



Palisades Charter High School

Board Meeting

Date and Time

Tuesday November 15, 2016 at 5:00 PM

Location

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

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

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

SUPPORTING DOCUMENTATION

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

ALL TIMES ARE APPROXIMATE AND ARE PROVIDED FOR CONVENIENCE ONLY

Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice. All items may be heard in a different order than listed on the agenda.

Agenda

Purpose Presenter Duration

I. Opening Items

- | | | | |
|--|--|--|---|
| A. Record Attendance and Guests | | | 2 |
| B. Call the Meeting to Order | | | |
| C. Public Comment | | | 6 |

Non-agenda items: No individual presentation shall be for more than two (2) minutes and the total time for this purpose shall not exceed sixteen (16) minutes. Board members will not respond to presentations and no action can be taken. However, the Board may give direction to staff following a presentation. Speakers may choose to speak during the public comment segment and/or at the time an agenda item is presented.

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|------------------------------------|-----------------|--------------|---|
| D. Approve Minutes | Approve Minutes | Emilie Larew | 2 |
| September 20, 2016 Regular Meeting | | | |
| E. Approve Minutes | Approve Minutes | Emilie Larew | 2 |
| October 18, 2016 Regular Meeting | | | |

II. Executive Director/Principal (EDP) Support And Evaluation

- | | | | |
|--|-----|--------------------------|---|
| A. Presentation: Evaluation Cycle & Process for Executive Director/Principal Evaluation | FYI | Allison Holdorff Polhill | 5 |
|--|-----|--------------------------|---|

III. Academic Excellence

- | | | | |
|--|------|----------------|----|
| A. Academic Accountability Committee - Preliminary School Calendar Possibilities for 2017-18 & Beyond | Vote | Susan Ackerman | 45 |
| Information About School Calendar Possibilities That Support Student Academic Achievement and the Process Moving Forward
ACTION ITEM: Approval of Stakeholder Survey For All Stakeholder Groups | | | |
| B. Technology Update on Chromebook Rollout & Access | FYI | Donna Mandosa | 10 |
| C. 2016-17 Schoolwide Goals - Progress Tracking Metrics & Measurable Outcomes | Vote | Dr. Pam Magee | 15 |

IV. Finance

- | | | | |
|--|---------|-----------------------------|----|
| A. Change in Bank for Depository & Credit Card Relationship | Vote | Greg Wood | 7 |
| B. Actuarial Report for Post-Retirement Healthcare Benefits | Vote | Greg Wood and Marilyn Jones | 25 |
| C. Accounting Procedures Update | Discuss | Greg Wood | 5 |

V. Governance

A. Form 700 For New Trustees	FYI	Emilie Larew	3
B. Ensuring Brown Act Compliance For Grade Appeal Committee	Discuss	Emilie Larew	7
C. Role of Board Committees and Review of Whether All Committees Still Needed	Vote	Emilie Larew	10
D. Update Regarding Board On Track	FYI	Emilie Larew	10
E. Approval Of Updated Membership for Board Committees	Vote	Emilie Larew	3

VI. Other

A. Non-School Sponsored Field Trip Policies & Procedures	Vote	Pam Magee	10
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VII. Organizational Reports

A. Executive Director / Principal (EDP) Report	FYI	Pam Magee	2
B. Chief Business Officer (CBO) Report	FYI	Greg Wood	2
C. Director of Operations Report	FYI	Dave Riccardi	2
D. Human Resources Director (HR) Report	FYI	Amy Nguyen	2
E. Director of Development Report	FYI	Mike Rawson	2
F. Student Report	FYI	Ben Makhani	2
G. Parent Report	FYI	Dara Williams	2
H. Classified Staff Report	FYI	Andrew Paris	2
I. Faculty Report	FYI	Amanda Campbell	2

VIII. Board Committees (Stakeholder Board Level Committees)

A. Budget and Finance Committee Report	FYI	Dr. Minh Ha Ngo	3
B. Academic Accountability Committee Report	FYI	Michael Friedman	3
C. Charter Committee	FYI	Dara Williams	1
D. Election Committee	FYI	Leslie Woolley	1
E. Post-Retirement Healthcare Benefits Committee	FYI	Dara Williams	1

IX. Board Committees (Board Members Only)

A. Audit Committee	FYI	Dara Williams	1
B. Fundraising Committee	FYI	Leslie Woolley	1
C. Survey Committee	FYI	Emilie Larew	1
D. Communications Committee	FYI	Dara Williams	1
E. Grade Appeal Committee	FYI	Leslie Woolley	1

