrition Services; develop, implement, administer and interpret business policies, systems, processes and programs;

Responsibilities and Duties:

- Provides effective business services to support and facilitate the basic educational programs of the school.
- Provides accurate, timely budget information to the Executive Director and Board of Education.
- Develops and implements a communication system that presents the budget to the Executive Director, Board of Education, and the community in an understandable, usable format.

- Develops, evaluates and makes recommendations to the Executive Director regarding administrative policy governing the operation of the school.
- Assures that the school's financial records are accurate and in compliance with County, State, and Federal Legal and Auditor guidelines.
- Provides direction, supervision and evaluation of all staff assigned to the areas of Business Services, and Nutrition Services.
- Serves as a member of the Executive Director's cabinet.
- Attends all Board of Education meetings and presents business policies and procedures for Board information or action.
- Provides negotiations with accurate and timely financial information relative to the collective bargaining process.
- Provides direction, supervision, system development and monitoring of the school's Budget, Accounting, Payroll, Purchasing, and Inventory Control.
- Coordinates with appropriate legal counsel regarding contracts, leases, and other business matters.
- Performs other duties as assigned by the Executive Director or designee.
- Supervise and evaluate the performance of assigned staff; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions; plan and arrange for appropriate training and development of subordinates.
- Plan, organize, develop and implement long-term and short-term projects and activities designed to develop and augment payroll, accounting and fiscal services; assure compliance with a variety of State and federal regulations, laws and reporting requirements.
- Provide technical expertise, information and assistance to the administrator and individual managers regarding complex finance issues; work with legal counsel as necessary; advise the Principal/Executive Director regarding use of resources, priorities, opportunities and methods to enhance the delivery of fiscal services.
- Formulate, develop, implement, administer and interpret policies, systems, processes, programs and procedures affecting assigned projects and service areas; plan, develop and recommend goals and objectives for the assigned areas; coordinate business functions and activities with other programs and functions.
- Direct the preparation and maintenance of a variety of narrative and statistical reports, records and files related to assigned activities and personnel.

- Communicate with other administrators, personnel and outside organizations to coordinate activities, programs and projects, resolve issues and conflicts and exchange information; interact, service and collaborate with districts and other agencies on various human resources matters; conduct staff meetings to communicate ideas and resolve issues.
- Develop and prepare the annual budget for the school; analyze and review budgetary and financial data; control and authorize expenditures in accordance with established limitations.
- Operate a computer and various assigned software programs; operate other office equipment as assigned; drive a vehicle to conduct work.
- Conduct, attend and participate in a variety of meetings as assigned.
- Participate in negotiations and on a variety of other special projects.

Other Duties:

- Perform related duties as assigned.

Knowledge of:

- Principles and techniques of budget development and administration.
- Applicable federal, state and local laws, regulations and procedures.
- Principles and practices of organization, administration and personnel management.
- Prepare and control the District budget.
- Develop, improve budget, control systems, financial analysis, research procedures.
- Prepare clear, complete and concise reports.
- Select, supervise, train and evaluate assigned staff.
- Analyze situations carefully and adopt effective courses of action.
- Interpret and apply administrative and departmental policies, laws and regulations.
- Communicate effectively, both orally and in writing.
- Establish and maintain cooperative working relationships with those contacted in the course of work.

Ability To:

- Train and evaluate the performance of personnel.
- Analyze and interpret legal information.
- Interpret and apply provision of the State Education code and various regulatory agencies.
- Prepare and make clear and concise written and oral reports.
- Analyze complex situations accurately, facilitate decision-making and adopt an effective course of action.
- Plan and organize work.
- Prepare and deliver oral presentations.
- Interpret, apply and explain complex rules, regulations, policies and procedures.

- Type or input data at an acceptable rate of speed.
- Maintain current knowledge of laws, rules, regulations, requirements, restrictions and trends related to assigned areas.
- Establish and maintain cooperative and effective working relationships with others.
- Communicate effectively both orally and in writing.
- Operate a computer and assigned office equipment.

Education and Experience:

Any combination equivalent to: bachelor's degree in business or finance or related field and five years increasingly responsible experience in business management, including in a school district, business or other government agency.

Licenses and Other Requirements:

- Valid California driver's license.

Working Conditions

Environment:

- Office environment.
- Driving a vehicle to conduct work.

Physical Demands:

- Sitting for extended periods of time.
- Hearing and speaking to exchange information and make presentations.
- Dexterity of hands and fingers to operate a computer keyboard.

Director of Student Activities, Athletics, Discipline and Security

Under the direction of the Executive Director/Principal, the Director of Student Activities, Athletics, Discipline and Security shall supervises/manage all aspects of Palisades Charter High School athletics, activities, the Deans, and campus security.

Duties and Responsibilities:

- Reports to and works closely with the Principal, direct and administer all facets of student discipline, activities and athletics.
- Supervise Deans, Athletics Director, Security Supervisor, School Police Officer, Dean's office support staff, and coaches.
- Oversee student discipline and campus security.
- Oversee Student government and Student Leadership Class.
- Ensure PCHS continues to be a safe campus.
- Ensure broad based student engagement in student activities, clubs, and co-curricular sand athletics. Ensure correct processing and support of opportunity transfers and student identification, expulsions.

- Organize, administer and assess the overall program of athletics for Palisades Charter High School.
- Attend professional and school conferences.
- Work with community on student/community relations and LAUSD Family Liaison
- Conduct parent meetings regarding discipline issues.
- Oversees Cheerleading, Community Services, and Master Calendar Website.

Other duties:

Perform related duties as assigned.

Knowledge Of:

- Plan, direct, and coordinate various programs.
- Work effectively with administrators and other school-based stakeholders.
- Health and safety regulations and safe working practices.
- Principles and practices of supervision and training.
- School organization, operations, policies and objectives.
- Record-keeping techniques.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Interpersonal skills using tact, patience and courtesy.
- Oral and written communication skills.
- Operation of a computer and assigned software.
- Methods of collecting and organizing data and information.

Ability To:

- Work independently with little direction.
- Analyze situations accurately and adopt an effective course of action.
- Assure efficient and timely completion of operations related projects and activities.
- Understand and resolve issues, complaints or problems.
- Establish and maintain cooperative and effective working relationships with others.
- Interpret, apply and explain laws, education codes, regulations, policies and procedures.
- Maintain a variety of records and files.
- Meet schedules and timelines.
- Plan, prioritize, organize and schedule work.

Working Conditions

Physical Abilities:

- Walking and seeing to inspect school facility.
- Bending at waist, kneeling or crouching.
- Hearing and speaking to exchange information and make presentations.
- Sitting and standing for extended periods of time.
- Reaching overhead, above the shoulders and horizontally.

Licenses:

- Valid California Class C driver's license.

Education and Experience:

Bachelors Degree, three years teaching experience. Single Subject or Multiple Subject Teaching Credential. Administrative Services Credential and Masters Degree required.

Director of Operations

Under the direction of the Executive Director/Principal, the Director of Operations shall oversee all aspects of Palisades Charter High School plants/facilities, aquatic center and transportation departments.

Duties and Responsibilities:

- Oversee all daily operation of the PCHS facility, including custodial care, grounds, maintenance, routine repairs, distribution and maintenance of lockers, distribution of keys to staff, distribution of staff and sale of student parking permits.
- Oversees the maintenance of all athletic facilities including gym, baseball, football, track fields and synthetic turf.
- Confers with and directs subordinate staff regarding work schedules, methods, and procedures of work, operational problems and conflicts, staffing requirements and assignments.
- Oversee permits, traffic flow, and renting of facilities.
- Oversees the PCHS Master Plan Planning Committee and ensures compliance of the LAUSD Sole Occupancy Agreement. Director of Operations ensures compliance with Brown Act, PCHS Charter and Bylaws. Attend and participate in all facilities and operation committee meetings. Develop and implement Site Safety and Emergency Plans ensuing compliance with education and federal and state OSH regulations; train staff, ensure regular school-wide drills and timely EMRT practices to ensure process works smoothly.
- Work with closely with Los Angeles Unified school District regarding coordination of facility upgrades and projects, ensuring compliance with appropriate laws and requirements.
- Working closely with the Executive Director/Principal to ensure timely completion of grants and other funding requests.
- Oversee the printing department and PCHS copy and mail machines, both owned and leased.

Other Duties:

- Perform related duties as assigned.

Knowledge Of:

- Plan, direct, and coordinate various programs.
- Work effectively with administrators and other school-based stakeholders.
- Policies and objectives of operations management.
- Applicable laws, codes, regulations, policies and procedures.

- Health and safety regulations and safe working practices.
- Principles and practices of supervision and training.
- School organization, operations, policies and objectives.
- Record-keeping techniques.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Interpersonal skills using tact, patience and courtesy.
- Oral and written communication skills.
- Operation of a computer and assigned software.
- Methods of collecting and organizing data and information.
- Report writing, editing and proofreading.

Ability To:

- Knowledgeable of varied project management approaches.
- Work independently with little direction.
- Maintain a variety of records and files.
- Meet schedules and timelines.
- Plan, prioritize, organize and schedule work.

Working Conditions

Physical Abilities:

- Walking and seeing to inspect school facility.
- Hearing and speaking to exchange information and make presentations.
- Sitting and standing for extended periods of time.
- Bending at waist, kneeling or crouching.
- Reaching overhead, above the shoulders and horizontally.

Licenses:

- Valid California Class C driver's license.

Education and Experience:

Bachelors degree in computer information systems, business, engineering, architecture or related subject area required. 5 years Operations Management experience, at least 2 years in a school setting. Administrative Services Credential, Project Management Certificate, MBA, or MA is a plus, but not required.

Director of Academic Planning and Guidance

Duties and Responsibilities:

- The Director of Academic Planning and Guidance Services is accountable for providing the depth and breadth of classes for students to optimize their education, career and interests.
- Accountable for providing students and their parents with the knowledge and guidance to make sound decisions regarding class selection, career planning, college

- advisement, and non-classroom based educational opportunities.
- Responsible for the building of the Master Schedule that encompasses the skills and abilities of the faculty while meeting the needs and interests of the students.
 - Oversees the performance and services rendered by the counseling staff.
 - Assists in developing guidance and counseling immediate and long-range goals to increase student achievement and post secondary opportunities.
 - Supervises instructional personnel for the purpose of monitoring performance, providing for professional growth and achieving overall objectives of curriculum.
 - Assist with staff development activities which provide teachers with a variety of instructional strategies designed to meet the needs of students with a wide range of ability.
 - Participate and assist as needed in the strategic plan process, charter school monitoring, school evaluations, UC A-G course update, AP course audit and other school compliance procedures.
 - Facilitates communication between personnel, students and/or parents for the purpose of evaluating situations, solving problems and/or resolving conflicts.
 - Counsels with parents and pupils experiencing learning and behavioral difficulties, and makes referrals where appropriate.
 - Supervises the evaluation of transcripts and student eligibility to graduate, including the preparation of graduation lists.
 - Support and promote student achievement and progress toward graduation through student conferences, interventions and school based support systems. Assist in evaluation of student academic performance and provides leadership to improve student achievement.
 - Coordinates programs of articulation with feeder schools. Oversee the administration of student placement assessments.
 - Supervise and administer state testing program.
 - Responsible for the issuance of progress reports, report cards, grade appeals, and transcripts.
 - Develops and maintains positive communication with students, parents, teachers, and the community.
 - Be visible and available to students during school hours and at extracurricular activities.

Knowledge Of:

- Ability to manage budget and personnel
- Ability to interpret policy, procedures, and data
- Strong organizational, communication, public relations, and interpersonal skills
- Ability to coordinate campus functions
- Ability to interpret policy, procedures, and data
- Strong organizational, communication, public relations, and interpersonal skills
- Plan, direct, and coordinate various programs and Record-keeping techniques
- Work effectively with administrators and other school-based stakeholders
- Health and safety regulations and safe working practices.

- Principles and practices of supervision and training.
- School organization, operations, policies and objectives.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Interpersonal skills using tact, patience and courtesy.
- Oral and written communication skills.
- Operation of a computer and assigned software.
- Methods of collecting and organizing data and information.

Ability To:

- Work independently with little direction.
- Analyze situations accurately and adopt an effective course of action.
- Assure efficient and timely completion of operations related projects and activities.
- Understand and resolve issues, complaints or problems.
- Establish and maintain cooperative and effective working relationships with others.
- Interpret, apply and explain laws, education codes, regulations, policies and procedures.
- Maintain a variety of records and files.
- Meet schedules and timelines.
- Plan, prioritize, organize and schedule work.

Working Conditions

Physical Abilities:

- Walking and seeing to inspect school facility.
- Hearing and speaking to exchange information and make presentations.
- Sitting and standing for extended periods of time.
- Bending at waist, kneeling or crouching.
- Reaching overhead, above the shoulders and horizontally.

Licenses:

- *Valid California Class C driver's license.*

Education and Experience:

Bachelors Degree, three years teaching experience. Pupil Personnel Services, Single Subject or Multiple Subject Teaching Credential. Administrative Services Credential and Masters Degree required.

Director of Human Resources

Under the direction of the Executive Director/Principal, plan, organize, control and direct the Human Resources program to assure the proper delivery of human resources services; develop, implement, administer and interpret policies, systems, processes and programs; stimulate, educate and support others in their knowledge and understanding of Human Resources services and issues; plan, organize and implement long-term and short-term

projects and activities designed to develop and augment projects and services; supervise and evaluate the performance of assigned personnel.

Responsibilities and Duties:

- Plan, organize, control and direct the Human Resources program to assure the proper delivery of human resources services including recruitment and selection, employee-employer relations, classification and compensation, staff development, employee records management, credentials and certification, classified and certificated substitute services, contract administration, workers compensation program support, and other human resources services.
- Motivate, educate, and support staff, Board members, and school district staff in their knowledge and understanding of the various areas of human resource services and related issues through meetings and discussions.
- Communicate and support regional and statewide human resource services through regional planning, participation in statewide committees and through implementation of meetings and events.
- Represent assigned human resource services to local, State and federal agencies and officials; make presentations to associations, community groups, and others regarding matters related to assigned services.
- Attend local, State and regional conferences and workshops and maintain current knowledge of technologies, theories, regulations and requirements affecting related human resource services; interpret and communicate proposed and enacted legislation at the federal and State level.
- Supervise and evaluate the performance of assigned staff; interview and select employees and recommend transfers, reassignment, termination, and disciplinary actions; plan and arrange for appropriate training and development of subordinates.
- Plan, organize, develop and implement long-term and short-term projects and activities designed to develop and augment human resources services; assure compliance with a variety of State and federal regulations, laws and reporting requirements.
- Provide technical expertise, information, and assistance to the administrator and individual managers regarding complex employment issues; work with legal counsel as necessary; advise the Principal/Executive Director regarding use of resources, priorities, opportunities and methods to enhance the delivery of human resources services.
- Formulate, develop, implement, administer and interpret policies, systems, processes, programs and procedures affecting assigned projects and service areas; plan, develop and recommend goals and objectives for the assigned areas; coordinate Human Resources functions and activities with other programs and functions.
- Direct the preparation and maintenance of a variety of narrative and statistical reports, records, and files related to assigned activities and personnel.
- Communicate with other administrators, personnel and outside organizations to coordinate activities, programs and projects, resolve issues and conflicts and exchange information; interact, service and collaborate with districts and other agencies on various human resources matters; conduct staff meetings to communicate ideas and resolve issues.

- Develop and prepare the annual preliminary budget for the Human Resources Department; analyze and review budgetary and financial data; control and authorize expenditures in accordance with established limitations.
- Operate a computer and various assigned software programs; operate other office equipment as assigned; drive a vehicle to conduct work.
- Conduct, attend and participate in a variety of meetings as assigned; participate in statewide organizations/associations.
- Participate in negotiations and on a variety of other special projects.

Qualifications:

- Any combination equivalent to: bachelor's degree in business or public administration or related field and five years increasingly responsible experience Human Resources management, including labor relations in a school district, business or other government agency.
- Valid California driver's license.
- Valid California Administrative Services Credential.

Physical Abilities:

- Sitting for extended periods of time.
- Hearing and speaking to exchange information and make presentations.
- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials.

Hazards:

- Contact with dissatisfied and abusive individuals.

Coordinator -- College Advisory Services

Under the direction of the Director-Student Counseling Services, organize and coordinate the activities and operations of the College Center; perform a variety of specialized duties related to the operation and maintenance of an assigned College Center; facilitate student college admissions process and provide information and assistance to students and parents concerning colleges, testing and financial aid; administer AP/PSAT programs according to established procedures; assist students in applying for and obtaining scholarships and financial aid; develop office procedures to assure students and parents are served appropriately; train and evaluate the performance of assigned personnel.

Responsibilities and duties:

- Organize and coordinate the activities and operations of the College Center; develop and implement College Advisory Services for students and parents; develop and edit content for College Center presentations; conduct daytime one-on-one and group presentations to students and parents related to the college admissions process and requirements, including SAT/ACT testing, financial aid, college research, teacher recommendations, personal statements and extra-curricular activities; conduct one-on-one appointments with juniors and seniors.