X. Consent Agenda

A. Approval of reimbursements for Executive Director / Principal	Vote		1
B. Approval of Field Trips	Vote		1

XI. New Business / Announcements

A. Board Chair to announce items for closed session, if any.	FYI	Emilie Larew	1
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XII. Closed Session

XIII. Open Session

A. Return to Open Session	FYI	Emilie Larew	1
B. Report Out on Action Taken In Closed Session, If Any.	FYI		1

XIV. Closing Items

A. Adjourn Meeting	FYI	Emilie Larew	1
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Agenda Cover Sheets

Section: **I. Opening Items**
Item: D. Approve Minutes
Purpose: Approve Minutes
Goal:
Submitted by:
Related Material: Item I D - 9.20.16BoardMinutes.Draft.pdf

Section: **II. Executive Director/Principal (EDP) Support And Evaluation**
Item: A. Presentation: Evaluation Cycle & Process for Executive Director/Principal Evaluation
Purpose: FYI
Goal:
Submitted by:
Related Material: Item II A 1 - EDP Eval.pdf
Item II A 2 - ED.Principal Evaluation Tool 2016.pdf
Item II A 3 - Evaluation Process.pdf

Section: **III. Academic Excellence**
Item: A. Academic Accountability Committee - Preliminary School Calendar Possibilities for 2017-18 & Beyond
Purpose: Vote
Goal:
Submitted by:
Related Material:
Item III A 1 - AA Minutes 10-27-16.pdf
Item III A 2 - AA Committee 11-3-16 Minutes - Draft.pdf
Item III A 3 -Ad Hoc Meeting for Aca Acc 11-16.pdf
Item III A 4 - LAUSD Board Resolution - Starting After Labor Day.pdf
Item III A 5 - AA SCHOOL CALENDAR SURVEY DRAFT 11-9-16.pdf

Section: **III. Academic Excellence**
Item: B. Technology Update on Chromebook Rollout & Access
Purpose: FYI
Goal:
Submitted by:
Related Material: Item III B - Tech Update - Chromebooks.pdf

Section: **III. Academic Excellence**
Item: C. 2016-17 Schoolwide Goals - Progress Tracking Metrics & Measurable Outcomes
Purpose: Vote

Goal:
Submitted by:
Related Material: Item III C - 2016-2017 Schoolwide Goals.pdf

Section: **IV. Finance**
Item: A. Change in Bank for Depository & Credit Card Relationship
Purpose: Vote
Goal:
Submitted by:
Related Material:
Item IV A - Change in Bank Depository & Bank Card Proposals.pdf

Section: **IV. Finance**
Item: B. Actuarial Report for Post-Retirement Healthcare Benefits
Purpose: Vote
Goal:
Submitted by:
Related Material: Item IV B - Actuarial Report 2016.pdf

Section: **IV. Finance**
Item: C. Accounting Procedures Update
Purpose: Discuss
Goal:
Submitted by:
Related Material: Item IV C - Accounting Procedures Update.pdf

Section: **V. Governance**
Item: A. Form 700 For New Trustees
Purpose: FYI
Goal:
Submitted by:
Related Material: Form_700_2015.2016.pdf

Section: **VII. Organizational Reports**
Item: A. Executive Director / Principal (EDP) Report
Purpose: FYI
Goal:
Submitted by:
Related Material: Item VII A - EDP Report.pdf
Item VII A 2 - Human Rights Survey and Feedback.pdf

Section: VII. Organizational Reports
Item: B. Chief Business Officer (CBO) Report
Purpose: FYI
Goal:
Submitted by:
Related Material: Item VII B - CBO Report.pdf

Section: VII. Organizational Reports
Item: C. Director of Operations Report
Purpose: FYI
Goal:
Submitted by:
Related Material: Item VII C - Director of Operations Report.pdf

Section: VII. Organizational Reports
Item: D. Human Resources Director (HR) Report
Purpose: FYI
Goal:
Submitted by:
Related Material:
Item VII D 1 - HR Report.pdf
Item VII D 2 - HR Report - Paycom outline of services.pdf
Item VII D 3 - HR Report - Paycom Hardware Clock With Warranty-Leasing Pricing.pdf
Item VII D 4 - HR Report - ADP WFN Solution Quote.pdf
Item VII D 5 - HR Report - ADP Information Enhanced HR Benefits, Essential ACA, and Essential Time Products.pdf
Item VII D 6 - HR Report - TimeClock Plus Thumb print screen.PDF
Item VII D 7 - HR Report - TimeClock Plus Quote.PDF
Item VII D 8 - HR Report - TimeClock Plus Information.PDF
Item VII D 9 - HR Report - Timeclock Plus information 2.pdf