- Provide information and assistance to students and parents concerning colleges, testing and financial aid; initiate and receive phone calls from students and parents; schedule college counselor, volunteer counselors and writing coaches appointments with students; schedule meetings with UC EAOP, CSUN, and Santa Monica College representatives.
- Train and provide work direction and guidance to assigned staff; schedule and coordinate daily office activities and Saturday PSAT administration; participate in hiring new staff and adding parent volunteers and independent counselor volunteers to the College Center; develop office procedures to assure students and parents are served appropriately; determine and schedule professional development activities; prepare agendas for and conduct periodic staff meetings.
- Evaluate students' academic records and assist in developing school programs to meet course requirements; communicate with the Director of Counseling Services and Guidance Counselors regarding student academic progress and course selections.
- Prepare and submit secondary school reports for school seniors; write letters of recommendation and gather GPA, class rank, rigor of curriculum and related information; track and verify electronic submissions through Family Connection web service.
- Coordinate and administer AP and PSAT exams; prepare and mail PSAT registration forms to students; order and secure test materials; process student registration forms and payments; schedule proctors; reserve classrooms; prepare rosters and post room assignments; prepare completed test materials for return to College Board; receive and distribute test results according to established procedures; administer fee waiver program according to established procedures.
- Obtain and evaluate student data, including test results, personal histories, school records and parental information; assess student abilities, qualifications, interests and backgrounds and provide advice concerning college opportunities.
- Perform clerical duties related to College Center functions and assigned activities; compile and duplicate materials as needed; assemble and disseminate informational packets; process and assure accuracy and completeness of various forms and applications; maintain various records; prepare mailings, schedule appointments for students and parents, make facility arrangements for presentations.
- Assist students in applying for and obtaining scholarships and financial aid; advertise available scholarships; maintain a library of college guides, test preparation books and other resource materials; maintain bulletin boards with information related to college visits, test prep, summer programs, scholarships and other related information; supervise submission of Cal Grant GPA verifications.
- Serve as a resource for students and parents accessing the Family Connection web-based college research and application program; set up and maintain student

accounts; update college visit and scholarship lists; communicate with students and parents regarding account information and general operations;

- Communicate with students, parents, personnel, colleges and various outside organizations to exchange information, coordinate activities and resolve issues or concerns; collaborate with *Fuerza Unida* TVN teachers.
- Collect data regarding college admissions and matriculation from graduating seniors and colleges; maintain contact database of graduated students; facilitate communication between graduating students and former students.
- Prepare and submit midyear and year-end school reports with transcripts; maintain annual contact with US and foreign colleges and universities for College Fair and campus visit activities.
- Prepare annual College Center budget.
- Operate a computer and standard office equipment; drive a vehicle to various sites to conduct work.
- Attend “Back to School” and “Open House” events to provide students and parents with college admissions information; attend other related meetings, classes, conferences, and in-service training as assigned.

Qualifications:

- Bachelor’s degree with course work in counseling, career education, human relations or related field and three years increasingly responsible experience in a school, employment, counseling or educational guidance environment
- Valid California driver’s license

Physical Demands:

- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials.
- Hearing and speaking to exchange information.
- Sitting or standing for extended periods of time.
- Bending at the waist, kneeling or crouching to file and retrieve materials.

Coordinator – Transportation

Under the direction of the Director-Operations, organize the dispatching and scheduling activities of the Transportation Department; assure safe and timely operations; assist in the scheduling, routing and dispatching of pupil transportation to and from schools, athletic events and field trips.

Duties and Responsibilities:

- Organize and oversee the dispatching and scheduling activities of the Transportation Department; assure safe and timely operations; maintain current knowledge of and assure compliance with applicable laws, codes, rules, and regulations.

- Prepare a variety of correspondence, notices and memoranda to parents, students and the contracted transportation company; issue notices of minimum days, special activities and other schedule changes.
- Oversee and maintain payments, invoices, and other financial activities relating to transportation; follow up outstanding and past due bills.
- Assist in the scheduling and routing of pupil transportation to and from schools, athletic events and field trips.
- Receive, review, process, sort and file purchase orders and invoices as assigned; prepare invoices for payments; assemble and distribute warrants and other materials with required documents; maintain contact with vendors to resolve discrepancies related to invoices and payments.
- Dispatch drivers and vehicles in accordance with established schedules to fulfill special transportation requests; communicate with drivers regarding schedule or route changes, vehicle breakdowns, accidents, emergencies, road conditions and other concerns; notify authorities as appropriate.
- Assist in the assignment of routes and field trips to drivers in accordance with established guidelines; arrange for substitutes as necessary.
- Operate a variety of office equipment including a copier, fax machine, and a computer and assigned software.
- Communicate and coordinate with school staff, administrators and outside agencies to assure smooth and timely delivery of scheduled services, exchange information and resolve issues.
- Answer telephones and greet visitors; provide information of a general or technical nature to callers as needed.

Qualifications:

- Graduation from high school supplemented by specialized training in transportation management or a related field and two years of increasingly responsible experience in public transportation work including bus routing, dispatching, scheduling and driver training.

Physical Abilities:

- Sitting for extended periods of time while operating buses.
- Hearing and speaking to exchange information.
- Reaching, pulling and pushing to open bus doors.
- Bending at the waist, kneeling or crouching to inspect and wash buses.
- Reaching overhead, above the shoulders or horizontally.

Registered Nurse

Under the direction of the Assistant Principal, provide school health and nursing services to students; promote health and prevention education and safety; refer students, parents, or guardians to appropriate community resources for recommended health service programs.

Duties and Responsibilities:

- Provide school health and nursing services to students; conduct required health screening for vision, hearing, scoliosis and others; prepare and maintain related health records and State reports; assure compliance with established laws, codes, regulations, policies and procedures.
- Promote health and prevention education and safety; conduct staff education and in-service training meetings related to specialized health conditions, procedures, medications, and others.
- Refer students, parents, or guardians to appropriate community resources for recommended health service programs; recommend auxiliary services for economically disadvantaged students as appropriate.
- Oversee the administration of medication; monitor student side effects and notify appropriate personnel and agencies as required.
- Provide consultation and assist school staff, students, and families with communicable disease control, first aid, student health assessments, school site health and safety assessment, child abuse concerns and reporting requirements.
- Operate and maintain a variety of specialized medical equipment and instruments; assure proper working condition of equipment.
- Communicate with parents, students, personnel, and various outside agencies to exchange information, coordinate activities, and resolve issues or concerns.
- Prepare and maintain a variety of State and other reports as required, such as student progress reports, immunization, hearing, vision, and others.
- Train and provide work direction to student workers and volunteers.

Qualifications:

- Bachelor's degree in nursing or closely related field and five years nursing experience.
- Valid and appropriate School Nurse Services Credential.
- Valid California registration as a Nurse.
- Valid First Aid, AED, and CPR Certificate issued by an authorized agency.

Physical Abilities:

- Dexterity of hands and fingers to operate specialized medical equipment.
- Sitting or standing for extended periods of time.
- Bending at the waist, kneeling or crouching to assist students.

- Hearing and speaking to exchange information.
- Seeing to read a variety of materials and monitor students.
- Lifting and moving students as assigned by position.

Hazards:

- Contact with blood and other body fluids.
- Potential for contact with blood-borne pathogens and communicable diseases.

College Advisor

Under the direction of the Director of Student Counseling Services, perform a variety of specialized duties related to the operation and maintenance of an assigned College Center; facilitate student college admissions process and provide information and assistance to students and parents concerning colleges, testing and financial aid; administer AP/PSAT programs according to established procedures; assist students in applying for and obtaining scholarships and financial aid.

Duties and Responsibilities:

- Perform a variety of specialized duties related to the operation and maintenance of the campus College Center; meet with, motivate and encourage students concerning college options; refer students to counselors, programs, schools, employers, outside agencies or appropriate personnel.
- Provide information and assistance to students and parents concerning colleges, testing and financial aid; initiate and receive phone calls from students and parents; schedule college counselor, volunteer counselors and writing coaches appointments with students; schedule meetings with UC EAOP, CSUN, and Santa Monica College representatives.
- Conduct daily or evening one-on-one and group presentations to students and parents related to the college admissions process and requirements, including SAT/ACT testing, financial aid, college research, teacher recommendations, personal statements and extra-curricular activities; conduct one-on-one appointments with incoming seniors as assigned.
- Coordinate and implement AP exams, PSAT, SAT, ACT test administration process; prepare and mail registration forms to students; order and secure test materials; process student registration forms and payments; schedule proctors; reserve classrooms; prepare rosters and post room assignments; prepare completed test materials for return to College Board; receive and distribute test results according to established procedures; administer fee waiver program according to established procedures.

- Evaluate students' academic records and review transcripts of student grades and credits to assure students meet academic standards and requirements; provide information to students regarding credits/courses needed for graduation and assist in developing school programs to meet course requirements; communicate with the Director of Counseling Services and Guidance Counselors regarding student academic progress and course selections.
- Obtain and evaluate student data, including test results, personal histories, school records, teachers' reports, parental information, and reports; assess student abilities, qualifications, interests and backgrounds and provide advice concerning college opportunities.
- Perform clerical duties related to College Center functions and assigned activities; compile and duplicate materials as needed; prepare bulk mailings; assemble and disseminate informational packets; process and assure accuracy and completeness of various forms and applications; maintain various records; prepare mailings, schedule appointments for students and parents, make facility arrangements for presentations.
- Assist students in applying for and obtaining scholarships and financial aid; advertise available scholarships; maintain a library of college guides, test preparation books and other resource materials; maintain bulletin boards with information related to college visits, test prep, summer programs, scholarships and other related information.
- Serve as a resource for students and parents accessing the Family Connection web-based college research and application program; set up and maintain student accounts; update college visit and scholarship lists; communicate with students and parents regarding account information and general operations;
- Communicate with students, parents, personnel, colleges and various outside organizations to exchange information, coordinate activities and resolve issues or concerns; collaborate with *Fuerza Unida* teachers to present college admissions programs to parents; provide information in a designated second language in meetings or events as assigned.
- Collect data regarding college admissions and matriculation from graduating seniors; maintain contact database of graduated students; facilitate communication between graduating students and former students.
- Prepare and maintain appropriate records and reports related to students, activities and other aspects of the College Center; maintain annual contact with US and foreign colleges and universities for College Fair and campus visit activities.
- Operate a computer and standard office equipment; drive a vehicle to various sites to conduct work.
- Attend "Back to School" and "Open House" events to provide students and parents with college admissions information; attend other related meetings, classes, conferences, and in-service training as assigned.

Qualifications:

- Education and experience: any combination equivalent to: Bachelor's degree with course work in counseling, career education, human relations or related field and two years increasingly responsible experience in a school, employment, counseling or educational guidance environment.

Physical Abilities:

- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials.
- Hearing and speaking to exchange information.
- Sitting or standing for extended periods of time.
- Bending at the waist, kneeling or crouching to file and retrieve materials.

Study Center Supervisor

Under the direction of the Director-Student Support Services, coordinate and oversee tutorial services and related activities at the Palisades Charter High School (PCHS) Study Center to provide students with tutoring and assistance in the enhancement of skills, knowledge and understanding in various subject areas; serve as a liaison, provide support services and coordinate tutoring communications and information between students, tutors, parents, teachers and others; train and evaluate the performance of assigned personnel.

Duties and Responsibilities:

- Coordinate and oversee tutorial services and related activities at the PCHS Study Center to provide students with tutoring and assistance in the enhancement of skills, knowledge and understanding in various subject areas; monitor and adjust tutoring activities in response to student needs and progress
- Serve as a liaison and coordinate tutoring communications and information between students, tutors, parents, teachers and others; respond to inquiries and provide information regarding tutoring services, students, progress and procedures; resolve related issues in a proper and timely manner; schedule and supervise teacher/classroom visits.
- Train and evaluate the performance of assigned staff; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions; assign employee duties and review work to assure accuracy and completeness; schedule staff to meet needs, priorities and time lines.
- Coordinate and provide a variety of tutorial support services at the PCHS Study Center; participate in developing and implementing tutoring services, operations, and

learning activities; oversee and participate in the preparation, set up and distribution of food items to students as required.

- Oversee activities involved in assisting students in completing assignments, homework and projects in various subject areas; lead and participate in explaining and assuring student understanding of assignments, classroom materials and homework instructions.
- Coordinate and participate in the observation and control student behavior during tutoring and other activities according to approved procedures; report progress regarding student performance and behavior; resolve discipline issues and conflicts as needed; conduct and oversee responsible monitoring of student technology use and needs.
- Compile information and prepare and maintain various records and reports related to tutors, attendance, students, registration, attendance, behavior, schedules, food items and assigned activities; prepare and distribute forms, letters and other correspondence.
- Input and update a variety of student and other data in an assigned computer system; maintain automated records and files; generate various computerized documents and reports.
- Communicate with students, parents, District personnel and various outside agencies to exchange information and resolve issues or concerns.
- Operate a variety of standard office equipment such as a copier, fax machine, laminator, computer and assigned software; utilize a two-way radio as required.
- Develop, maintain and adjust tutoring schedules as directed; monitor tutoring services to assure smooth and efficient activities.
- Coordinate and participate in tutoring registration activities as assigned; prepare, print, distribute, collect, sort, file and process registration forms, packets and documents; assist student with completing tutoring applications; review forms for accuracy and completeness.
- Assure the health and safety of students by following health and safety practices and procedures; maintain assigned areas in a safe, orderly and clean manner.
- Monitor inventory levels of tutoring supplies and materials; order, receive and maintain adequate inventory levels of supplies and materials; prepare and process purchase requisitions.
- Attend and participate in various meetings as assigned.

Qualifications:

- Education and experience, any combination equivalent to: college level course work in education and four years experience working with students in an organized setting.

Physical Demands:

- Dexterity of hands and fingers to operate standard office equipment.
- Sitting or standing for extended periods of time.
- Seeing to read a variety of materials.
- Hearing and speaking to exchange information.
- Bending at the waist, kneeling or crouching to file and retrieve materials.

Attendance Supervisor

Under the direction of the Director-Student Support Services, plan, organize, coordinate and implement a variety of duties related to attendance accounting and record-keeping at the high school involving frequent and responsible public contacts; prepare, maintain and account for average daily attendance and other attendance records and reports for submittal to local and State agencies; train and evaluate the performance of assigned personnel.

Duties and Responsibilities:

- Plan, organize, coordinate and implement a variety of duties related to attendance accounting and record-keeping at the high school involving frequent and responsible public contacts; revise and implement office procedures to assure accurate and timely attendance activities.
- Prepare, maintain and account for average daily attendance and other attendance records and reports for submittal to local and State agencies according to established time lines; review attendance records and reports for accuracy and compliance with applicable laws, codes, rules and regulations.
- Serve as a liaison between students, parents, staff and outside agencies regarding student attendance and discipline and related policies, procedures, rules and regulations; initiate and receive phone calls; take and relay messages; respond to inquiries and provide information.
- Train and evaluate the performance of assigned personnel; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions; assign employee duties and review work for accuracy, completeness and compliance with established requirements.
- Utilize a computer and assigned software system to scan or input attendance documents and related data; establish and maintain automated student records; generate average daily attendance and various other computerized reports related to student attendance data; assure accuracy of input and output data.
- Process and verify student absence information from parents, teachers and others; operate and maintain the automated attendance calling system on a daily basis to assure parents are informed of student absences.

- Assist students, staff and visitors in the attendance office; take and relay messages to and from parents and students; issue admittance forms to students who are late or returning after an absence; issue off-campus passes according to established guidelines.
- Distribute, collect, code and process a variety of attendance and other forms required for accurate record-keeping; review forms for accuracy and completeness; duplicate materials as needed.
- Operate a variety of office equipment including a calculator, copier, fax machine, computer and assigned software.
- Perform a variety of clerical duties such as typing and distributing correspondence, lists, bulletins and notices as assigned.
- Refer student attendance issues to appropriate personnel according to established procedures; assist in identifying and resolving student attendance problems.
- Train and evaluate the performance of assigned staff; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions.
- Provide technical information and assistance to the Director regarding assigned functions; assist in the formulation and development of policies, procedures and programs.
- Prepare and maintain a variety of narrative and statistical reports, records and files related to personnel and assigned activities.
- Communicate with other administrators, personnel and outside organizations to coordinate activities and programs, resolve issues and conflicts and exchange information.
- Participate in the development of the annual preliminary budget; analyze and review budgetary and financial data; control and authorize expenditures in accordance with established limitations.
- Operate a computer and assigned software programs; operate other office equipment as assigned; drive a vehicle to conduct work as assigned.
- Attend and conduct a variety of meetings as assigned.

Qualifications:

- Education and experience, any combination equivalent to: graduation from high school supplemented by some college-level coursework in education or related field and two years clerical experience including one year maintaining student records.

Physical Abilities:

- Dexterity of hands and fingers to operate a computer keyboard.
- Hearing and speaking to exchange information in person or on the telephone.
- Sitting or standing for extended periods of time.
- Seeing to read a variety of materials.

- Bending at the waist, kneeling or crouching to file materials.

Duties and Responsibilities:

- Organize and direct operations and activities related to the installation, configuration, maintenance, troubleshooting, diagnosis and repair of computer hardware, software, peripherals and network systems; prioritize installation, maintenance and repair needs, coordinate project assignments and establish time lines.
- Oversee and participate in the planning, design, set-up, development and modification of computer and network systems; supervise the design, installation, operation, maintenance and repair of Local Area Networks (LANs) and Wide Area Networks (WANs); assure proper installation of server and work station software and test applications to assure proper operation.
- Train and evaluate the performance of assigned staff; interview and select employees, and recommend transfers, reassignment, termination and disciplinary actions; assign employee duties and review work to assure accuracy and completeness; schedule staff to meet technology needs, priorities and time lines.
- Oversee the installation, configuration, upgrading and operation of a variety of hardware, software and equipment including cabling, servers, hubs, routers, switches and applications to enhance and assure proper operation of assigned computer systems.
- Perform a variety of network administration activities including establishing and maintaining user accounts, email accounts, Internet connectivity, back-ups, domains and workgroups, intranet, and designated programs and systems.
- Communicate with various staff, faculty and administrators to coordinate activities, exchange information and resolve issues and concerns; communicate with various vendors to discuss warranties and service contracts and make arrangements for repairs or replacements as needed.
- Troubleshoot network problems involving routing, communications, connectivity, network operating systems, printing, mass storage servers, print servers, memory management and other applications; conduct appropriate diagnostic testing on computers utilizing appropriate diagnostic tools.
- Provide consultation concerning computer systems, equipment and malfunctions; provide technical troubleshooting, determine type of request, diagnose and provide solutions; provide information concerning related practices and procedures.
- Coordinate communications and information between other departments to meet computer hardware, software, peripheral equipment and network system needs; prepare and distribute related correspondence.
- Operate a variety of technical equipment including testers, meters, analyzers and a variety of hand and power tools; drive a vehicle to conduct work.