Section: VII. Organizational Reports
Item: E. Director of Development Report
Purpose: FYI
Goal:
Submitted by:
Related Material: Item VII E - Tech Equity 2016 Analysis.pdf

Section: VIII. Board Committees (Stakeholder Board Level Committees)
Item: B. Academic Accountability Committee Report
Purpose: FYI
Goal:

Submitted by:

Related Material: Academic Accountability MINUTES 9.15.16 FINAL.pdf

Section:

X. Consent Agenda

Item:

B. Approval of Field Trips

Purpose:

Vote

Goal:

Submitted by:

Related Material:

Item X B 1 - D.C. Field Trip - Steve Burr - 011817-012217.pdf

Item X B 2 - D.C. Field Trip - Steve Burr - 011817-012217 - SET worldstrides.pdf

Item X B 3 - D.C. Field Trip - Steve Burr - 011817-012217 - Pages from Worldstrides

Summary of trip.pdf

Minutes of Board Meeting September 20, 2016

I. Meeting was called to order at 5:14 p.m.

Roll Call

Robert Rene absent

Andy Paris absent

All other board members are here

II. Approval of Minutes

III. Public Comment

No public comment

IV. Presentation Items

A. College Center Update

Tabled until next month. Rubb Grubb at a conference so she is not available to present.

B. Tech Update on Chromebooks and Security Camera

Donna Mandosa updated the Chromebook project

The Chromebook deployment going well.

History textbooks being rolled out on the Chromebooks next week.

In about 2 weeks will know what we need.

Some seniors need them

Jeff Ropel discussed the newly installed security cameras.

Over 50 new cameras installed. Can look at the iPad and see

Police and Fire Department can access if request

Administration can view

Can see people speeding and follow up with them

Quality of camera picture are greatly improved

Used to have less than 20 cameras

900 times the area that can be seen

Robert Rene arrives at 5:19

Presentation with views from various cameras on campus

Night vision is phenomenal.

Low light situations cameras perform well.

Ellen Pfahler inquired about whether signs are posted indicating that there is video surveillance. Signs have been posted. There were already signs but more have been added.

Amanda Campbell inquired as whether there is a plan to install more cameras. As of now there is not but there may be a request to install more. As of now they are working within the budgetary constraints that they have.

C. Columbia Survey

4th year of survey so there is data with which to compare the results.

The survey itself contains some of the comparisons.

There are limits to the comparisons based upon the desire not to make the survey materials too voluminous and also because the questions have changed so for new questions there is no data to compare.

Ben presented the student results. Most of the data is similar to what the data showed last year. Things improved or stayed the same. Only 281 responses received, which is less than 10% of the students. There is a need to get more participation from students. But despite this it seems to be an

Dara presented data summary for the parent responders.

Improvement in school climate.

Parents said that Pali is a place where students can succeed

It rose from 77% to 81 %

Amanda presented data summary for the faculty/staff.

Time was provided at a faculty meeting this year and participation only increased by 4 faculty members. There are many

“A” ratings increased and there were the fewest number of C ratings

A very significant increase in staff morale

Increase in satisfaction with staff and faculty relations

Better job at celebrating important individual school wide accomplishments

Increase in satisfaction in way problems are dealt with

There is an improvement in perception of administrator effectiveness.

In the open-ended question with regard to improvement, almost all faculty and staff want to see more opportunity for professional development. Most of those who responded want to see more opportunities to have professional technological development.

There was a request for more professional development for classified employees.

There was also a request for professional development pertaining to the teacher’s subject matter. Amanda Campbell noted this is happening this year.

Emilie Larew presented

Faculty and staff are in agreement that there is more constructive disagreement rather than conflict

That school climate has improved.

Some questions about the evaluation process
Went from 75% to 93% as to the question as to whether
Feeling more positive and supported

71% said that they post on Schoology/Infinite Campus weekly (but the others may have been primarily classified).

Way up on collaboration with other teachers.
Increase in teachers using similar assessments in classes
Felt that there could be improvement in the accessibility of rigorous classes, which is something that PCHS has addressed this year.
Want to see more academic support for low performing students, which is something that has been addressed this year as well.
Rise in the percentage of responders who would recommend PCHS as a high school.
Academics and teachers are the best part of PCHS
Students came in second
Faculty third.
Focus on social justice is appreciated.
The responders believe that there is rigorous instruction.

We do want to increase participation by all stakeholders.
Survey was open for 4 weeks and this was longer than in the past and it was sent out earlier.
The survey is used for Dr. Magee's evaluation and in evaluating the progress toward our school wide goals. So it is very important that we increase participation.
3% of students indicated that they are gender neutral or transgender so the steps we have taken to support these students are very important.

Leslie Wooley believes that likely it is statistically accurate even though we do not have high participation.

Robert Rene commented that the vast majority of the findings indicate continued progress. There are some opportunities that are fairly important. Wondering if we can identify the issues and develop a plan for those areas. It should also be an opportunity to identify areas where there needs to be a continued focus. One particular area is the Math Department, especially with regard to whether the Math teachers care about the students.

D. CAASPP Scores

Monica Iannessa discussed the CAASP scores, also know as the Smarter Balanced Testing. There is a four-point rubric as well as a scaled score. Materials show Achievement levels. The four points are

- Standard not met

- Standard nearly met
- Standard met
- Standard exceeded

Test is computerized and computer scored for multiple-choice questions.

There are graders for the open questions.

Only the 11th grade is tested at the high school level.

Charts were presented with regard to the scores at each level and as compared to Santa Monica High School and El Camino Real. We are pretty much on par with these schools.

We do not get data on any individual student so can't tell whether a particular student is improving.

Yearly comparison chart included in the materials for the State, County, LAUSD, and Pali.

These tests really establish a baseline since this is a new test. Really need a few years of data to see a trend.

Looking at last year's math year block assessment to see where we want to go with instruction this year.

We are still shifting in curriculum to align to the state standards.

Claim Chart addresses specific skills and whether the students are above standard, near standard, or below the standard.

The ELA claims can actually be done across subject areas.

9th graders all taking Environmental Engineering and then all 10th graders would take Biology. For those who take Algebra II in 9th grade, they can take Chemistry in 9th grade and then they would just take AP Biology in 9th grade. (They can still take AP Chemistry but would be encouraged to take AP Biology to get their life science credit in 10th.)

So now Environmental Engineering counts towards a physical science.

Robert Rene brought up that there needs to be a plan to address the math because the scores really correlate with the survey results that the teachers don't care.

Put in activities schedule to make students feel more supported.

That was part of the idea behind the advisory period. But that would affect the bell schedule. But that may be an idea for the future and to build out the bell schedule to incorporate a period to do this.

Susan Ackerman also discussed finding out from students as to what caring about them looks like.

Ellen Pfahler brought up how both positive and negative comments can really affect a child.

Emily Pugatch Hirsch inquired as to whether the teachers have been shown the results of the survey. The administration is starting to share data with the PLC's.

Looking forward to a presentation from the Academic Accountability Committee about the CAASSP Scores.

E. Students Who Fail to Meet the A-G Requirements

Dara Williams brought up the disconnect between the 4 students who took AP Chemistry but did not meet their A-G requirements.

Ben brought up that he had to take it upon himself to take it upon himself to a second year of Spanish.

The 4-year plan is a written document but there is a plan for a digital plan in Infinite Campus. It would also be available to parents once it is in there.

Counselors are being transitioned to a color coded grad progress and A-G digital program in Infinite Campus. Not fully implemented but there is progress. Once the counselors are more familiar with it then the plan is to open it up for students and parents. Have to make sure that parents and students know that it is a plan but not set in stone.

Counselors are well versed in A-G but they are receiving more training to make sure that they are ensuring that students meet the requirements.

F. SMC College and Career Access Pathways (CCAP) Agreement Update

There is both a CCAP Agreement and an MOU, both of which need approval. Agreement allows SMCC to limit enrollment to PCHS students. Under the CCAP agreement this would happen and it would also allow PCHS students priority enrollment in SMCC classes. The MOU was just provided and will be voted on at the October meeting. Difference between Computer Science 3 and AP Computer Science, no prerequisites for the Computer Science 3. The SMCC class is a credit can be taken with you. No AP test to take college credit. Also the Computer Science 3 class is offered during 7th period so it may fit into some students' schedules whereas the AP class may not (or vice versa). The advantage to taking it here is that you also get college credit and high school credit. The Dual Enrollment Agreement is substantially the same as last year. The CCAP Agreement is new.