- Communicate with personnel to exchange information, coordinate activities and programs and resolve issues or concerns.
- Prepare and maintain a variety of records and reports related to projects, work orders, equipment, systems, personnel, financial activity and assigned duties.
- Research and evaluate new technologies for possible implementation within the contracted school districts; provide technical advice concerning the purchasing and implementation of new technologies.
- Oversee inventory functions for assigned technology areas; monitor inventory levels of computer system parts and equipment; order, receive and assure adequate inventory levels of parts and equipment to meet operational needs of the department; oversee the preparation of related purchasing documents.
- Monitor and assess assigned technology functions for effectiveness and operational efficiency; provide input concerning the development and implementation of departmental programs, goals, objectives, policies, and procedures.
- Attend and conduct a variety of meetings as assigned.

Qualifications:

- Education and experience any combination equivalent to: Bachelor's degree in computer science or related field and three years increasingly responsible experience with advanced databases and word processing equipment and software.

Physical Abilities:

- Dexterity of hands and fingers to operate a computer keyboard.
- Hearing and speaking to exchange information in person and on the telephone.
- Seeing to read a variety of materials and view a computer monitor.
- Sitting or standing for extended periods of time.
- Lifting, carrying, pushing or pulling moderately heavy objects.
- Reaching overhead, above the shoulders and horizontally.

Facility, Grounds, and Maintenance Supervisor

Under the direction of the Director-Operations, organize and direct variety of skilled activities involved in the comprehensive maintenance and construction of buildings and facilities; supervise and participate in a variety of alterations, maintenance, repair and construction projects; train and evaluate the performance of assigned personnel.

Duties and Responsibilities:

- Organize and direct variety of skilled activities involved in the comprehensive maintenance and construction of buildings and facilities; confer with administrators and assist with the coordination of day-to-day maintenance activities to assure efficient maintenance and repair of buildings and facilities.

- Supervise and participate in a variety of alterations, maintenance, repair and construction projects for school and office buildings, structures, facilities, equipment, grounds and athletic fields.
Train and evaluate the performance of assigned staff; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions; assign employee duties and review work to assure compliance with established guidelines and procedures.
- Lay out work and develop and prepare work schedules; review maintenance reports, blueprints, schematics and work orders and assure compliance and proper completion; organize and coordinate daily work assignments and priorities to assure effective workflow; establish and implement an effective preventive maintenance program; coordinate responses to emergency calls.
- Communicate with administrators and staff to discuss work orders and requests, to schedule and coordinate work projects and to minimize noise and disruption to normal school and office routines, schedules and classrooms.
- Prepare and maintain records, files, logs and reports related to assigned activities, personnel and functions.
- Maintain, troubleshoot, repair, renovate and remodel new and existing irrigation systems, including valves, sprinklers, back flow devices, controllers, pumps, valve boxes, cross connections and related components and equipment; replace system parts and equipment as necessary.
- Inspect work projects in progress and upon completion to assure compliance with specification, work order, time, safety and organizational standards and requirements.
- Assist in determining required time, equipment, materials and supplies for building and grounds maintenance and construction operations and activities; requisition or purchase a wide variety of materials, supplies, maintenance tools and equipment.
- Research vendors for best source, price and quality of supplies, equipment, tools and vehicles; purchase supplies as needed according to established procedures and policies.
- Communicate with vendors, contractors and inspectors regarding maintenance operations and activities, materials, specifications, scheduling and related policies and procedures.
- Collaborate with contractors on work projects; assist in developing specifications; request bids for work to be performed; inspect completed work and work in progress to assure compliance with specifications and applicable laws, codes and regulations.
- Operate a variety of office equipment including a computer and assigned software.
- Operate a variety of tools and equipment related to a variety of the building trades and grounds maintenance.

Qualifications:

- Education and experience shall be any combination equivalent to: graduation from high school supplemented by completion of an approved apprenticeship program and five years increasingly responsible experience in the maintenance trades. Valid California Driver's License.

Physical Abilities:

- Dexterity of hands and fingers to operate a variety of tools and equipment.
- Hearing and speaking to exchange information.
- Seeing to perform maintenance duties.
- Lifting, carrying, pushing or pulling heavy objects as assigned by the position.
- Reaching overhead, above the shoulders and horizontally.
- Bending at the waist, stooping, kneeling or crouching.
- Climbing ladders and working from heights.
- Standing for extended periods of time.

Manager of Athletics

Under the direction of the Assistant Principal, plan, organize, control and direct high school athletic activities; schedule and coordinate athletics programs and events on campus; serve as liaison between administrators, personnel, parents, students and outside agencies; supervise and evaluate the performance of assigned personnel.

Duties and Responsibilities:

- Plan, organize, control and direct high school athletic activities; develop standards and procedures for high school athletic programs; coordinate athletic camps on school facilities and security at athletic events.
- Supervise the performance of assigned personnel; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions; coordinate recruitment, job postings and descriptions, advertising and related paperwork with the Human Resources department.
- Monitor student academic and residential eligibility.
- Serve as liaison between administrators, personnel, parents, students, boosters and outside agencies; respond to inquiries and provide information concerning school athletics programs; coordinate activities and programs, resolve issues and conflicts and exchange information.
- Provide technical expertise, information and assistance to the administrator regarding school athletic activities; assure an economical, safe and efficient work environment;

advise the administrator of unusual trends or problems and recommend appropriate corrective action.

- Plan, organize and implement long and short-term programs and activities designed to enhance after school athletic programs and services; develop policies and procedures regarding athletics and coaches handbook; assure coaches have met appropriate certification requirements.
- Direct the preparation and maintenance of a variety of data, reports, records and files related to student eligibility, assigned activities and personnel; assure compliance regarding discipline procedures for coaches and students according to established procedures, laws and regulations.
- Develop and prepare the annual preliminary budget for the site athletic programs and activities; analyze and review budgetary and financial data; control and authorize expenditures in accordance with established limitations; coordinate the purchase and maintenance of athletic equipment.
- Coordinate the transportation of athletic teams according to applicable policies and administrative regulations.
- Coordinate and participate in meetings, conferences and in-services; organize and conduct training sessions for athletic personnel.
- Operate a computer and other office equipment as assigned; drive a vehicle to various sites to conduct work.
Attend and conduct a variety of meetings as assigned.

Qualifications:

Education and Experience: any combination equivalent to: bachelor's degree in physical education or related field supplemented by four years experience as a varsity or junior varsity coach. Valid First Aid and CPR Certificate issued by an authorized agency. Valid California driver's license.

Physical Abilities:

- Hearing and speaking to exchange information and make presentations.
- Seeing to read a variety of materials.
- Dexterity of hands and fingers to operate a computer keyboard.
- Sitting or standing for extended periods of time.
- Lifting of moderately heavy objects.

Manager -- Fiscal Services

Under the direction of the Chief Business Officer, plan, organize and direct accounting and budgetary operations and activities including the review, evaluation, maintenance and adjustment of funds, budgets and accounts; coordinate and direct personnel, communications and record-keeping functions to meet organizational accounting needs and assure smooth and efficient fiscal activities; supervise and evaluate the performance of assigned personnel.

Duties and Responsibilities:

- Plan, organize and direct accounting and budgetary operations and activities including the review, evaluation, maintenance and adjustment of funds, budgets and accounts; assist in establishing and maintaining fiscal time lines and priorities; assure fiscal activities comply with established laws, codes, regulations, policies and procedures.
- Coordinate and direct personnel, communications and record-keeping functions to meet organizational accounting needs and assure smooth and efficient fiscal activities; assist in the development and implementation of accounting and budgetary programs, projects, functions, goals, objectives and activities.
- Supervise and evaluate the performance of assigned personnel; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions; assign employee duties and review work to assure accuracy, completeness and compliance with established standards, requirements and procedures.
- Perform a variety of complex clerical accounting duties in support of assigned Associated Student Body (ASB) accounts; receive, review and process ASB purchase orders and invoices as assigned; verify, balance and adjust assigned accounts in support of assigned ASB programs; monitor funds for income and expenditures; prepare and reconcile bank statements and other financial statements as directed.
- Plan, organize and direct financial record-keeping, reporting and related auditing functions to assure accurate and timely accounting and reporting of funds and budgets; review and analyze financial statements, records and reports to assure compliance with established guidelines, procedures and generally accepted accounting principles.
- Coordinate and direct the monitoring, evaluation and reconciliation of accounts, funds and budgets; assure accurate accounting of funds including income and expenditures; audit accounts for errors and make appropriate adjustments; oversee the reconciliation of various fiscal statements to assure accurate fund accounting.
- Monitor and evaluate accounting and budgetary functions for accuracy and operational efficiency; receive and respond to staff input concerning accounting and budgetary needs; assist in the development and implementation of programs, policies and procedures to enhance accounting and budgetary accuracy and operational efficiency.
- Coordinate communications between personnel, governmental agencies, outside organizations and the public to assure smooth and efficient accounting functions; assure proper and timely resolution of issues, errors and discrepancies related to organizational accounting functions.
- Provide consultation to administrators, personnel, outside agencies and others concerning accounting operations and related functions; respond to inquiries, resolve

issues and conflicts and provide detailed and technical information concerning related accounts, funds, budgets, transactions, records, standards, laws, codes, regulations, policies and procedures.

- Direct the preparation and maintenance of a variety of narrative, financial and statistical records, reports and statements related to accounts, funds, budgets, revenue, expenditures, reconciliations, claims and assigned activities; assure mandated reports are completed and submitted to appropriate personnel or governmental agency according to established time lines.
- Assist in the development and preparation of the annual preliminary Student Store budget; analyze and review budgetary and financial data; control and authorize expenditures in accordance with established limitations; prepare revenue and expenditure projections.
- Provide technical information and assistance to various administrators concerning accounting activities, needs and issues; assist in the formulation and development of policies, procedures and programs.
- Maintain current knowledge of laws, codes, rules, regulations and pending legislature related to accounting and budgetary functions; provide input concerning the modification of programs and procedures to assure compliance with established requirements as necessary.
- Operate a variety of office equipment including a computer and assigned software; drive a vehicle to conduct work.
- Communicate with administrators, personnel and outside organizations to exchange information, coordinate activities and programs and resolve issues or concerns.
- Attend and conduct a variety of meetings as assigned; prepare and deliver oral presentations concerning accounting functions.

Qualifications:

Education and Experience: any combination equivalent to: bachelor's degree in accounting or related field and four years increasingly responsible accounting experience including the review, evaluation, maintenance and adjustment of funds, budgets and accounts.

Physical Abilities:

- Hearing and speaking to exchange information.
- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials.
- Sitting for extended periods of time.

Manager -- Aquatics Activities

Under the direction of the Director of Operations and Facilities, plan, organize and direct the operations and activities of the Palisades Charter High School (PCHS) aquatics facility; coordinate and direct facility functions to assure the safety of activities; assure compliance with local and State health and safety standards; coordinate and schedule the use of aquatics facilities by various groups, companies and community organizations; train and evaluate the performance of assigned personnel.

Duties and Responsibilities:

- Plan, organize and direct the operations and activities of an assigned aquatics facility; plan, develop and implement pool programs to meet the needs of the District; assure facilities and related activities comply with established laws, codes, rules, regulations, policies and procedures.
- Coordinate and direct swimming pool functions to assure the safety of activities; monitor aquatics facility to assure compliance with local and State health and safety standards; coordinate aquatic safety programs; oversee the preparation of safety education materials; assure proper pH and chemistry levels of pool water.
- Supervise and evaluate the performance of assigned staff; interview and select employees and recommend transfers, reassignment, termination and disciplinary actions; arrange employee schedules.
- Coordinate and schedule the use of aquatics facilities by various groups, companies and community organizations; assure compliance with applicable laws, codes, policies and guidelines; establish and maintain master calendar of facility use; prepare reports related to facilities use; conduct surveys and maintain lists of users to generate feedback and provide outreach.
- Process permit applications according to established procedures; complete paperwork for approved permits; prepare requests for permits and obtain proper authorization; notify applicants of approval or denial; issue permits to applicants.
- Communicate with other administrators, personnel and outside organizations to coordinate activities and programs, resolve issues and conflicts and exchange information.
- Operate a variety of office equipment including a copier, scanner, touchpad, scoreboards, computer and assigned software; operate a variety of pool equipment; drive a vehicle to conduct work.
- Provide technical expertise, information and assistance to the Director of Operations and Facilities regarding aquatics facilities operations; formulate, develop, and implement policies, procedures and programs.
- Coordinate with independent contractors and manage their involvements with the PCHS aquatics facility; maintain and update service, consultant and contract agreements; coordinate the process for contract approval; contact relevant parties with contract information as updates occur.

- Plan, organize and direct the activities of contracted work crews; keep administrators and other personnel current concerning projects, situations and completion of work; assure activities comply with established rules, regulations, policies and procedures; inspect completed work for accuracy and compliance with instructions and established standards.
- Perform a variety of technical activities involved in the cleaning, maintenance and repair of swimming pool, pump room, surrounding areas and related equipment to assure safe and sanitary conditions.
- Direct the preparation and maintenance of a variety of narrative and statistical reports, records and files related to personnel and aquatics facilities activities and statistics, including pool programs, attendance, incidents, financial activities and other related reports.
- Maintain athletic facilities in a clean, orderly and sanitary condition.
- Assure proper working condition and storage of athletic equipment; perform minor repair of equipment as necessary; distribute and collect athletic equipment.
- Develop and prepare the annual preliminary budget for the aquatics facility; analyze and review budgetary and financial data; control and authorize expenditures in accordance with established limitations; monitor inventory levels of athletic, custodial and pool supplies; order, receive and maintain inventory of supplies.
- Maintain security of assigned athletic facilities; lock and unlock doors.
- Coordinate, conduct and participate in meetings and in-services; organize emergency drills.
- Perform life guarding, maintenance and swim instruction duties as needed.
- Administer first aid and CPR as needed; train personnel in proper first aid and CPR techniques.

Qualifications:

Education and Experience: Any combination equivalent to: bachelor's degree in related field and four years experience working in a community service program in aquatics, facility management or sports recreation. Valid and appropriate lifeguard certification. Valid Certified Pool Operator certification. Valid First Aid and CPR Certificate issued by an authorized agency. Valid California driver's license.

Physical Abilities:

- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials and conduct pool surveillance.
- Hearing and speaking to exchange information.
- Sitting or standing for extended periods of time.
- Lifting, carrying, pushing or pulling heavy objects as assigned by position.
- Climbing ladders.

Payroll/Fiscal Specialist

Under the direction of the Chief Business Officer, perform a variety of technical payroll accounting duties to assure classified and/or certificated employees are paid in an accurate and timely manner; prepare and maintain a variety of automated and manual records and reports related to the payroll function.

Duties and Responsibilities:

- Perform a variety of technical duties in the preparation of payroll for certificated and/or classified personnel; receive and audit organizational time reports for classified and/or certificated employees; process and evaluate a variety of payroll-related forms and applications.
- Process certificated and classified payroll; input time sheet information including deductions into an assigned computer system; generate computerized lists and reports; assure accuracy of input and output data; compare prelists with computer printouts, detect inaccuracies and make corrections.
- Review and process time sheets and records; audit final time sheet against the payroll register; calculate and input salary adjustments, coding, time vouchers and overtime pay as needed; verify proper authorizing signatures, coding, calculations and accuracy of payroll adjustments.
- Perform a variety of technical accounting duties in support of accounts payable functions; assure proper processing of related forms and records according to established standards, requirements and procedures; assure accurate and timely payment of organizational financial obligations.
- Process, code and verify invoices; check invoices and match with purchase orders and receivers; contact staff and vendors to verify invoices; issue and distribute appropriate payments to purchase orders; assure proper signatures and authorization of invoices.
Establish and maintain detailed automated permanent records regarding personnel; input and update a variety of data including pay rates, tax status, deductions, vacation and sick leave, benefits and other employee information.
- Compile information and prepare and maintain a variety of records and reports related to employee information, time sheets, pay rates, salary adjustments, disability, Workers' Compensation, payroll data, attendance and assigned duties; submit payroll reports to appropriate personnel for processing.
- Serve as a technical resource to personnel regarding payroll processes, policies and procedures; respond to inquiries and provide information concerning calculations, pay rates, benefits, taxes and leave; investigate and resolve retroactive and other payroll discrepancies.
- Assist employees in the activation of a variety of voluntary deductions; distribute required paperwork; process voluntary deductions, garnishments and various other

transactions for payroll adjustments; assist employees with the proper completion of various forms and applications.

- Prepare, process and assure accuracy of a variety of required tax forms as assigned; perform periodic tax procedures and related payroll reconciliation functions; prepare and distribute mandated tax reports; compile and verify related employee information.
- Operate a variety of office equipment including a calculator, copier, fax machine, typewriter, computer and assigned software.
- Maintain records of individual earnings, deductions and related data; process new hires, retirements and terminations as appropriate; verify documents for proper account codes, pay rates and related data.
- Provide information to staff concerning payroll techniques, procedures, guidelines and regulations; assist in coordinating accounting activities to meet established payroll time lines.
- Receive, sort and distribute paychecks and warrants according to established procedures and guidelines; process special payroll transactions such as corrections, bonuses, replacements, final checks and retro-pay as appropriate.

Qualifications:

Education and Experience: any combination equivalent to: two years of college-level coursework in accounting or related field and three years clerical accounting experience including one year in the maintenance of payroll records.

Physical Abilities:

- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials.
- Hearing and speaking to exchange information.
- Sitting for extended periods of time.

Technology Support Specialist

Under the direction of the Information Technology Team Supervisor, perform a variety of technical and resource services in the installation, operation, configuration, repair, maintenance and diagnosis of computer hardware and software and inter-networking hardware and peripheral equipment; provide technical user support assistance; analyze, define and correct problems with assigned systems and associated components; install, troubleshoot, maintain and repair local and wide area network cabling to provide user connectivity, support and assistance.