G. School Safety Report

Come a long way from no cameras and much less security. The Raptor System that was just installed allows school to sort out sex offenders before they are allowed on campus. Other schools are looking at our school as the leader in these areas. Raptor allows us to find sex offender and other

screening. For instance with film crews the names are submitted ahead of time and then they can be vetted before they arrive. New security guards including a retired police officer. New gates installed. Trying to tighten up the front area where there are no gates. Cameras allow security to see where there may be breaches. There is a Safety Committee and there are trainings, including ALICE training. Installed devices to assist getting kids down from the second story if needed. Repaired fences/gates including holes in the fence. Put in new crosswalks. Added stop signs and do not enter signs. Security cameras will allow Operations to see who is violating the rules including traffic rules. The visitor policy is included in the safety plan and the buddy system updated. Everyone at the front is being questioned. Teachers and visitors need badges and students need their I.D.s. Looking out pricing out an ornamental fence to protect more of the school and to direct foot traffic toward the front of the school. Visitors without ID can meet in the Dolphin Tank. Same for sex offenders, if they need to be here then they can meet in the Dolphin Tank.

Ellen Pfahler asked if all teachers are trained in CPR. Not all teachers are but some are. All coaches are certified in CPR. Special Education Aids are trained as well.

Ben asked if there could be a gate on Temescal for the swimmers. There is a work around by going through Mercer but the want to lock that so that people cannot take that shortcut. Students should not be on the service road because there are busses there. So part of the goal is to reduce the foot traffic on that service road. Looking to put an emergency gate on Temescal and that could serve the swimmers (and other pool athletes).

Action Item to Approve School Safety Report
Leslie Wooley made a motion to approve the School Safety Report.
Susan seconded the motion.
Unanimously passed.

H. Fiscal Policies and Procedures

Greg Wood presented on the Fiscal Policies and Procedures. We have numerous fiscal policies and procedures in place. They are provided in the materials. Many of the financial policies are also on the website as well. The procedures concerning the purchasing of goods are included in the materials. Flow charts were provided to show the process in a simplified way. These policies and procedures can be run through the Budget & Finance Committee to see if there needs to be any updates. Always way to update policies and procedures if there is a need to modify them.

We do not allow any personal charges on any of the school credit cards. Greg Wood believes that the Budget & Finance Committee can report back to the Board regularly with regard to the policies and procedures. Robert Rene suggested that there be regular updates with regard to Fiscal Policies and Procedures.

I. Unaudited Actuals

Have to get the unaudited actuals by September 15th. The auditors then look at them and will do the audited actuals. Materials with the specific financials were provided with the Board materials.

Fund balance is over \$9 million. Sign of a healthy organization. Some is tied up in fixed assets.

More revenue – \$612,000. Very positive year and will add to our fund balance. Building up the fund balance is important not just to sustain the organization but also to grow the organization.

The \$612,000 surplus will offset the \$800,000 deficit from the previous year.

We got a three-year agreement with the teachers and a similar proposal for the staff.

Since most of the funding come from the state will are still dependent upon that and if there is a recession then funding can be effected.

In the \$9 million balance, \$5.6 million for retirement health care.

J. Review of Board Retreat

Emilie Larew gave a brief summary of the Board Retreat and the Goals agreed upon at that retreat. The Goals are part of the meeting materials.

Leslie Wooley makes a motion to approve the school wide goals from the Board Retreat. Ellen Pfahler seconds the motion.

Amanda is absent for the vote. The remaining members unanimously approve the School wide Goals.

K. Administration/Management Board Seat Election Results

Rocky Montz is the only person who ran and he won.

He will have to participate in training. He will be required to listen to the audio of the Board Training from this year

Ellen Pfahler makes a motion to certify Rocky Montz for the vacant administration seat. Deanna seconded the motion.

Amanda Campbell is absent. Remaining Board members unanimously approve the motion.

L. PESPU Agreement

Amy Nguyen presented the PESPU Agreement, which provides for a 3-year contract with raises over 3 years. It also updates the evaluation process,

gives cafeteria workers more time to prepare the cafeteria for the school year, and defines a new tech position.
Amanda, Emilie and Susan abstain
All non-interested vote to approve
Motion to continue the meeting for an hour by Ellen Pfahler. Deanna seconds the motion and it passes unanimously.

V. Organizational Reports

A. Executive Director & Principal

Stands as submitted. Encouraged everyone to look at the video of the PBS show that discusses high school and featured PCHS faculty, staff, and students. A new assistant for the EDP has been hired and he is present tonight.

B. Chief Business Officer

Stands as submitted.

C. Director of Operations

Report stands as submitted.

D. Human Resources Director

Report stands as submitted.

E. Development Director

Mike Rawson spoke about the Tech Equity Campaign. We have raised close to \$30,000, which is 10% of our goal. Raising this much at the outset is a positive indicator of raising more. For campaigns that start out strong in the first week or two, there is a 60% chance that the goal will be achieved. Since the numbers were released last Friday, \$10,000 of the dollars contributed were donated.

Letters written in Spanish will be sent to Spanish speaking families.

Next week there will be an email campaign to the alumni, which will be followed up by a social meeting campaign for the millennial alumni.

Applying for a grant to have more points to pay for lunch because of the length of time it takes to get through the line in the cafeteria.

Also applying for a grant to start Digital Reality and Sports Medicine classes.

Also applying for a grant to the LA 2050 program for transportation. This grant is in conjunction with Paul Revere.

Looking at ways to get matching funds.

For the Tech Equity Campaign, the Board members will be provided with materials to forward to request donations.

Some additions to the system were suggested including a donor box.

Effort to reach alumni donors.

Need to spread to the community what we bring to the community.

F. Students

Blood drive. ASB is getting a \$7000 from Red Cross if meet quota
Club day today and tomorrow
Football Fest and Homecoming coming up
Homecoming is at Sky Slide
Student Summit for Student Bill of Rights and Responsibilities so that there
can be a plan to disseminate the Bill of Rights.

G. Parents

Nothing to report

H. Classified

Andy Paris is not present.

I. Faculty

Sandra Martin thinks that too few students of diversity participated.

J. Budget and Finance

Went over the Brown Act to ensure compliance. Minh Ha Ngo is the chair.
Olivia Castro is the vice chair. Looking for more teacher representatives.
ASB and Booster Club gave their reports. Next meeting is Monday September
26, 2016 at 3:30.

K. Audit

Auditors will come back at the end of October. Need to coordinate dates for
Audit Committee to meet with the Auditors. Once we have the audit timeline
we will meet.

L. Post-Retirement Health Care Benefits

September 29th at 4:00 in the conference room in Building A.

M. Academic Accountability

LAUSD discussion of earlier start date.
LAUSD is starting a week later.
So Academic Accountability will be looking at various pros and cons of
changing the start date

N. Election

Addressed with the filling of the vacant seat.

O. Charter

Meeting will be scheduled by Chair Dara Williams

P. Fundraising

Previously covered in the report by Mike Rawson

Q. Survey

Discussed in depth by presenters of survey results.

R. Communications

Meeting to be called but chair Dara Williams is conducting meeting for Post-Retirement Health Care and Charter Meetings first.

VI. Discussion Items

A. Update Board Committee Membership

Lisa Saxon is now on the Academic Accountability

Andy Paris is now on the Election Committee

Andy Paris is now the primary on the Grade Appeal and Rocky Montz is the backup.

There was a discussion as to who is already on the Election Committee

Motion to approve Lisa by Leslie Wooley and seconded by Susan

Ackerman. Motion passed unanimously with Amanda Campbell absent.

B. Review and Update of Governing Policies

Discussion about modifying Robert moved and Leslie seconded approved unanimously with Amanda Campbell absent.

C. Multi-year Budget Plan Development

Discussion that there should be a multi-year plan for financial stability.

Ellen Pfahler makes a motion, Emily Pugatch Hirsch seconds it.

Approved unanimously with Amanda Campbell absent.

D. Educator Effectiveness Grant Budget

Tabled.

E. Board Support with Board on Track

Video presentation by Board on Track.

Emilie Larew discussed how this helps continuity with a system that keeps track of all the documents and all archived materials.

Robert Rene moved to contract with Board on Track for their system.

Susan Ackerman seconded the motion, which passed unanimously with Amanda being absent.

VII. Consent Agenda

Dara Williams moves to pass the consent agenda. Leslie Wooley seconds. It passes unanimously with Amanda Campbell absent.

VIII. New Business Announcements

California Charter Schools Association Conference is March 20th to 23rd in Sacramento.

Robert Rene spoke with Mark Epstein about a Board resolution to have department heads come to report on academic progress, including data. So that we can start a dialogue for improvement.

Particularly difficult for the leadership to be evaluated on a yearly basis.

IX. Closed Session

No closed session items.

X. Adjournment at 9:11 p.m.

EXPLANATION OF THE EXECUTIVE DIRECTOR PRINCIPAL'S ANNUAL EVALUATION PROCESS



PROTOCOL

- civility
- listen to understand
- be respectful
- assume positive intent
- be solutions oriented
- be open to thinking creatively
- monitor your own air time
- commit only to what is possible

Objective of Presentation

Explain the fourteen step evaluation process of the EDP and how extensive stakeholder input is solicited.