Distinguishing Characteristics:

The Technology Support Specialist II is the senior level position in the series. Incumbents provide end user support for mixed platform classroom environments, support for more complex technology equipment and network troubleshooting. The Technology Support

Specialist I is the entry-level position in the series. Incumbents provide end user support, cart delivery and tech support, as well as repair of iPads and other mobile devices.

Duties and Responsibilities:

- Provide help-desk support for troubleshooting and repairs of classroom and office workstations.
- Troubleshoot network problems involving routing, communications, connectivity, network operating systems, printing, mass storage servers, print servers, memory management and other applications; conduct appropriate diagnostic testing on computers utilizing appropriate diagnostic tools.
- Install, configure, repair and maintain a variety of complex, multi-vendor hardware and software in a network and stand-alone environment including terminals, printers, monitors, hard and floppy drives, network interface cards and other servers, terminal connections, switches, cables, routers, hubs and other hardware; install appropriate network software; assemble computers and printers for networking.
- Provide technical information to departmental staff, other departments and sites and to end users; provide training and support in the proper use of installed software systems; provide network solutions to virus attacks as assigned; respond to questions or problems in person or on the telephone.
- Prepare and maintain records and reports related to assigned activities; prepare time and material cost estimates as needed.
- Operate assigned computer hardware and software systems, and various printers, hard drives, cables and connectors, and other tools as assigned; drive a vehicle to various sites to conduct work.
- Communicate with various management personnel, school personnel and staff to coordinate activities, exchange information and resolve issues and concerns.

Other duties:

- Participate in development and implementation of strategies and designs for enhancement of data communications including upgrades to network hardware and software; participate in designing and maintaining databases, forms, and reports.
- Attend meetings and maintain current knowledge of technological advances in the field.
- Perform related duties as assigned.

Qualifications:

Education and Experience: any combination equivalent to: graduation from high school supplemented by college-level course work in computer science, information systems, or related field and three years experience in network maintenance, installation and repair. Valid California driver's license.

Physical Abilities:

- Dexterity of hands and fingers to operate a computer keyboard and assigned tools
- Seeing to read a variety of materials and view a computer monitor
- Hearing and speaking to exchange information
- Sitting or standing for extended periods of time
- Bending at the waist, kneeling or crouching
- Lifting, carrying, pushing or pulling heavy objects
- Reaching overhead, horizontally and above the shoulder to install cables and wires
- Climbing ladders

Technology Support Specialist I

Under the direction of the Information Technology Team Supervisor, install, maintain and repair computer equipment, peripherals, and networks to prevent service interruption; instruct personnel in the operation of computers, peripherals, and related equipment.

Distinguishing Characteristics:

The Technology Support Specialist I is the entry-level position in the series. Incumbents provide end user support, cart delivery and tech support, as well as repair of iPads and other mobile devices. The Technology Support Specialist II is the senior level position in the series. Incumbents provide end user support for mixed platform classroom environments, support for more complex technology equipment and network troubleshooting.

Duties and Responsibilities:

- Provide help-desk support for troubleshooting and repairs of classroom and office workstations.
- Install, maintain and repair computer equipment and related peripherals; review and prioritize work orders.
- Install, configure and assist in the use of various operating systems and software applications; troubleshoot and resolve software and hardware related problems.
- Install networks and related equipment; assist schools in the implementation of networks; install hubs, wiring and cables to buildings through walls, attics, and rooftops; install switch decks or hub and set up computers and peripheral equipment.
- Provide instruction to personnel in the operation and care of assigned equipment and software; assist schools with the selection and installation of software.
- Provide recommendations of replacement and upgrades of operating systems and software; perform upgrades on older computer equipment; maintain records of equipment and malfunctions.

- Drive a vehicle to sites to conduct work; maintain related logs and inventory records; prioritize and respond to emergency service calls.
- Operate a variety of hand and power tools; perform equipment tests using specialized equipment.
- Assist other departments on special projects as assigned.

Qualifications:

Education and experience, any combination equivalent to: graduation from high school supplemented by college-level course work in computer science or related field and two years experience in the installation, maintenance and repair of computer systems, peripherals and related equipment. Valid California driver's license.

Physical Abilities:

- Dexterity of hands and fingers to operate hand tools, computer keyboards and other assigned equipment.
- Reaching overhead, above the shoulders and horizontally.
- Climbing ladders and working from heights.
- Sitting or standing for extended periods of time.
- Lifting and carrying moderately heavy equipment.
- Bending at the waist, kneeling or crouching.
- Seeing to perform computer repair duties.

Hazards:

- Working at heights.
- Working in a cramped or restrictive work chamber.

Student Information System Specialist

Under the direction of the Assistant Principal, perform a variety of technical duties in the management of the student information database for an assigned school; create and maintain master school and student database for information and analysis; assure accuracy of data input and management.

Duties and Responsibilities:

- Perform a variety of technical duties in the management of the student information database for an assigned school; manage the accuracy of the database to compile and develop statistical reports as requested; maintain confidentiality of student information.
- Create and maintain databases related to student attendance, enrollment and grades, course registration and history and school scheduling; manage the database by

collecting and organizing new and existing student data and modifying student information as required; assure current student data.

- Input and maintain the master schedule into the computer system; correct and modify student schedules for upcoming years; perform basic system maintenance by compacting database, backing up the system and updating data.
- Provide reports, labels, spreadsheets and other documents as needed for school personnel; prepare reports for outside agencies including educational institutions as requested, including California Longitudinal Pupil Achievement Data System (CALPADS) reports; prepare lists of students matching applicable academic criteria for outside educational institutions; assure accuracy of data and efficiency of report preparation.
- Assist in analyzing student transfer transcripts and prepare site transcripts to include related information as assigned.
- Collect scan sheets from teachers for reporting grades; collect and review scan sheets for errors prior to scanning; print reports of scanned documents and make corrections as needed; generate report card reports and distribute to Principal and staff.
- Prepare school calendar for scheduling; input a variety of school scheduling dates including school registration, grade reporting periods, class period outlines and related deadlines for student and teacher inquiries; coordinate school calendar with teachers, students, departments and other personnel to assure compliance with timelines.
- Provide database information with personnel and outside agencies to assist with scheduling and academic scheduling; participate in preparing lists for booster organizations; assist the registrar with student data.
- Communicate with staff and parents in person or on the telephone to exchange information, resolve issues or concerns and coordinate activities; assist staff and others in the proper operation of the system.
- Operate a computer and assigned office equipment; troubleshoot equipment or software malfunctions and perform minor maintenance as needed.

Qualifications:

Education and Experience, any combination equivalent to: graduation from high school supplemented by college level coursework in and three years experience operating a comprehensive database system.

Physical Abilities:

- Hearing and speaking to exchange information.
- Seeing to read a variety of materials.
- Sitting for extended periods of time.

- Bending at the waist, kneeling or crouching to file materials.

Library Media Technician

Under the direction of the Library Media Teacher, perform a variety of clerical library duties involved in the acquisition, circulation, maintenance and distribution of library books, textbooks and instructional materials; assist students and teachers in the selection, location and use of library materials and equipment.

Duties and Responsibilities:

- Perform a variety of clerical library duties involved in the acquisition, circulation, maintenance and distribution of library books, textbooks and instructional materials; process new books and instructional materials; participate in the cataloging of books and instructional materials.
- Assist students and teachers in the selection, location and use of library materials and equipment; respond to inquiries and provide information to students and teachers; assist students in researching instructional materials for classroom use.
- Circulate library materials; check library materials in and out to students and staff using an assigned computerized system and bar codes; shelve returned books and materials; collect student late fees and prepare related correspondence.
- Instruct students in proper methods of utilizing library and reference materials; assist students with utilizing computers for research projects; monitor and maintain acceptable student behavior.
- Monitor inventory levels of textbooks, instructional materials and other library supplies; assist in ordering materials and supplies as directed; maintain and perform minor repairs on books and equipment as needed.
- Input, process and receive library material and textbook orders; prepare materials for introduction into the library materials collection; prepare labels; affix identification and bar-code labels to materials; input related information into assigned computer system.
- Operate a variety of office and library equipment including a calculator, copier, fax machine, computer and assigned software.
- Maintain a variety of records related to library books, textbooks, instructional materials, student information, inventory and assigned activities; establish and maintain filing systems.
- Communicate with personnel and outside agencies to exchange information and resolve issues or concerns.
- Organize and prepare library displays, decorations and bulletin boards; maintain a clean and orderly library environment.

Qualifications:

Education and Experience, any combination equivalent to: graduation from high school and two years of general clerical or library experience.

Physical Abilities:

- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials and monitor student behavior.
- Hearing and speaking to exchange information.
- Sitting or standing for extended periods of time.
- Lifting, carrying, pushing and pulling moderately heavy objects as assigned by position.
- Bending at the waist, kneeling or crouching to shelve and retrieve library materials.
- Reaching overhead, above the shoulders and horizontally.

Purchasing Technician

Under the direction of the Manager-Finance, perform a variety of technical duties related to the purchasing of services, supplies and equipment; prepare, review, verify and process purchasing forms and documents; obtain pricing and related purchasing data.

Duties and Responsibilities:

- Perform a variety of technical duties related to the purchasing of services, supplies and equipment; assure purchasing activities comply with established guidelines and regulations.
- Receive, review and process purchase requisitions; assure accuracy and completeness of order information and proper signatures; inspect orders for accuracy and completeness regarding account coding and cost calculations.
- Contact vendors to obtain quotes, pricing, product information and related purchasing data; verify pricing and purchase order information as necessary; modify and cancel purchase orders as necessary; follow up on delayed shipments, discrepancies and damaged deliveries.
- Input purchase order information into an assigned computer system including delivery address, discounts, account coding, purchase amounts, product quantity and other required data; generate purchase orders and submit for approval as necessary; maintain automated records as appropriate.
- Prepare and maintain a variety of records and reports related to purchase orders, expenditures and assigned activities; maintain and update vendor catalogues and files.
- Initiate and receive phone calls concerning various purchasing functions; respond to inquiries and provide information concerning purchase orders, on-line requisitions and the procurement of equipment, supplies and materials.
- Communicate with other departments, vendors and staff to exchange information and coordinate activities; follow up with departments to verify information and receipt of orders; contact administrator to obtain approval on price increases and product changes.

- Operate a variety of office equipment including a calculator, copier, fax machine, typewriter, computer and assigned software.
- Prepare a variety of correspondence related to the purchasing function including memoranda, bulletins and cancellation notices.
- Attend a variety of assigned meetings.

Qualifications:

Education and experience, any combination equivalent to: graduation from high school and three years clerical accounting experience.

Physical Abilities:

- Dexterity of hands and fingers to operate a computer keyboard.
- Hearing and speaking to exchange information in person or on the telephone.
- Seeing to read a variety of materials.
- Sitting or standing for extended periods of time.
- Bending at the waist, kneeling or crouching to file materials.

Maintenance Technician

Under the direction of the Facility Grounds and Maintenance Supervisor, perform a variety of skilled activities in the maintenance and repair of assigned facilities, utilities and equipment including tasks in carpentry, electrical work, heating, ventilation and air conditioning (HVAC), construction and plumbing.

Duties and Responsibilities:

- Perform a variety of skilled activities in the maintenance and repair of designated facilities, utilities and equipment including tasks in carpentry, electrical work, HVAC, construction, plumbing and painting; receive, prioritize and respond to work orders in a timely and efficient manner.
- Repair or fabricate articles and structures of wood or related materials such as doors, partitions, counters and furniture; repair and replace hardware; repair floors, walls, ceilings, roofs and windows.
- Perform troubleshooting and repair to electrical fixtures, equipment, systems and other installations; replace light fixtures, ballasts, switches, fuses, plugs, cabling and other electrical accessories; trace out wiring, perform diagnostic tests on system components and replace defective wires and parts.
- Perform a variety of skilled plumbing duties in the maintenance and repair of faucets, drinking fountains, toilets, urinals, sinks, pipes, valves, pumps and other fittings and fixtures; inspect and repair leaks, obstructions and general system failures.

- Maintain, troubleshoot and repair heating, ventilation and air conditioning systems and equipment; make routine adjustments and perform preventive maintenance; diagnose malfunctions and determine repair needs; maintain and replace filters as necessary.
- Maintain, troubleshoot, repair, renovate and remodel new and existing irrigation systems, including valves, sprinklers, back flow devices, controllers, pumps, valve boxes, cross connections and related components and equipment; replace system parts and equipment as necessary.
- Perform regular safety checks of facilities to assure compliance with established laws, codes and regulations; identify and resolve safety hazards; respond to and resolve emergency situations as required.
- Organize and lie out maintenance, repair, installation and construction tasks; interpret plans, diagrams, blue prints, sketches and specifications; estimate time, material and equipment requirements for assigned projects.
- Operate and maintain a variety of hand and power tools and equipment such as drills, saws, presses, grinders and pallet jacks.
- Assemble, move and arrange various furniture and equipment as directed; load and unload equipment and supplies.
- Monitor inventory levels of maintenance supplies and equipment; order, receive and maintain appropriate inventory levels of supplies and equipment.
- Communicate with personnel and various outside agencies to exchange information, coordinate activities and resolve issues or concerns.
- Maintain various records related to safety, expenses, work orders, project status and assigned activities.
- Perform preventive maintenance on equipment and utilities including replacing and servicing parts and components.

Qualifications:

Education and experience, any combination equivalent to: graduation from high school supplemented by specialized training in building maintenance or a related field and three years journey-level experience in the maintenance trades.

Physical Abilities:

- Dexterity of hands and fingers to operate a variety of tools and equipment.
- Hearing and speaking to exchange information.
- Seeing to perform maintenance duties.
- Lifting, carrying, pushing or pulling heavy objects as assigned by the position.
- Reaching overhead, above the shoulders and horizontally.
- Bending at the waist, stooping, kneeling or crouching.
- Climbing ladders and working from heights.
- Standing for extended periods of time.

Environment:

- Indoor and outdoor work environment.
- Regular exposure to fumes, dust, dirt, oil/grease.
- Seasonal heat and cold or adverse weather conditions.

Hazards:

- Working around and with machinery having moving parts.
- Working at heights.
- Power saws and flying debris or nails.
- Exposure to fumes from solvents.

Facilities Use Technician

Under the direction of the Director-Operations, coordinate and schedule the use of organizational facilities by various groups, companies and community organizations; assure compliance with applicable laws, codes, policies and guidelines; process permit applications and collect related payments.

Duties and Responsibilities:

- Coordinate and schedule the use of organizational facilities by various groups, companies and community organizations; assure compliance with applicable laws, codes, policies and guidelines; establish and maintain master calendar of facility use; prepare reports related to facilities use.
- Process permit applications according to established procedures; complete paperwork for approved permits; prepare requests for permits and obtain proper authorization; notify applicants of approval or denial; issue permits to applicants.
- Serve as a resource to administrators and the public concerning the use of facilities; respond to inquiries and provide detailed information as requested including estimates for use of facilities.
- Assist organizations in locating appropriate facilities; coordinate use of site facilities with site personnel and the requesting organization.
- Assure fees for use of facilities are received in a timely manner; follow-up with organizations to obtain payments; receive and account for facility fees; issue receipts as needed; maintain related records and prepare related reports.
- Assure organizations have appropriate liability insurance; complete insurance applications as needed and determine the cost for the approved insurance program.

- Determine staffing needs for various facility-based events; estimate and adjust related costs.
- Perform a variety of clerical duties related to assigned activities; answer telephones and greet and assist visitors; type, file and duplicate a variety of forms, reports and correspondence; establish and maintain files for facility transactions.
- Communicate with administrators, staff and outside agencies to exchange information, resolve issues and coordinate activities.
- Operate a variety of computer and other standard office equipment.
- Monitor, oversee and coordinate activities of contracted work crews; keep administrators and other personnel current concerning projects, situations and completion of work; assure activities comply with established rules, regulations, policies and procedures; inspect completed work for accuracy and compliance with instructions and established standards.
- Attend and participate in a variety of meetings related to assigned activities.

Qualifications:

Education and Experience: Any combination equivalent to: graduation from high school and three years general experience involving frequent public contact.

Physical Abilities:

- Hearing and speaking to exchange information.
- Dexterity of hands and fingers to operate a computer keyboard.
- Seeing to read a variety of materials.
- Sitting or standing for extended periods of time.

Records Assistant

Under the direction of the Assistant Principal of Academic Counseling, prepare, maintain, modify and evaluate manual and automated scholastic records; monitor and assess student records to identify graduation deficiencies and eligibilities; obtain and respond to requests for student records and information.

Responsibilities and Duties:

- Prepare, maintain, modify and evaluate manual and automated scholastic records; establish and maintain permanent student records and related filing systems; maintain confidentiality of sensitive and privileged information.
- Input data regarding current and new students including grades, credits, test scores and other student information into an assigned computer system; maintain automated

student records; generate a variety of computerized lists and reports related to student information.

- Monitor and assess student records to identify graduation deficiencies and eligibilities; evaluate transcripts received from other schools to determine allowable credits; communicate graduation deficiencies and eligibilities to appropriate administrators and counselors.
 - Compile data related to current and new students including grades, credits, test scores and other student information; contact other schools to request transcripts and student information; update student information in response to grade and schedule changes.
 - Respond to inquiries from students, parents, staff, schools, alumni and various outside agencies concerning student information; provide official or unofficial transcripts and information related to student grades, credits, graduation status and related data; prepare transcripts for mailing.
 - Prepare a variety of letters, forms, applications, packets, memoranda, reports and correspondence related to school activities, senior graduation status, student demographics and related information; disseminate materials and information to students, staff, parents and the public.
 - Review program and schedule changes and modify student records; distribute information concerning student schedule changes to faculty and other departments.
 - Receive telephone calls, greet visitors and provide information and assistance to students, parents, staff and the public regarding student grades, enrollment and related policies and procedures.
- Operate a variety of office equipment including a calculator, copier, fax machine, typewriter, computer and assigned software.
- Distribute, collect, and process scanned grade forms, report cards and variety of specialized forms and applications; review for completeness and accuracy; duplicate materials as necessary.
 - Participate in a variety of assigned activities such as withdrawing exiting students, enrolling new students, assisting with testing activities and assisting in the development of the master schedule.