EVALUATION PROCESS

GENERAL PRINCIPLES

- Providing feedback to the EDP in a constructive manner
- Identifying strengths and areas for improvement in the EDP
- Fulfilling the Board's fiduciary duty to oversee the EDP
- To identify areas where the EDP needs additional support from the Board or from others
- To determine whether the EDP's contract should be renewed and, if so, whether any terms in that contract should be changed (such as whether the EDP should be given a raise) or whether discipline should be imposed
- Evaluation Tool found in Board Materials dated April 19, 2012

What Evaluation is Not

- to engage in a personal vendetta against the ED & Principal
- to provide public disclosure of private information
- to undermine the ED & Principal's authority
- as a guise for micro-managing the Principal's duties
- to humiliate or denigrate the ED & Principal.

Language in Contract

According to our Charter and Governing Policies, the non-interested Board members evaluate Dr. Magee on an annual basis.

EDP Evaluation Criteria

- Focus and Planning
- Ideals/Beliefs
- Fosters a Culture of Collegiality and Teamwork
- Communication
- Personnel Management
- Monitor
- Resources
- Intellectual Stimulation
- Order
- Curriculum, Instruction, Assessment
- Technology
- Affirms and Inspires Excellence
- Change Agent
- Decision-Making
- Flexibility
- Integrity
- Visibility and Public Relations
- School-wide Diversity

Example of Evaluation Tool

Part A— Performance based on job description

Criteria

1. Focus and Planning

- a. Works with the Board and all PCHS stakeholder groups to establish clear goals and to ensure consistent focus on achieving those goals.
- b. Communicates and implements school mission and vision.
- c. Provides effective, visionary leadership and strategic planning designed to provide excellent education for all students.

Evaluation Process

- Eval Committee must be familiar with the eval tool
- Information must be gathered
- Initial meeting with EDP, at least two additional meetings to follow
- Initial Individual Thoughts, multiple meetings following
- Frank discussions of all aspects of the EDP's performance

Evaluation Process Continued

- The Committee shall discuss each area of the rubric and attempt to arrive at a consensus.
- Final evaluation must be approved by the majority of the Evaluation Committee.
- The Evaluation shall be treated by every member of the committee as strictly confidential.
- Board members shall not keep copies of the evaluation after the meeting.

Principal/Executive Director Evaluation 2016

This evaluation is conducted pursuant to the Board's Governance Policy B-EDL # 5 and the Executive Director and Principal's ("ED") employment contract. Pursuant to the ED's employment contract, upon receipt of a satisfactory evaluation from the Board, the ED shall receive a 5% salary increase and the Board may extend for an additional year the term of the ED's contract. This instrument will be used in a process described in detail in the "Process for Evaluation" attached hereto as an Appendix. In conformity with the ED's contract, this instrument requires evaluation of the ED's performance of her contractual duties (Part A) and realization of the school's annual goals (Part B). The purpose of the evaluation process is to provide candid feedback to the ED to facilitate her professional development. To that end, ratings are most productive when accompanied by specific supporting examples and evidence, which should be provided in the narratives.

Part A— Performance based on job description

Criteria	Not Enough Rater Information	Outstanding	Proficient	Needs Improvement
1. Focus and Planning				
a. Works with the Board and all PCHS stakeholder groups to establish clear goals and to ensure consistent focus on achieving those goals.				
b. Communicates and implements school mission and vision.				
c. Provides effective, visionary leadership and strategic planning designed to provide excellent education for all students.				
2. Ideals/Beliefs				
a. Is a strong student advocate.				

Criteria	Not Enough Rater Information	Outstanding	Proficient	Needs Improvement
b. Communicates and operates from strong ideals and beliefs about schooling and what is best for students.				
3. Fosters a Culture of Collegiality and Teamwork				
a. Strives to promote cohesiveness and a positive spirit among all stakeholders.				
b. Fosters shared values and a sense of community, team-building, and cooperation.				
c. Promotes cooperation among administrators, staff, and faculty.				
d. Develops shared understanding of purpose and core organizational values.				
4. Communication				
a. Establishes strong lines of communication with students, teachers, staff, parents, Board, community, and media.				
b. Communicates openly, systematically, and timely with the Board, PCHS personnel, and the community, including promptly informing the Board of significant matters.				
5. Personnel Management				
a. Develop an evaluation system for the administrators and staff and management to ensure educational excellence.				
b. Evaluate the administrators and staff and management to ensure educational excellence.				
c. Makes personnel decisions and recommendations based on sound personnel practices.				