Qualifications:

Education and Experience, Any combination equivalent to: graduation from high school and three years of clerical or secretarial experience including some experience maintaining student records.

Physical Abilities:

- Dexterity of hands and fingers to operate a computer keyboard.
- Hearing and speaking to exchange information in person or on the telephone.
- Sitting or standing for extended periods of time.
- Seeing to read a variety of materials.

- Bending at the waist, kneeling or crouching to file materials.

Instructional Assistant – English Language

Under the direction of the English Language Coordinator, perform a variety of duties in support of the standardized testing of students enrolled in designated bilingual programs; prepare, administer and score language assessment and initial placement examinations required for limited or non-English speaking students; translate communications between personnel and non-English speaking parents and members of the community.

Duties and Responsibilities:

- Perform a variety of duties in support of the standardized testing of students enrolled in designated bilingual programs; assure organizational compliance with federal, State and local guidelines, laws, regulations and procedures related to bilingual students.
- Administer language assessment and initial placement examinations to limited or non-English speaking students according to established procedures; administer oral and written portions of the exam testing reading, writing and language structure; oversee students being tested.
- Prepare, distribute and collect testing materials; score tests; record student data; prepare assessment data for use in State-mandated reports; compile and distribute testing data to various departments as requested.
- Translate communications between personnel and limited or non-English speaking parents and members of the community; serve as an interpreter for parent conferences, telephone calls, hearings and meetings as needed; translate and prepare written correspondence as necessary.
- Assist an individual or small group of students in a variety of subject areas; monitor students to assure understanding of material being presented; answer student questions; instruct students in proper sentence structure and English grammar; explain a variety of concepts, techniques and ideas related to assigned subject area; assist students in understanding instructional materials.
- Confer with students and parents concerning student abilities and assessment results; refer families to community resources as appropriate; serve as a technical resource to teachers, parents and others concerning programs for limited or non-English speaking students.
- Operate a variety of office equipment including a copier, fax machine, typewriter, computer and assigned software; drive a vehicle to conduct work.
- Prepare and maintain a variety of records, logs and reports related to student information, test results and assigned activities; establish and maintain student files.

- Communicate with teachers, administrators, staff and outside agencies to exchange information and resolve issue or concerns related to student progress, language abilities, assessment results and assigned activities.
- Assist in the preparation and participation of various committees and events in support of educational initiatives; provide assistance and information during school hours and after-school programs to students in a variety of subjects.
- Perform a variety of clerical duties related to assigned activities such as duplicating materials, inputting data into an assigned computer system and processing forms and applications.
- Maintain current knowledge of program rules, regulations, requirements and restrictions.

Qualifications:

Education and experience, any combination equivalent to: graduation from high school supplemented by college-level course work in a designated second language and two years of general clerical experience involving frequent public contact.

Physical Abilities:

- Dexterity of hands and fingers to operate a computer keyboard.
- Hearing and speaking to exchange information.
- Seeing to read a variety of materials.
- Sitting for extended periods of time.
- Bending at the waist, kneeling or crouching.
- Reaching overhead, above the shoulders or horizontally.

Administrative Assistant -- Temescal Academy

Under the direction of the Program Director, perform varied and responsible secretarial and administrative assistant duties to relieve the Program Director of Temescal Academy of administrative and clerical detail; plan, coordinate and organize office activities and coordinate flow of communications for the assigned supervisor.

Duties and Responsibilities:

- Perform varied and responsible secretarial and administrative assistant duties to relieve the Program Director of Temescal Academy of administrative and clerical detail; plan, coordinate and organize office activities and coordinate flow of communications; assure smooth and efficient office operations.
- Serve as secretary to the Program Director; perform public relations and communication services for the administrator; receive, screen and route telephone

calls; take and relay messages as appropriate; schedule and arrange interviews, appointments, conferences and other events.

- Receive visitors, including administrators, staff and the public and provide information or direct to appropriate personnel; exercise independent judgment in resolving a variety of issues and refer difficult issues to the administrator as necessary; provide technical information and assistance related to office or program operations, policies and procedures.
- Input a variety of data into an assigned computer system, such as attendance, grades, and other student data; initiate queries and generate a variety of computerized reports as requested; establish and maintain automated records and files; assure accuracy of input and output data.
- Research, compile and verify a variety of information; compute statistical information for a variety of reports; process and evaluate a variety of forms and applications related to assigned functions; duplicate and distribute materials as needed.
- Compose, independently or from oral instructions, note or rough draft, a variety of materials including inter-office communications, applications, requisitions, forms, contracts, letters, memoranda, bulletins, flyers, brochures, agenda items and other materials; review and proofread a variety of documents.
- Prepare and maintain a variety of data, records and reports related to office programs, financial activity, student information, personnel and assigned duties; assure accuracy and completeness of data, records and reports; establish and maintain filing systems.
- Coordinate, schedule and attend a variety of meetings; prepare and send out notices of meetings; maintain appointment and activity calendar; reserve facilities; collect and compile information for meetings, projects and workshops; take, transcribe and distribute minutes as directed.
- Operate a variety of office equipment including a calculator, copier, fax machine, computer and assigned software.
- Receive, sort, and distribute mail; open mail and compose responses independently as appropriate; prepare and distribute informational packets and bulk mailings as directed.
- Monitor inventory levels of office supplies; order, receive and maintaining inventory of office supplies.
- Attend to student nutritional needs at Temescal Academy; purchase and distribute food as required; collect revenue from students for purchases.

Qualifications:

Education and experience, any combination equivalent to: graduation from high school and three years increasingly responsible clerical or secretarial experience involving frequent public contact.

Physical Abilities:

- Dexterity of hands and fingers to operate a computer keyboard.
- Hearing and speaking to exchange information in person and on the telephone.
- Sitting or standing for extended periods of time.
- Seeing to read a variety of materials.
- Bending at the waist, kneeling or crouching to file materials.

Student Outreach Specialist

Under the direction of the Assistant Principal, perform a variety of support duties related to the operation of the school student services center.

Duties and Responsibilities:

- Operate the student service center in accordance with policies and directives; communicate with students regarding issues of a personal nature and provide resources as necessary to respond to questions.
- Collect, organize, maintain and disseminate resource materials and information on topics including mentoring programs and counseling and information resources; facilitate and participate in a variety of support group meetings and mentoring programs.
- Supervise and oversee students serving in house suspensions or other onsite disciplinary functions.
- Communicate with students, staff, parents, and the public to exchange information and resolve issues or concerns regarding services offered.
- Assist students, parents, and staff in the location and effective use of resource materials and make referrals to outside agencies as appropriate.
- Make informational presentations to students, teachers, parents, and the public to publicize student services resources and activities; arrange guest speakers and field trips.
- Design and implement office records and filing systems; prepare and maintain records and files related to students and program schedules.
- Perform various clerical tasks in support of student services including duplicating and assembling materials, typing, preparing correspondence, preparing flyers and brochures, and related tasks.
- Operate a variety of office equipment including a copier, fax machine, computer, and assigned software.
- Monitor supply inventory for program activities; order and purchase supplies in accordance with established limitations; prepare purchase orders and acquire appropriate approval as needed.

Qualifications:

Education and Experience, any combination equivalent to: graduation from high school and two years increasingly responsible clerical experience working with youth.

Physical Abilities:

- Dexterity of hands and fingers to operate a computer keyboard.
- Hearing and speaking to exchange information.
- Seeing to read a variety of materials.
- Sitting for extended periods of time.

Campus Safety Assistant

Under the direction of an assigned supervisor, patrol and monitor campus activities to assure the well-being and safety of students and staff in non-classroom activities; assure student compliance with school and organizational rules and procedures; investigate occurrences of property damage and suspicious or criminal activity; serve as liaison between school administrators, law enforcement agencies and the public.

Duties and Responsibilities:

- Patrol and monitor assigned areas of campus, assuring students are safe, orderly, and within appropriate areas; assure non-students on campus are authorized visitors; monitor lunch areas, walkways, restrooms and parking lots; respond to and resolve classroom behavior problems.
- Enforce school and organizational rules, regulations and procedures; prevent or break up student conflicts and fights; check restrooms for smoking and graffiti; investigate, report and take pictures of graffiti and vandalism as assigned; write referrals and detention slips as necessary.
- Investigate and report unusual, suspicious or criminal activities; investigate complaints and security notifications related to trespassing, loitering, sexual harassment, drug and alcohol use, theft and other criminal activities; interview teachers, students and others involved and prepare incident reports.
- Serve as liaison between school administrators, law enforcement agencies and the public; contact and assist police with investigation of criminal activities; report incidents involving students, personnel and the public to school and organizational administrators and local law enforcement agencies.
- Monitor student behavior and activity during passing periods and lunchtime; assure students arrive to class in a timely manner; assure students outside of classrooms during instruction periods have proper permission slips; escort students to office for disciplinary action as necessary.
- Assist in the search of backpacks, cars, clothing and lockers for alcohol, weapons, drugs, drug paraphernalia, cell phones and other related articles according to

established procedures and organizational policies; confiscate contraband and submit to appropriate personnel.

- Prepare and maintain a variety of records and reports related to security of organizational premises and daily activities, events and incidents; provide documentation related to illegal activity to administrators and police as requested; maintain student contact cards.
- Provide visibility assistance to students as necessary; escort students to their destinations.
- Participate in a variety of other assigned activities such as providing security during sporting events and other after-school activities, arranging additional security for special events, enforcing parking regulations, maintaining student lockers and enforcing the school dress code.
- Operate and respond to calls on two-way radio; operate other assigned equipment including cameras, camcorders, breath analyzers, and standard office equipment; drive a vehicle to conduct work.

Qualifications:

Education and experience, any combination equivalent to: graduation from high school and sufficient training and experience to demonstrate the knowledge and abilities listed above.

Environment:

- Indoor and outdoor environment.
- Seasonal heat and cold or adverse weather conditions.
- Evening or variable hours.

Physical Abilities:

- Standing and walking for extended periods of time.
- Seeing to monitor student activities.
- Hearing and speaking to exchange information.
- Dexterity of hands and fingers to operate assigned equipment.
- Physical agility and stamina.
- Climbing stairs.
- Running.

Hazards:

- Potential physical hazards involved in intervening in fights and other anti-social, illegal, and violent behavior.
- Contact with dissatisfied or abusive individuals.

Cafeteria Assistant

Under the direction of the Chief Business Officer, prepare and serve hot and cold food items at the school cafeteria; maintain food service facilities, equipment, and utensils in a clean and sanitary condition.

Duties and Responsibilities:

- Monitor, update and verify student lunch application data; receive and process meal applications; update and maintain student meal system; prepare and distribute required notices, forms and information for participation in various meal programs.
- Prepare and serve hot and cold food items at the school cafeteria; assemble various ingredients; heat, package and wrap food items according to established procedures and portion control standards; determine appropriate quantities of food items to meet student needs.
- Maintain food service facilities, equipment and utensils in a clean and sanitary condition; clean serving counters, tables, food containers and food service equipment; operate dish washers and wash trays, pots, pans, plates, utensils and other serving equipment as assigned.
- Prepare food and beverages for sale; count and set-up plates, trays and utensils; stock condiments, food items and paper goods; order, receive, store and rotate food items and supplies as directed; conduct meal counts and inventories as directed.
- Perform cashiering duties as assigned; count money and make correct change; distribute, collect, sort, count, scan and mark lunch tickets; balance and verify cash drawers; prepare bank deposits as directed; utilize a computer to perform transactions and input data as assigned.
- Prepare entrees and other assigned foods for distribution as needed; mix, slice, grate, and chop food items; open cans; replenish containers as necessary.
- Serve meals on serving lines and set out prepared foods according to established time lines; observe quality and quantity of food served according to established procedures; assure proper temperature of foods; assure food service activities comply with established safety and sanitation requirements.
- Maintain a variety of mandated and requested records related to food items, temperature, inventory, meal counts, sales and assigned activities; prepare routine food service reports.
- Communicate with students and staff to exchange information and resolve issues or concerns; notify students of meal portion and nutritional standards as appropriate.
- Operate standard food service equipment such as slicers, ovens, can openers, food carts and warmers.
- Input data into an assigned computer system; maintain automated records; generate computerized lists and reports as requested.

- Operate a variety of office equipment including a copier, fax machine, computer, and assigned software.

Qualifications:

Education and experience, any combination equivalent to: sufficient training and experience to demonstrate the knowledge and abilities listed above.

Environment:

- Food service environment.
- Subject to heat from ovens.

Physical Abilities:

- Standing for extended periods of time.
- Hearing and speaking to exchange information.
- Lifting, carrying, pushing or pulling moderately heavy objects as assigned by position.
- Dexterity of hands and fingers to operate food service equipment.
- Reaching overhead, above shoulders and horizontally.
- Bending at the waist, kneeling or crouching.
- Seeing to monitor food quality and quantity.

Hazards:

- Heat from ovens.
- Exposure to very hot foods, equipment, and metal objects.
- Working around knives, slicers or other sharp objects.
- Exposure to cleaning chemicals and fumes.

Administrative Assistant

Under the direction of an assigned administrator, perform varied and responsible secretarial and administrative assistant duties to relieve the administrator of administrative and clerical detail; plan, coordinate and organize office activities and coordinate flow of communications for the assigned supervisor.

Duties and Responsibilities:

- Perform varied and responsible secretarial and administrative assistant duties to relieve the administrator of administrative and clerical detail; plan, coordinate and organize office activities and coordinate flow of communications; assure smooth and efficient office operations.
- Serve as secretary to the assigned administrator; perform public relations and communication services for the administrator; receive, screen and route telephone

calls; take and relay messages as appropriate; schedule and arrange interviews, appointments, conferences and other events.

- Receive visitors, including administrators, staff and the public and provide information or direct to appropriate personnel; exercise independent judgment in resolving a variety of issues and refer difficult issues to the administrator as necessary; provide technical information and assistance related to office or program operations, policies and procedures.
- Input a variety of data into an assigned computer system; initiate queries and generate a variety of computerized reports as requested; establish and maintain automated records and files; assure accuracy of input and output data.
- Research, compile and verify a variety of information; compute statistical information for a variety of reports; process and evaluate a variety of forms and applications related to assigned functions; duplicate and distribute materials as needed.
- Receive, compile and verify a variety of confidential information; prepare and maintain a variety of manual and automated records related to special education students, programs, activities and assigned duties; establish and maintain filing systems.
- Compose, independently or from oral instructions, note or rough draft, a variety of materials including inter-office communications, applications, requisitions, forms, contracts, letters, memoranda, bulletins, flyers, brochures, agenda items and other materials; review and proofread a variety of documents.
- Prepare and maintain a variety of data, records and reports related to office programs, financial activity, student information, personnel and assigned duties; assure accuracy and completeness of data, records and reports; establish and maintain filing systems.
- Coordinate, schedule and attend a variety of meetings; prepare and send out notices of meetings; maintain appointment and activity calendar; reserve facilities; collect and compile information for meetings, projects and workshops; take, transcribe and distribute minutes as directed.
- Operate a variety of office equipment including a calculator, copier, fax machine, computer and assigned software.
- Prepare, process and code purchase orders and invoices for assigned office or program as directed; monitor office or program expenditures and budgets; reconcile assigned accounts; prepare and assure accuracy of bank deposits; maintain auditable records.
- Receive, sort and distribute mail; open mail and compose responses independently as appropriate; prepare and distribute informational packets and bulk mailings as directed.
- Monitor inventory levels of office supplies; order, receive and maintaining inventory of office supplies.
- Coordinate travel arrangements and hotel reservations as necessary; prepare and assure proper completion of reimbursement forms.

Qualifications:

Education and experience, any combination equivalent to: graduation from high school and three years increasingly responsible clerical or secretarial experience involving frequent public contact.

Environment:

- Office environment.
- Constant interruptions.

Physical Abilities:

- Dexterity of hands and fingers to operate a computer keyboard.
- Hearing and speaking to exchange information in person and on the telephone.
- Sitting or standing for extended periods of time.
- Seeing to read a variety of materials.
- Bending at the waist, kneeling or crouching to file materials.

Senior Office Assistant

Under the direction of an assigned administrator, perform a variety of diversified clerical and record-keeping duties in support of an assigned office or program; perform a variety of clerical accounting and record-keeping duties in support of classified and/or certificated payroll functions; answer phones and greet and assist students, parents, staff and visitors.

Duties and Responsibilities:

- Perform a variety of diversified clerical duties in support of an assigned office including typing, filing, duplicating and distributing materials.
- Compile information and prepare and maintain a variety of records and reports related to assigned programs and activities; review and verify accuracy and completeness of various documents; establish and maintain filing systems; verify and process forms and applications as needed.
- Type letters, lists, memoranda, bulletins, reports, requisitions, flyers, forms or other materials from detailed or rough copy; compose routine correspondence; proofread completed typing assignments.
- Serve as receptionist, answering telephone calls and directing calls to appropriate personnel; take and relay messages as appropriate.
- Perform a variety of clerical duties related to student attendance accounting and record-keeping activities at an assigned school site as assigned; provide accurate reporting for daily attendance activities and update attendance data for required reporting.
- Input and update attendance, enrollment and other student information into an assigned computer system as assigned; establish and maintain automated student

records; generate a variety of computerized lists and reports related to student attendance data.

- Perform a variety of clerical accounting and record-keeping duties in support of classified and/or certificated payroll functions as assigned; receive, verify, process, sort and file employee time sheets and various other payroll-related forms and applications; verify proper authorizing signatures.
- Input time sheet information including deductions into an assigned computer system as assigned; maintain various automated records and files; review input and output data for accuracy and completeness; generate computerized reports and lists as assigned.
- Receive, process and input salary adjustments, attendance, leave, coding, time sheet corrections and other modifications as directed.
- Maintain various auditable records related to payroll, personnel and assigned activities as assigned; prepare routine reports as required; establish and maintain filing systems.
- Receive, greet and direct visitors; respond to inquiries and provide a variety of general information to personnel, students, parents and the general public related to office, department or program activities, policies and procedures.
- Input data into an assigned computer system; maintain automated records; generate computerized lists and reports as requested; review input and output data for accuracy.
- Receive, sort and distribute mail; prepare and distribute informational packets and bulk mailings as directed.
- Operate a variety of office equipment including a calculator, copier, fax machine, computer and assigned software.
- Communicate with personnel and outside agencies to exchange information and resolve issues or concerns.
- Monitor inventory levels of office supplies; order, receive and maintain inventory of office supplies.
- Schedule and arrange appointments, conferences and meetings as directed; maintain calendars; make travel arrangements as assigned.
- Process purchase orders and invoices as assigned; monitor office or program expenditures; maintain auditable records.

Qualifications:

Education and experience, any combination equivalent to: graduation from high school and two years general clerical experience.

Environment:

- Office environment.

- Constant interruptions.

Physical Abilities:

- Dexterity of hands and fingers to operate a computer keyboard.
- Hearing and speaking to exchange information in person and on the telephone.
- Sitting or standing for extended periods of time.
- Seeing to read a variety of materials.
- Bending at the waist, kneeling or crouching to file materials.

Office Assistant

Under the direction of an assigned administrator, perform a variety of general clerical duties in support of an assigned office, department or program; answer phones and greet and assist students, parents, staff and visitors.

Duties and Responsibilities:

- Perform a variety of general clerical duties in support of an assigned office including typing, filing, duplicating and distributing materials.
- Type letters, lists, memoranda, bulletins, reports, requisitions, fliers, forms or other materials from detailed or rough copy; compose routine correspondence; proofread completed typing assignments.
- Serve as receptionist, answering telephone calls and directing calls to appropriate personnel; take and relay messages as appropriate.
- Receive, greet and direct visitors; respond to inquiries and provide a variety of general information to personnel, students, parents and the general public.
- Input data into an assigned computer system; maintain automated records; generate computerized lists and reports as requested.
- Prepare and maintain logs, files and records; review and verify accuracy and completeness of various documents; prepare routine reports as directed; verify and process forms and applications as needed.
- Receive, sort and distribute mail; prepare and distribute informational packets and bulk mailings as directed.
- Operate a variety of office equipment including a copier, fax machine, computer and assigned software.
- Communicate with personnel and outside agencies to exchange information and resolve issues or concerns.
- Assist in monitoring inventory levels of office supplies; assist with ordering, receiving and maintaining inventory of office supplies.

Qualifications:

Education and experience, any combination equivalent to: graduation from high school and one year general clerical experience.

Environment:

- Office environment.
- Constant interruptions.

Physical Abilities:

- Dexterity of hands and fingers to operate a computer keyboard.
- Hearing and speaking to exchange information in person and on the telephone.
- Sitting or standing for extended periods of time.
- Seeing to read a variety of materials.
- Bending at the waist, kneeling or crouching to file materials.

ELEMENT 6 ***HEALTH and SAFETY PROCEDURES***

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.” Ed. Code § 47605(b)(5)(F).

HEALTH, SAFETY and EMERGENCY PLAN

Palisades Charter High School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school each school year. PCHS shall ensure that all staff members receive annual training on PCHS’s health, safety, and emergency procedures, including but not limited to training on child abuse awareness and reporting and blood-borne pathogens awareness, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. PCHS shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS and PRIVACY ACT (FERPA)

Palisades Charter High School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Ed. Code § 49060 et seq. at all times.

CRIMINAL BACKGROUND CHECKS and FINGERPRINTING

Palisades Charter High School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of PCHS, (2) any employees of vendors or independent contractors providing schoolsite services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a PCHS employee. PCHS shall maintain on file and available for inspection evidence that (1) PCHS has performed criminal background checks and cleared for employment all employees prior to employment, and (2) PCHS has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. PCHS shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. Upon request, PCHS shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

IMMUNIZATION and HEALTH SCREENING REQUIREMENTS

Palisades Charter High School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Ed. Code section 49406. PCHS shall maintain TB clearance records on file.

PCHS shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. PCHS shall maintain immunization records on file.

CUSTODIAN of RECORDS

The Director of Human Resources will serve as the Custodian of Records per California Department of Justice Requirements.

SUPPORTING AND PROMOTING THE HEALTH AND WELLNESS OF STUDENTS

Palisades Charter High School has developed and implemented a comprehensive School Safety Plan designed to ensure the physical and emotional safety of both students and staff. The School Safety Plan is evaluated on an ongoing basis. Revisions deemed necessary are made on an annual basis. The plan may be posted on the school's Website.

Once a month, students and staff participate in safety drills designed to practice and review protocols designed by the school's Safety Committee, which meets at least once a month to evaluate the effectiveness of plans in place. Security guards man every gate before and after school; during school hours, the security guards patrol the campus. A full-time school police officer is also on-site.

PCHS has also taken several measures to ensure the emotional well-being of all students. Support staff includes a licensed nurse, a nurse's aide, and a trained school psychologist. The nurse is available to see students throughout the school day. The school psychologist facilitates or oversees many support groups for students and has an open-door policy during lunch and nutrition. These staff members are integral parts of the school's Crisis Team, which coordinates emotional support services the school community may need in the wake of a traumatic incident such as the death of a student or a staff member.

Whistleblower Policy

Before the start of the 2011-12 school year, Palisades Charter High School adopted a whistleblower policy that makes it possible for all stakeholders to confidentially and anonymously report any concerns regarding unsafe conditions, harassment, theft, and substance abuse. The policy is published on the school's website.

Role of Staff as Mandated Child Abuse Reporters

Palisades Charter High School faculty and staff are mandated child abuse reporters under state and federal law. PCHS faculty and staff shall be trained accordingly.

Sexual Harassment Policies and Procedures

Palisades Charter High School is committed to providing a school that is free from sexual harassment on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. Ed. Code § 47605(d)(1).

PCSH steadfastly believes that every student deserves to have an educational experience free of harassment and violence. PCHS recognizes that any student who faces harassment is less likely to feel safe and supported at school, and that the lack of security often has a negative impact on academic achievement and the student's health and well-being.

PCHS policies are aligned with AB 394, the state's Safe Place to Learn Act.

Medication in School

Palisades Charter High School will adhere to Education Code Section 49423 regarding administration of medication in school.

Drug-Free, Alcohol-Free, and Smoke-Free Environment

Palisades Charter High School shall function as a drug-, alcohol-, and tobacco-free workplace.

Food Services

Palisades Charter High School will contract for food services that comply with all State regulations. In providing sustenance to pupils and staff, PCHS will encourage good eating habits by increasing healthy choices.

Facilities

Palisades Charter High School, a conversion school, is located at 15777 Bowdoin Street, Pacific Palisades, Calif., 90272, occupying the same location and facilities prior to its initial independent charter in 2003. PCHS will continue to operate at that site and in those facilities throughout the term of this charter.

PCHS currently serves approximately 2,960 students in grades nine through twelve. With more than 900 students on our annual wait list, the demand for additional Palisades Charter High School seats is great. Although PCHS acquired Temescal Continuation School from the District in 2009, there is still a need to expand and improve facilities. Additional seats will allow more students in our community and surrounding areas to attend a high-achieving, self-governed charter school and to benefit from the policies and innovations that make PCHS a destination high school.

PCHS shall adhere to all governing laws related to facilities use in accordance with Proposition 39, which “governs provisions of facilities by school districts to charter schools under Education Code section 47614. If a charter school and a school district mutually agree to an alternative to specific compliance with any of the provisions of this article, nothing in this article shall prohibit implementation of that alternative.”

PCHS has supervised and assumed responsibility for civic center permits, leasing, and filming on the campus. One hundred percent of the proceeds have been directed toward school needs, including the maintenance of and enhancement of the PCHS campus. PCHS has invested in excess of \$12 million in the campus, including facility improvements and repairs, furniture, equipment, and technology.

The school’s facilities will comply with state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.

In its thirteen years of operation as an independent charter school, PCHS owns its furnishings and equipment, including technology.

ELEMENT 7 ***MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE***

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Ed. Code § 47605(b)(5)(G).

COURT-ORDERED INTEGRATION

Palisades Charter High School (PCHS) shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

PCHS has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that PCHS will undertake in order to achieve the District’s Racial and Ethnic Balance goal. PCHS shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve the District’s goal. Upon request, PCHS shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, including federal Title I, Part A funds, Palisades Charter High School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant programs. PCHS understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. PCHS agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
- Notify each individual parent, in a timely manner, that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I School-wide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable
- Participate in any applicable federal program monitoring conducted by the California Department of Education
- Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

PCHS also acknowledges that, as part of its oversight of PCHS, the District may conduct program review for federal as well as state compliance.

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

PCHS Enrollment Demographics, 2009-14

School Year	2009-2010	2010-11	2011-12	2012-13	2013-14
Total Enrollment	2,869	2,887	2,898	2,880	2,893
Hispanic or Latino	24%	26%	26%	25%	24%
American Indian or Alaska Native	< 1%	< 1%	< 1%	< 1%	< 1%
Asian	9%	9%	8%	8%	8%
Pacific Islander	< 1%	< 1%	< 1%	< 1%	< 1%
Filipino	1%	1%	1%	1%	1%
African American	18%	17%	16%	15%	15%
White	46%	46%	48%	48%	51%
Two or More Races	< 1%	< 1%	< 1%	1%	< 1%
Not Reported	< 1%	0	0	0	< 1%

Source: California Department of Education

Present student demographics show a wide range of socio-economic, racial, and linguistic backgrounds. As the table above indicates, there has been little change in the demographics of our student body since our 2009 charter renewal petition, despite the loss of traditional LAUSD integration traveling programs. This is because PCHS was proactive in developing an admissions outreach plan designed to maintain an ethnically diverse student population. The outreach includes admissions presentations at Palms Middle School and other diverse middle schools, a wide mailing of admissions materials to diverse middle schools and K-8 schools, as well as newspaper advertising.

Since 2009-10, PCHS has realized a slight decrease in the number of African American students attending the school and a slight increase in the number of White students attending the school. The aforementioned loss of traditional LAUSD integration traveling programs contributed to this shift, as did a national economic downturn as some families residing within the traditional attendance PCHS boundaries chose to move their children from private to public schools. According to the 2010 Census, more than 90 percent of people living in Pacific Palisades are White; 5 percent are Asian, and 1 percent are African American.

PCHS's minority students were disproportionately affected by the loss of the traditional integration traveling programs. In an effort to assist families who reside outside the school's traditional attendance boundaries, PCHS provided access to a for-fee bus transportation service, and school personnel also assisted parents seeking to organize carpools. PCHS has committed to make transportation scholarships available to low-income traveling students, a move that will assist the school in realizing its goal of maintaining an ethnically diverse educational setting that serves students from all areas of Los Angeles.

Community Outreach Activities

PCHS provides outreach to all segments of the community. Examples of our outreach include the following:

- student-led school tours (dates posted on the school website);
- informational meetings at the school site;
- informational meetings at Paul Revere Charter Middle School, our primary feeder school;
- informational meetings at Palms Middle School, St. Matthew's, and other venues;
- hosting a number of community events, including the annual 4th of July fireworks show, youth swim events, the annual neighborhood arts and crafts fair, and the neighborhood home show;
- participating in a wide variety of community events, including disbursement of community-based scholarships;
- ongoing communication with families through the school newsletter, school Website, traditional media outlets, and social media outlets, and
- live streaming of the school's graduation ceremony as well as of other high-interest activities held at PCHS.

Tour Dates 2014-15 (subject to change in future years.)

September 24

October 8, 22

November 12

December 3

January 14, 28

February 11, 25

March 11, 18

April 15, 29

May - No Tours

June - No Tours

Outreach Calendar (subject to change in future years.)

October KIPP Charter Schools High School Fair at KIPP in Inglewood

November, February LAUSD Feeder: Paul Revere at Paul Revere Charter Middle School

October/November LAUSD School: Palms Middle School High School Information Night and Palms Middle School

November, March St. Matthews and Calvary Christian PCHS Information Night at St. Matthews

Mailing of PCHS Admissions Information

December LAUSD Middle Schools other than Palms and Paul Revere

Hosted Showcase at PCHS

April 9, 2015 PCHS Showcase Night

Open and advertised to all LAUSD schools

ELEMENT 8

ADMISSION REQUIREMENTS

“Admission requirements, if applicable.” Ed. Code § 47605(b)(5)(H).

McKINNEY-VENTO HOMELESS ASSISTANCE ACT

Palisades Charter High School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. PCHS shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

NON-DISCRIMINATION

Palisades Charter High School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. PCHS may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

PCHS shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

ADMISSIONS REQUIREMENTS

All pupils in California are eligible to enroll at Palisades Charter High School, and admission to the school will not be based on the residence of the prospective pupil or his or her parent or guardian. For admission to PCHS, pupils must apply directly to the school. PCHS uses an open-enrollment admissions policy for all pupils, and does not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. PCHS will not charge tuition.

PCHS will not enroll pupils over 19 years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements as required by Education Code Section 47612(b) and will not enroll pupils over 22 years of age in accordance with the California Code of Regulations, Title 5, Section 11960(c) (1) (B).

STUDENT RECRUITMENT

In an effort to maintain racial and ethnic diversity at Palisades Charter High School, the petitioner will provide LAUSD with a list of specific dates, locations, and recruitment activities intended to achieve the District's ethnic balance goal. For more information, see Element 7.

LOTTERY PREFERENCES and PROCEDURES

In recent years, the number of applicants to Palisades Charter High School has exceeded the number of available spaces at the school, so it is critical that there is a clearly defined admissions process.

As a conversion charter school, PCHS is obligated under state charter law to give preference in the admissions process to students in the immediate neighborhood including residents of Topanga, the Palisades, and areas of Brentwood. PCHS is obligated and committed under our charter and a federal consent decree to maintain a fully integrated school. To ensure continuity for families and for the charter complex, PCHS has built in preference to the admissions process for students of Paul Revere Charter Middle School. The admissions process and information pertaining to an admissions lottery may be viewed on the school's website.

Admissions to PCHS is granted in the following order:

1. Residents, those who reside in Pacific Palisades, Topanga and parts of Brentwood)
2. Brothers and sisters of current and continuing students
3. Students graduating from Revere Charter Middle School and Paul Revere Magnet
4. Family members of PCHS staff
5. Students who reside within LAUSD boundaries
6. All Other Applicants in the state of California

Admission application deadlines, the date, time, and location of the lottery drawing, lottery results, and wait list updates are posted on the school's Website (www.palihigh.org).

Open Enrollment (The PCHS Application Window)

In order to be admitted to Palisades Charter High School, a parent/guardian must submit an application. Any one in the state of California can apply. The PCHS application process does NOT follow a "first come, first served" process. The applications are collected during a four-month application window that begins in early October and ends in late February. Applications may be submitted online via the school website or by hard

copy given out through the Admissions Office.

Admission Preference Sort

Once the application window closes, the applications are sorted by the admissions clerk in preference order. Based on this charter and a policy adopted by the Palisades Charter High School Board of Trustees, admission is granted to students in the aforementioned preference order. Based on previous experience, the school fills approximately 900 seats a year. There are approximately 750 openings in 9th grade, 50 in 10th grade, 50 in 11th grade and 50 in 12th grade.

Lottery

Historically, Palisades Charter High School has received considerably more applications than there are seats. After all applications have been received, the process of acceptance proceeds according to the preference categories listed above. If the number of applicants in a preference order exceeds the number of seats, then admissions will be determined by a public lottery. Once those seats are filled, the remaining applicants in the lottery will be placed on a waiting list in the order they are drawn.

The first acceptance letters are sent out in early March. Families are required to contact the school with their intent to accept or deny their offered seat. Their commitment forms help to determine how many seats are available for the lottery. By mid-March, lottery invitations are mailed or emailed to families in the remaining preference orders. The email or letter contains a lottery policy form and invitation to the lottery. The public lottery is held in late March in Gilbert Hall at Palisades Charter High School.

To avoid any appearance of bias, PCHS contracts with an outside company. This independent, third party conducts a randomized, computerized lottery program to draw the remaining preference order applicants. The computer lottery program utilizes a school file with student name, grade level, and whether the student is inside or outside the LAUSD boundaries (preference orders 5 and 6).

Enrollment Process for Admitted Students

Students who are admitted into the school enroll into the school in two ways.

For residents outside of Paul Revere, siblings outside of Revere, employee family members, LAUSD, and non-LAUSD students; they enroll into the school by showing required school documents (birth certificate, proof of residency, transcript, report cards, individualized education program, 504 plan, Acceptable Use Internet Policy and immunization record) to the Admissions Office.

Additionally, the parent/guardian must fill out: an emergency card, Home Language Survey, Migrant Survey, Free and Reduced Lunch Form, and a Parent-Student Handbook form. Lastly, the parent and student meet with a counselor to discuss their academic needs and school schedule.

For Paul Revere students, the parent/guardian delivers a copy of the student's birth certificate, proof of address, emergency card, and Acceptable Use Internet Policy to the Admissions Office. Additionally, counselors go to Paul Revere Charter Middle School to discuss academic needs and school schedule with each student. Paul Revere Charter Middle School provides the school with transcripts, IEPs, 504s, Home Language Surveys, Migrant Surveys, and immunization records.

Wait List

After the school receives confirmation of acceptance from its lottery selections, the Office of Admissions go to the wait list to offer any seats that open up from any preference order. The number drawn in the lottery determines the wait list order. Parents can check the numbered wait list on this site under Admissions, Wait List Update or they can call or visit the school.

Transportation

While, Palisades Charter High School does not fund transportation to the school. However, parent funded transportation is organized through Tumbleweed Transportation. There is a monthly fee that parents pay for their students to ride the Tumbleweed bus. PCHS offers limited transportation scholarship opportunities. PCHS has separate transportation financial aide application available in the Transportation Office.

ELEMENT 9

ANNUAL INDEPENDENT FINANCIAL AUDITS

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Ed. Code § 47605(b)(5)(I).

The annual audit shall be conducted in compliance with Ed. Code section 47605(b)(5)(I) as it is amended from time to time.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to school’s Calendar
- h. Statistical Report – monthly according to school’s Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

ANNUAL AUDIT PROCEDURES

The Palisades Charter High School Board of Trustees, upon the recommendation of the Audit Committee, will engage an independent public accountant with school accounting experience, certified by the State of California, and included on the Controller’s list of approved educational auditors to audit the School’s financial statements in accordance with Generally Accepted Auditing Principles (“GAAP”) and any charter school-applicable audit guide issued by the Controller of the State of California. The audit will verify the accuracy of the school’s financial statements and attendance and enrollment accounting practices; it will also review the School’s internal controls. Fiscal statements audited by the Certified Public Accountant will be submitted to District within four months following the close of the fiscal year. PCHS will transmit a copy of its annual independent financial audit report for the preceding fiscal year to the District, Los Angeles County Board of Education, the State Controller, and the California Department of Education by December 15 of each year. The Board of Trustees will review any audit exceptions or deficiencies and determine how to resolve them. The Board will report to the LAUSD regarding how the exceptions and deficiencies have been or will be resolved. Audit exceptions/deficiencies will be resolved to the satisfaction of the LAUSD.

ELEMENT 10

PUPIL SUSPENSION AND EXPULSION

“The procedures by which pupils can be suspended or expelled.” Ed. Code § 47605(b)(5)(J).

GENERAL PROVISIONS

Palisades Charter High School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

PCHS shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

PCHS shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. PCHS shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013. Alternatives to suspension or expulsion will first be attempted with pupils who are truant, tardy, or otherwise absent from assigned school activities.

In-house suspension is used in lieu of a home suspension whenever possible, so that school personnel may counsel the student and identify possible additional supports.

PCHS shall be responsible for the appropriate interim placement of students during and pending the completion of PCHS’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

PCHS shall document and implement the alternatives to suspension and expulsion that PCHS utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Palisades Charter High School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, PCHS shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, PCHS shall ensure that it follows correct disciplinary

procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Palisades Charter High School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, PCHS's administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the PCHS's failure to implement 504?

NOTIFICATION of the DISTRICT

Upon expelling any student, Palisades Charter High School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that PCHS's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that PCHS conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of PCHS's failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, PCHS must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, PCHS shall forward student records no later than 10 school days from the date of the request as stated in Ed. Code section 49068 (a) and (b).

OUTCOME DATA

Palisades Charter High School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Palisades Charter High School shall be given a rehabilitation plan upon expulsion as developed by PCHS's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to PCHS for readmission. PCHS shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Palisades Charter High School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, PCHS's governing board shall readmit the pupil, unless PCHS's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Palisades Charter High School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. PCHS is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Palisades Charter High School shall comply with the federal Gun-Free Schools Act.

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.*, which describes the non-charter schools' list of offenses and procedures, to establish its list of offenses and procedures for suspensions and expulsions. The language that

follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Executive Director and Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.

- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of

preventing that student from being a witness and/or retaliating against that student for being a witness.

- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and

invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) “Electronic Act” means the creation and transmission originated on or off the school-site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that

another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director and Principal or designee's concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director and Principal or designee's concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.

- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
- iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
- iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation and transmission originated on or off the school-site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
- ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director and Principal or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director and Principal or designee’s concurrence.

If it is determined by the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge

of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by an informal conference conducted by the Executive Director and Principal or the Executive Director and Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Executive Director and Principal or designee.

The conference may be omitted if the Executive Director and Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil and/or parent/legal guardian shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days of when the student was suspended, unless the pupil and/or parent/legal guardian waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person, and in writing if personal contact is not possible due to parent availability. Whenever a student is suspended, for either in-house or home suspension, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions (both in-house and at home), when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension per school year, up to a maximum of twenty (20) school days per school year for all offenses combined. Upon a recommendation of expulsion by the Executive Director and Principal or Executive Director and Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. If the suspension is extended, it may only be extended for a maximum of five (5) additional, consecutive school days per offense per school year, for a total of ten (10) additional days per school year. This determination will be made by the Executive Director and Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. The student will have the opportunity, at the discretion of the Executive Director and Principal and/or the classroom teacher, to complete instructional activities missed due to his or her suspension and will be able to communicate with designated school staff for any questions and for evaluation of work.

4. Appeal of Suspension

Pupils and/or parent/legal guardian may appeal a suspension to the level of authority above the administrator who has made the suspension, in the following order: the Dean's office; the Director of Discipline, and the Executive Director and Principal. The Charter School communicates appeal rights to parents and students in the written notice of suspension.

D. Authority to Expel

A student may be expelled by an Administrative Panel following a hearing before it, and preceded by recommendation from the Executive Director and Principal. The Administrative Panel shall consist of at least three members who are certificated employees and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Charter School's Board will appoint an Administrative Panel. The Administrative Panel may expel any student found to have committed an expellable offense.

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Charter School's Board, which will make the final determination.

E. Expulsion Procedures

Recommendation for Expulsion

Students recommended for out-of-school expulsion are entitled to a hearing to determine whether the student should be expelled. If requested by the student and/or parent/legal guardian, and unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director and Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

Expulsion Hearing

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil and/or parent/legal guardian. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining

witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Board or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil and/or parent/legal guardian, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Executive Director and Principal or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Executive Director and Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. Right to Appeal

The pupil and/or parent/legal guardian shall have the right to appeal an expulsion decision from the Administrative Panel to the Charter School Board. The Charter School Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate

in the general education curriculum, although in another setting, and to progress toward meeting the goals set out in the child's IEP/504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent, and relevant members of the IEP/504 Team shall review all relevant information in the student's file, including the child's IEP/504 Plan, any teacher observations, and any relevant information provided by the parents to determine:

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

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

If the Charter School, the parent, and relevant members of the IEP/504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent, and relevant members of the IEP/504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a result of the failure to implement the IEP/504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same

duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals

The parent of a child with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education Unit of the Office of Administrative Hearings or by utilizing the dispute provisions of the 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

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

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

- a. Carries or possesses a weapon, as defined in 18 USC 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 USC 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting

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

7. Procedures for Students Not Yet Eligible for Special Education Services

A student who has not been identified as an individual with disabilities pursuant to IDEIA and who has violated the Charter School's disciplinary procedures may

assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

- a. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
- b. The parent has requested an evaluation of the child.
- c. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEIA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents; however the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

ELEMENT 11: RETIREMENT SYSTEM

The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, Public Employees' Retirement System, or federal social security. California Education Code Section 47605 (b) (5)(K)

STATE and FEDERAL RETIREMENT SYSTEMS

All monthly and salaried employees, Certificated and Classified, will be covered by the existing State and federal retirement programs (including FICA, CALPERS and CALSTRS) and special savings plans comparable to those offered through the LAUSD. Palisades Charter High School shall contract with the Los Angeles County Office of Education (LACOE) for STRS/PERS reporting or utilize a system compatible with the LACOE system. The Business Office of PCHS will provide the relevant information and funding to these agencies. Upon implementation of this charter, the PCHS Board of Trustees may analyze and present alternative and/or additional retirement and savings plans to PCHS employees. The adoption of alternative retirement and savings plans will be subject to the approval of a simple majority of the staff affected by the new programs. No individual employee, however, may be deprived of the right to continue participating in the existing retirement programs. PCHS will provide written notification to its employees prior to any changes to retirement benefit programs/options. These agreements are between PCHS and its employee associations and do not bind the LAUSD in any way.

MANDATORY BENEFITS

Palisades Charter High School will continue to provide mandatory benefits other than those listed above for employees in accordance with State and federal law. These benefits include:

- Workers' Compensation Insurance (to be provided by an A-rated company);
- unemployment Insurance to eligible employees, and
- State Disability Insurance to eligible employees.

Salaries, benefits, working conditions, calendars, etc. are subject to collectively bargained agreements with relevant employee groups.

HEALTHCARE BENEFITS

PCHS is strongly committed to providing its employees with benefits comparable to or greater than those provided by the LAUSD to its employees. While recognizing that an independent charter school may not be able to offer the same range of choices available to the District, subject to collective bargaining requirements, PCHS will offer healthcare benefits equal to those

provided by the LAUSD to its employees. Additionally, the establishment of a funded PCHS retiree healthcare benefit program to qualified retirees, as agreed to in and/or modified by the collective bargaining agreements with represented employees from the Certificated and Classified unions, which is equal to or exceeding the program provided by the LAUSD and its retirees will be offered. These agreements are between PCHS and its employee associations and do not bind the LAUSD in any way.

Provisions for all labor procedures, including due process and resolutions of complaints/grievances are included in collectively bargained agreements or employment contracts for all employees.

ELEMENT 12
PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” Ed. Code § 47605(b)(5)(L).

Pupils who choose not to attend Palisades Charter High School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

Parents and guardians of each student enrolled at Palisades Charter High School will be informed on admissions forms that PCHS does not require any child to attend the charter school.

ELEMENT 13
RIGHTS of DISTRICT EMPLOYEES

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Ed. Code § 47605(b)(5)(M).

Employees of the District who choose to leave the employment of the District to work at Palisades Charter High School shall have no automatic rights of return to the District after employment at PCHS unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with PCHS will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

ELEMENT 14

DISPUTE RESOLUTION PROCESS

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” Ed. Code § 47605(b)(5)(N).

The staff and governing board members of Palisades Charter High School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and PCHS, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and PCHS shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications to the District and PCHS shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Executive Director and Principal
Palisades Charter High School
15777 Bowdoin St.
Pacific Palisades, CA 90272

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or

otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys' fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

ELEMENT 15
EXCLUSIVE PUBLIC SCHOOL EMPLOYER

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” Ed. Code § 47605(b)(5)(O).

Palisades Charter High School is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, PCHS shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

ELEMENT 16

CHARTER SCHOOL CLOSURE PROCEDURES

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed. Code § 47605(b)(5)(P).

REVOCACTION of the CHARTER

The District may revoke the charter of PCHS if the District finds, through a showing of substantial evidence, that PCHS did any of the following:

- PCHS committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- PCHS failed to meet or pursue any of the pupil outcomes identified in the Charter.
- PCHS failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- PCHS violated any provision of law.

Prior to revocation, and in accordance with Ed. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify PCHS in writing of the specific violation, and give PCHS a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Ed. Code section 47607.3.

CLOSURE ACTION

The decision to close Palisades Charter High School, either by the governing board of PCHS or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Ed. Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5,

sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Palisades Charter High School, including its nonprofit corporation and governing board.

DESIGNATION of RESPONSIBLE PERSON(S) and FUNDING of CLOSURE

Upon the taking of a Closure Action by either the governing board of Palisades Charter High School or the LAUSD Board of Education, the governing board of PCHS shall immediately designate a person or persons responsible for conducting all closure-related procedures and activities, and determine how PCHS will fund these activities.

NOTIFICATION of CLOSURE ACTION

Upon the taking of a Closure Action, Palisades Charter High School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD), if the Closing Action is an act of Palisades Charter High School. PCHS shall provide CSD with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school does not need to send separate written notice of its closure to the CSD.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in PCHS within 72 hours of the Closure Action. PCHS shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). PCHS shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. PCHS shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which the school participates. PCHS shall send written notification of the Closure Action to the SELPA in which PCHS participates by registered mail within 72 hours of the Closure Action. PCHS shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of the Closure Action, PCHS shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. PCHS shall provide a copy of this notification and correspondence to the CSD.

6. The California Department of Education (CDE). PCHS shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. PCHS shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of PCHS. PCHS shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. PCHS shall provide a copy of these notifications, if any, to the CSD.
8. All school employees and vendors within 72 hours of the Closure Action. PCHS shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which PCHS shall provide employees with written verification of employment

Within 30 days of the effective date of closure, PCHS shall provide all employees with written verification of employment. PCHS shall send copies of such letters to the CSD.

SCHOOL and STUDENT RECORDS RETENTION and TRANSFER

Palisades Charter High School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. PCHS shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive, of PCHS. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. PCHS's process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. PCHS shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the PCHS closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. PCHS must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. PCHS will coordinate with the CSD for the delivery and/or pickup of the student records.
5. PCHS must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. PCHS must provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.
7. PCHS shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
8. PCHS shall provide to the responsible person(s) designated by the governing board of PCHS to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

FINANCIAL CLOSE-OUT

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the charter school owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Palisades Charter High School shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school's annual audit.

PCHS shall pay for the financial closeout audit of PCHS. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by PCHS will be the responsibility of PCHS and not LAUSD. PCHS understands and acknowledges that PCHS will cover the outstanding debts or liabilities of PCHS. Any unused monies at the time of the audit will be returned to the appropriate funding source. PCHS understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be

returned to the District SELPA or the SELPA in which PCHS participates, and other categorical funds will be returned to the source of funds.

PCHS shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If PCHS chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

DISPOSITION of LIABILITIES and ASSETS

The closeout audit must identify the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Palisades Charter High School's bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. PCHS, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to PCHS by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and PCHS shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If PCHS is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of PCHS, the corporation shall be dissolved according to its bylaws.

PCHS shall retain sufficient staff, as deemed appropriate by the PCHS governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

PCHS's governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

PCHS shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which the school will make the payments.

Prior to final close-out, PCHS shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File its final withholding tax return (Treasury Form 165).
- e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end PCHS's authorization to operate as a charter school or cause PCHS to cease operation. PCHS agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should PCHS breach any obligation under this Element 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

District-Owned Facilities

Charter School is using District facilities as of the date of the submittal of this charter petition, Charter School and District agree to execute an agreement authorizing the continued use of the District facilities currently occupied by the Charter School, for the duration of this charter term. If at any time after the approval of this charter petition Charter School will occupy and use any other District facilities, Charter School and District agree to execute an agreement for the use of the District facilities prior to occupancy and commencing use.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the parties shall work in good faith to execute an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Ed. Code 47612 and 5 CCR § 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying

or Charter School's legal or equitable interest created by the use agreement.

- *Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.*
 - (i) *Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.*
 - (ii) *Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.*
- *Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.*

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material

amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the charter school facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the charter school facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request..

Pest Management: Charter School shall comply with the Healthy Schools Act, Ed. Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
6. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
7. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
8. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as*

named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Ed. Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Internal Fiscal Controls

Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. Ed. Code § 47612(b).

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." Ed. Code § 47606.5(b).

Assurances and Affirmations

[Palisades Charter High School] (also referred to herein as “[short form of school name]” and “Palisades Charter High School”) shall:

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

- Consult, on a regular basis, with the Palisades Charter High School’s parents, legal guardians, and teachers regarding the school’s educational programs. Ed. Code § 47605(c)(2).

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

Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

TRANSITIONAL KINDERGARTEN

Palisades Charter High School shall comply with all applicable requirements regarding transitional kindergarten.

WASC ACCREDITATION

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

ENGLISH LEARNERS

Palisades Charter High School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school's academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Palisades Charter High School shall submit a certification to the LAUSD Palisades Charter High Schools Division (CSD) that certifies that Palisades Charter High School will either adopt and implement LAUSD's English Learner Master Plan *or* implement Palisades Charter High School's own English Learner Master Plan. If Palisades Charter High School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How the school will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

Palisades Charter High School shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

Palisades Charter High Schools must ensure that no student otherwise eligible to enroll in their Palisades Charter High School will be denied enrollment due to a disability or to the Palisades Charter High School's inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at Palisades Charter High Schools.

Prior to LAUSD Board of Education approval, Palisades Charter High School will execute a Memorandum of Understanding ("MOU") by and between LAUSD and Palisades Charter High School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Ed. Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized Palisades Charter High Schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized Palisades Charter High Schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized Palisades Charter High Schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status but will function in a similar role in that each Palisades Charter High School will be responsible for all special education issues including services, placement, due process,

related services, special education classes, and special education supports. Palisades Charter High Schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

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

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

- End of Year Suspension

District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.
- Statewide Assessment Data (**Including Palisades Charter High Schools**)

The usual file including District ID.
- Norm day
District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- CBEDS (**Including Palisades Charter High Schools**)
- All Students enrolled as of December 1 of each school year

District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
- Dropout (**Including Palisades Charter High Schools**)

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

- Monthly SESAC and Suspension data (**Including Palisades Charter High Schools**)
- Graduation roster from all LAUSD schools (**Including Palisades Charter High Schools**) with 12th grade SWD

The MCD requires Palisades Charter High Schools to implement the District's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All Palisades Charter High Schools are required to utilize MiSiS beginning August 1, 2014 upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon Palisades Charter High School full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

**Element 2 – Measurable Pupil Outcomes and
Element 3 – Method by which Pupil Progress Toward Outcomes will be
Measured**

“The measurable pupil outcomes identified for use by the Palisades Charter High School. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the Palisades Charter High School, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the Palisades Charter High School.” Ed. Code § 47605(b)(5)(B).

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” Ed. Code § 47605(b)(5)(C).

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

Palisades Charter High School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests. If Palisades Charter High School does not test with the District, Palisades Charter High School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Palisades Charter High School.

Element 4 – Governance

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” Ed. Code § 47605(b)(5)(D).

GENERAL PROVISIONS

As an independent Palisades Charter High School, Palisades Charter High School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Palisades Charter High School.

Palisades Charter High School shall comply with the Brown Act and the Public Records Act.

All employees and representatives of Palisades Charter High School, including members of Palisades Charter High School's governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD's Palisades Charter High School policies, regarding ethics and conflicts of interest.

Palisades Charter High School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Palisades Charter High School amends the bylaws, Palisades Charter High School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Palisades Charter High School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Palisades Charter High School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on the school website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Palisades Charter High School governing board pursuant to Ed. Code section 47604(b).

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Palisades Charter High School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 (Section 504), including any investigation of any complaint filed with Palisades Charter High School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Palisades Charter High School shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Palisades Charter High School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Palisades Charter High School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Palisades Charter High School, that Palisades Charter High School does not discriminate on the basis of sex or mental or

physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Palisades Charter High School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of California Code of Regulations, title 5, sections 4600 et seq.

Palisades Charter High School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Ed. Code sections 49010 – 49013, and extend its uniform complaint procedure to complaints filed pursuant to Ed. Code section 49013.

Palisades Charter High School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. Ed. Code § 52075.

LEGAL AND POLICY COMPLIANCE

Palisades Charter High School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to Palisades Charter High Schools, as they may be amended from time to time.

Palisades Charter High School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Ed. Code section 47604.33.

RESPONDING TO INQUIRIES

Palisades Charter High School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Palisades Charter High School, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Palisades Charter High School shall provide the District with current and accurate contact information for the school, school administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Palisades Charter High School's operations, or breach of charter, is received or discovered by the District, Palisades Charter High School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

Palisades Charter High School shall notify the Palisades Charter High Schools Division in writing of any citations or notices of workplace hazards, investigations by outside

regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Palisades Charter High School. Unless prohibited by law, Palisades Charter High School shall notify the CSD in writing of any internal investigations within one week of commencing investigation.

STUDENT RECORDS

When a student transfers for any reason from Palisades Charter High School to any other school, Palisades Charter High School shall transfer a copy of the student's complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Palisades Charter High School closes, Palisades Charter High School shall comply with the student records transfer provisions in Element 16. Palisades Charter High School shall comply with the requirements of Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

Element 5 – Employee Qualifications

“The qualifications to be met by individuals to be employed by the school.” Ed. Code § 47605(b)(5)(E).

EQUAL EMPLOYMENT OPPORTUNITY

Palisades Charter High School acknowledges and agrees that all persons are entitled to equal employment opportunity. Palisades Charter High School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/NCLB AND CREDENTIALING REQUIREMENTS

Palisades Charter High School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Palisades Charter High School shall ensure that all teachers and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment, including English Learner authorization. Palisades Charter High School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.” Ed. Code § 47605(b)(5)(F).

HEALTH, SAFETY AND EMERGENCY PLAN

Palisades Charter High School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the Palisades Charter High School each school year. Palisades Charter High School shall ensure that all staff members receive annual training on Palisades Charter High School’s health, safety, and emergency procedures, including but not limited to training on child

abuse awareness and reporting and bloodborne pathogens awareness, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Palisades Charter High School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Palisades Charter High School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Ed. Code § 49060 et seq. at all times.

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING

Palisades Charter High School shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of Palisades Charter High School, (2) any employees of vendors or independent contractors providing schoolsite services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a Palisades Charter High School employee. Palisades Charter High School shall maintain on file and available for inspection evidence that (1) Palisades Charter High School has performed criminal background checks and cleared for employment all employees prior to employment, and (2) Palisades Charter High School has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. Palisades Charter High School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. Upon request, Palisades Charter High School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Palisades Charter High School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Ed. Code section 49406. Palisades Charter High School shall maintain TB clearance records on file.

Palisades Charter High School shall provide for the immunization and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Palisades Charter High School shall maintain immunization records on file.

SAFE PLACE TO LEARN ACT

Palisades Charter High School shall comply with all applicable requirements of the Safe Place to Learn Act, Ed. Code section 234 et seq.

Element 7 – Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Ed. Code § 47605(b)(5)(G).

COURT-ORDERED INTEGRATION

Palisades Charter High School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Palisades Charter High School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Palisades Charter High School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Palisades Charter High School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve the District’s goal. Upon request, Palisades Charter High School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for Palisades Charter High School students. Instead, the District now receives the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, including federal Title I, Part A funds, Palisades Charter High School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant programs. Palisades Charter High School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Palisades Charter High School agrees that it will keep and make available to the District any documentation necessary to

demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
- Notify each individual parent, in a timely manner, that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable
- Participate in any applicable federal program monitoring conducted by the California Department of Education
- Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

Palisades Charter High School also acknowledges that, as part of its oversight of Palisades Charter High School, the District may conduct program review for federal as well as state compliance.

Element 8 – Admission Requirements

“Admission requirements, if applicable.” Ed. Code § 47605(b)(5)(H).

McKINNEY-VENTO HOMELESS ASSISTANCE ACT

Palisades Charter High School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Palisades Charter High School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

NON-DISCRIMINATION

Palisades Charter High School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Palisades Charter High School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Palisades Charter High School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Element 9 – Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Ed. Code § 47605(b)(5)(I).

The annual audit shall be conducted in compliance with Ed. Code section 47605(b)(5)(I) as it is amended from time to time.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- k. Provisional Budget – Spring prior to operating fiscal year
- l. Final Budget – July of the budget fiscal year
- m. First Interim Projections – November of operating fiscal year
- n. Second Interim Projections – February of operating fiscal year
- o. Unaudited Actuals – July following the end of the fiscal year
- p. Audited Actuals – December 15 following the end of the fiscal year
- q. Classification Report – monthly according to school’s Calendar
- r. Statistical Report – monthly according to school’s Calendar of Reports

In addition:

- P1, first week of January
- P2, first week of April
- s. Instructional Calendar – annually five weeks prior to first day of instruction
- t. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” Ed. Code § 47605(b)(5)(J).

GENERAL PROVISIONS

Palisades Charter High School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Palisades Charter High School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Palisades Charter High School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Palisades Charter High School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Palisades Charter High School shall be responsible for the appropriate interim placement of students during and pending the completion of Palisades Charter High School's student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Palisades Charter High School shall document and implement the alternatives to suspension and expulsion that Palisades Charter High School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

STUDENTS WITH DISABILITIES

Palisades Charter High School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Palisades Charter High School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, Palisades Charter High School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Palisades Charter High School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Palisades Charter High School's administrator will convene a Link Determination meeting to ask the following two questions:

- C. Was the misconduct caused by, or directly and substantially related to the student's disability?
- D. Was the misconduct a direct result of the Palisades Charter High School's failure to implement 504?

NOTIFICATION OF THE DISTRICT

Upon expelling any student, Palisades Charter High School shall notify the Palisades Charter High Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Palisades Charter High School Expulsion" [form available from the CSD website or office], including attachments as required on the form

- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Palisades Charter High School's policies and procedures were followed
 - Copy of parental notice of expulsion hearing
 - Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
 - If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
 - If the student is eligible for Section 504 accommodations, documentation that Palisades Charter High School conducted a Link Determination meeting to address two questions:
 - C. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - D. Was the misconduct a direct result of Palisades Charter High School's failure to implement 504 Plan?

Notwithstanding the documentation sent to the Palisades Charter High Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Palisades Charter High School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Palisades Charter High School shall forward student records no later than 10 school days from the date of the request as stated in Ed. Code section 49068 (a) and (b).

OUTCOME DATA

Palisades Charter High School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Palisades Charter High School shall be given a rehabilitation plan upon expulsion as developed by Palisades Charter High School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Palisades Charter High School for readmission. Palisades Charter High School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Palisades Charter High School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Palisades Charter High School's governing board shall readmit the pupil, unless Palisades Charter High School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

Palisades Charter High School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Palisades Charter High School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

GUN-FREE SCHOOLS ACT

Palisades Charter High School shall comply with the federal Gun-Free Schools Act.

Element 11 – Employee Retirement Systems

“The manner by which staff members of the Palisades Charter High Schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Ed. Code § 47605(b)(5)(K).

[NOTE: No District Required Language is being provided for inclusion in this element.]

Element 12 – Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend Palisades Charter High Schools.” Ed. Code § 47605(b)(5)(L).

Pupils who choose not to attend Palisades Charter High School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

Element 13 – Rights of District Employees

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a Palisades Charter High School, and of any rights of return to the school district after employment at a Palisades Charter High School.” Ed. Code § 47605(b)(5)(M).

Employees of the District who choose to leave the employment of the District to work at Palisades Charter High School shall have no automatic rights of return to the District after employment at Palisades Charter High School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Palisades Charter High School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the Palisades Charter High School and the entity granting the charter to resolve disputes relating to provisions of the charter.” Ed. Code § 47605(b)(5)(N).

The staff and governing board members of Palisades Charter High School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Palisades Charter High School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Palisades Charter High School shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications to the District and Palisades Charter High School shall be addressed respectively as follows:

Director
Palisades Charter High Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
Palisades Charter High School
[See Element 14]

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

Element 15 – Exclusive Public School Employer

“A declaration whether or not the Palisades Charter High School shall be deemed the exclusive public school employer of the employees of the Palisades Charter High School for purposes of Chapter 10.7

(commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” Ed. Code § 47605(b)(5)(O).

Palisades Charter High School is deemed the exclusive public school employer of all employees of the Palisades Charter High School for collective bargaining purposes. As such, Palisades Charter High School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

Element 16 – Palisades Charter High School Closure Procedures

“A description of the procedures to be used if the Palisades Charter High School closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the Palisades Charter High School, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” Ed. Code § 47605(b)(5)(P).

REVOCATION OF THE CHARTER

The District may revoke the Charter if Palisades Charter High School commits a breach of any provision set forth in a policy related to Palisades Charter High Schools adopted by the District Board of Education and/or any provisions set forth in the Palisades Charter High Schools Act of 1992. The District may revoke the charter of Palisades Charter High School if the District finds, through a showing of substantial evidence, that Palisades Charter High School did any of the following:

- Palisades Charter High School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Palisades Charter High School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Palisades Charter High School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Palisades Charter High School violated any provision of law.

Prior to revocation, and in accordance with Ed. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Palisades Charter High School in writing of the specific violation, and give Palisades Charter High School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, Palisades Charter High Schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Ed. Code section 47607.3.

CLOSURE ACTION

The decision to close Palisades Charter High School, either by the governing board of Palisades Charter High School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the governing board of Palisades Charter High School votes to close Palisades Charter High School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for Palisades Charter High School closure set forth below are guided by Ed. Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Palisades Charter High School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Palisades Charter High School” apply to Palisades Charter High School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Upon the taking of a Closure Action by either the governing board of Palisades Charter High School or the LAUSD Board of Education, the governing board of Palisades Charter High School shall immediately designate a person or persons responsible for conducting all closure-related procedures and activities, and determine how Palisades Charter High School will fund these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Palisades Charter High School shall send written notice of its closure to:

1. The LAUSD Palisades Charter High Schools Division (CSD), if the Closing Action is an act of Palisades Charter High School. Palisades Charter High School shall provide CSD with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the Palisades Charter High School does not need to send separate written notice of its closure to the CSD.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Palisades Charter High School within 72 hours of the Closure Action. Palisades Charter High School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Palisades Charter High School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Palisades Charter High School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which the school participates. Palisades Charter High School shall send written notification of the Closure Action to the SELPA in which Palisades Charter High School participates by registered mail within 72 hours of the Closure Action. Palisades Charter High School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which the school's employees participate. Within fourteen (14) calendar days of the Closure Action, Palisades Charter High School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Palisades Charter High School shall provide a copy of this notification and correspondence to the CSD.
6. The California Department of Education (CDE). Palisades Charter High School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Palisades Charter High School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Palisades Charter High School. Palisades Charter High School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Palisades Charter High School shall provide a copy of these notifications, if any, to the CSD.
8. All school employees and vendors within 72 hours of the Closure Action. Palisades Charter High School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Palisades Charter High School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Palisades Charter High School shall provide all employees with written verification of employment. Palisades Charter High School shall send copies of such letters to the CSD.

School and Student Records Retention and Transfer

Palisades Charter High School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Palisades Charter High School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive, of Palisades Charter High School.

Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Palisades Charter High School's process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. Palisades Charter High School shall prepare and provide an electronic master list of all students to the Palisades Charter High Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Palisades Charter High School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Palisades Charter High School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Palisades Charter High School will coordinate with the CSD for the delivery and/or pickup of the student records.
5. Palisades Charter High School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Palisades Charter High School must provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.
7. Palisades Charter High School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
8. Palisades Charter High School shall provide to the responsible person(s) designated by the governing board of Palisades Charter High School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE will notify the Palisades Charter High School and the authorizing entity of any liabilities the Palisades Charter High School owes the state, which may include overpayment of apportionments, unpaid revolving

fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the Palisades Charter High School if it has reason to believe that the school received state funding for which it was not eligible.

Palisades Charter High School shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the Palisades Charter High School.

This audit may serve as the school's annual audit.

Palisades Charter High School shall pay for the financial closeout audit of Palisades Charter High School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Palisades Charter High School will be the responsibility of Palisades Charter High School and not LAUSD. Palisades Charter High School understands and acknowledges that Palisades Charter High School will cover the outstanding debts or liabilities of Palisades Charter High School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Palisades Charter High School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Palisades Charter High School participates, and other categorical funds will be returned to the source of funds.

Palisades Charter High School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Palisades Charter High School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as

possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Palisades Charter High School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of the Palisades Charter High School. Palisades Charter High School closure procedures must also ensure appropriate disposal, in accordance with Palisades Charter High School's bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the Palisades Charter High School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Palisades Charter High School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Palisades Charter High School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Palisades Charter High School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Palisades Charter High School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Palisades Charter High School, the corporation shall be dissolved according to its bylaws.

Palisades Charter High School shall retain sufficient staff, as deemed appropriate by the Palisades Charter High School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Palisades Charter High School's governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Palisades Charter High School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which the school will make the payments.

Prior to final close-out, Palisades Charter High School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File its final withholding tax return (Treasury Form 165).
- e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Palisades Charter High School's authorization to operate as a Palisades Charter High School or cause Palisades Charter High School to cease operation. Palisades Charter High School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Palisades Charter High School breach any obligation under this Element 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

District-Owned Facilities

If Palisades Charter High School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Palisades Charter High School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Palisades Charter High School will occupy and use any District facilities, Palisades Charter High School shall

execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Palisades Charter High School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Palisades Charter High School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Palisades Charter High School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Palisades Charter High School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Palisades Charter High School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Palisades Charter High School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Palisades Charter High School shall vacate the District facilities on or before June 30th of said school year.

Palisades Charter High School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Palisades Charter High School from conducting its educational programs. If Palisades Charter High School will share the use of District facilities with other District user groups, Palisades Charter High School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Palisades Charter High School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Palisades Charter High School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Palisades Charter High School for use. Palisades Charter High School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Palisades Charter High School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Ed. Code 47612 and 5 CCR § 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Palisades Charter High School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (iii)Pro Rata Share: The District shall collect and Palisades Charter High School shall pay a Pro Rata Share for facilities costs as provided in the Palisades Charter High Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (iv)Taxes; Assessments: Generally, Palisades Charter High School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Palisades Charter High School’s legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Palisades Charter High School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Palisades Charter High School.
 - (iii)Co-Location: If Palisades Charter High School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Palisades Charter High School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (iv)Sole Occupant: If Palisades Charter High School is a sole occupant of District facilities, the District shall allow Palisades Charter High School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Palisades Charter High School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Palisades Charter High School shall satisfy requirements to participate in LAUSD's property insurance or, if Palisades Charter High School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Palisades Charter High School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Palisades Charter High School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Palisades Charter High School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Palisades Charter High School to use and occupy the site as a Palisades Charter High School. Palisades Charter High School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Palisades Charter High School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Palisades Charter High School intends to move or expand to another facility during the term of this Charter, Palisades Charter High School shall

adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Palisades Charter High School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any school site or facility, Palisades Charter High School shall provide adequate documentation to the CSD that the Palisades Charter High School facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Palisades Charter High School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the Palisades Charter High School facility. Palisades Charter High School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Palisades Charter High School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Palisades Charter High School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request..

Pest Management: Palisades Charter High School shall comply with the Healthy Schools Act, Ed. Code section 17608, which details pest management requirements for schools.

Asbestos Management: Palisades Charter High School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Palisades Charter High School by the District under any of the District's self-insured programs or commercial insurance policies. Palisades Charter High School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Palisades Charter High School from claims which may arise from its operations. Each Palisades Charter High School location shall meet the below insurance requirements individually.

It shall be Palisades Charter High School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

5. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles ("Board of Education") as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Palisades Charter High School's insurance shall be primary despite any conflicting provisions in Palisades Charter High School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
6. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Palisades Charter High School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
7. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Palisades Charter High School does not operate a student bus service. If Palisades Charter High School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
8. Crime Insurance or Fidelity Bond coverage shall be maintained by Palisades Charter High School to cover all Palisades Charter High School employees who handle, process or otherwise have responsibility for Palisades Charter High School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
9. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
10. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

11. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
12. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Palisades Charter High School's insurance shall be primary despite any conflicting provisions in Palisades Charter High School's policy.*

Evidence of Insurance

Palisades Charter High School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inception, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Palisades Charter High School shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Palisades Charter High School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Palisades Charter High School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Palisades Charter High School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Palisades Charter High School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims,

damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Palisades Charter High School and/or its officers, directors, employees or volunteers. Moreover, Palisades Charter High School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Palisades Charter High School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Palisades Charter High School not to exceed 1% of Palisades Charter High School's revenue, or the District may charge for the actual costs of oversight of Palisades Charter High School not to exceed 3% if Palisades Charter High School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under Palisades Charter High School facilities use agreements.

Cash Reserves

Palisades Charter High School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Special Education Revenue Adjustment/Payment for Services

In the event that Palisades Charter High School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Palisades Charter High School, Palisades Charter High School authorizes the District to deduct any and all of the in lieu property taxes that Palisades Charter High School otherwise would be eligible to receive under section 47635 of the Ed. Code to cover such owed amounts. Palisades Charter High School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Palisades Charter High School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Palisades Charter High School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records

Palisades Charter High School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Palisades Charter High School is subject to District oversight.

- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Palisades Charter High School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Palisades Charter High School to meet generally accepted accounting principles or if Palisades Charter High School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Palisades Charter High School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Palisades Charter High School’s financial information,
- Palisades Charter High School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Palisades Charter High School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Palisades Charter High School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Palisades Charter High School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Internal Fiscal Controls

Palisades Charter High School will develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age

Palisades Charter High School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating Palisades Charter High School apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. Ed. Code § 47612(b).

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Palisades Charter High School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” Ed. Code § 47606.5(b).