Criteria	Not Enough Rater Information	Outstanding	Proficient	Needs Improvement
6. Monitor				
a. Evaluates effectiveness of school practices and their impact on student learning.				
b. Is current with research to meet changing needs of students.				
7. Resources				
a. Endeavors to provide teachers with materials and professional development necessary for the successful execution of their jobs.				
b. Develops and oversees a budget that is transparent and accountable and directs financial resources to fulfill the PCHS mission utilizing appropriate controls to ensure effective and efficient use of school resources.				
c. Oversees fundraising and other institutional development activities creatively and effectively.				
8. Collective Bargaining/LAUSD				
a. Is effective as the primary liaison with LAUSD, LACOE, and CDE.				
b. Advises the Board on collective bargaining issues.				
c. Promotes positive labor relations.				
9. Intellectual Stimulation				

Criteria	Not Enough Rater Information	Outstanding	Proficient	Needs Improvement
a. Continuously involves all employees and staff in reading articles and books about effective educational practices and current theories, and encourages follow-up discussions and potential implementation.				
b. Keeps informed of charter school legislation.				
c. Promotes a culture of intellectual curiosity and excellence.				
10. Order				
a. Establishes and maintains standard operating structures, procedures, and routines that employees understand and follow.				
b. Ensures compliance with applicable legislation and reporting requirements.				
c. Oversees facilities and operations to ensure a safe and clean campus.				
11. Curriculum, Instruction, Assessment				
a. Is knowledgeable about and directly involved in the design and implementation of curriculum, instruction, and assessment practices.				
b. Leads professional development for the school community.				
12. Technology				
a. Directs technology program to enhance the tracking of student information.				
b. Actively engages in identifying new technology relevant to PCHS.				
c. Identifies funding sources to support technology.				
13. Affirms and Inspires Excellence				

Criteria	Not Enough Rater Information	Outstanding	Proficient	Needs Improvement
a. Recognizes, rewards, and celebrates individual and school-wide accomplishments, hard work, and results.				
14. Change Agent				
a. Is able to solve problems creatively.				
b. Is willing and able to challenge the status quo.				
c. Inspires and leads new and challenging innovations, even when outcomes are uncertain.				
d. Has a positive attitude and is a driving force behind major school initiatives.				
15. Decision-making				
a. Illustrates good judgment, deep reflection, and incorporation of the appropriate level of input from others in the decision-making process.				
16. Flexibility				
a. Is able to adapt to changing environments.				
b. Is comfortable with dissent and able to respond without defensiveness.				
c. Encourages contrary opinions and constructive criticism.				
d. Can be directive or non-directive as the situation warrants.				
e. Tolerant of ambiguity but strives toward clarity with patience.				
17. Integrity				
a. Maintains high standards of personal and institutional integrity in the determination and implementation of policies, procedures, and problem resolution				

Criteria	Not Enough Rater Information	Outstanding	Proficient	Needs Improvement
18. Insulation				
a. Effectively buffers teachers from issues and influences that would detract from their teaching time or focus.				
b. Effectively supports colleagues so as to encourage responsible decisions and actions, even when they are likely to invite criticism.				
19. Visibility and Public Relations				
a. Makes systematic and frequent visits to classrooms.				
b. Regularly attends student activities and events.				
c. Has consistent and quality contact and interactions with teachers, students, and parents.				
d. Builds relationships with community and industry partners.				
e. Represents the school admirably in day-to-day contact with parents, other citizens, community entities, and governmental agencies.				
20. School-wide Diversity				
a. Encourages and develops cultural sensitivity among all students and other stakeholders.				
b. Promotes tolerance, acceptance, and full integration of the school's diverse population.				
c. Evidences commitment to the core role of diversity in the school's mission.				

6. 1. **Not Enough Rater Information** - There is not enough data for an evaluator to make an educated opinion regarding this particular area.
2. **Outstanding** - Consistently exceeds expectations.
3. **Proficient** - Consistently good and sometimes exceeds expectations.
4. **Needs Improvement** - Does not consistently meet expectations.

Part B—Performance Based on PCHS School-wide Goals 2015/2016

The PCHS school-wide goals are developed annually with the PCHS Board of Trustees. The goals incorporate stakeholder input and are based on the PCHS Long Term Strategic Plan (LTSP) and WASC Action Plan. The goals are revisited monthly in board and LTSP meetings throughout the school year to ensure that the school is progressing. LTSP stakeholder teams meet monthly to prioritize goals, review progress, make recommendations, and develop budget proposals for the coming school year.

Goal Area	Not Enough Rater Information	Outstanding	Proficient	Needs Improvement
<p><i>Goal 1:</i> PCHS will establish appropriate types of communication for all stakeholders in order to ensure a respectful well-informed community, sincere acknowledgement of communication, and an understanding of the proper avenues of communications.</p>				
<p><i>Goal 2:</i> PCHS will ensure that curriculum will be aligned vertically and horizontally to enhance student success in all subjects.</p>				
<p><i>Goal 3:</i> PCHS will increase student success through positive classroom climate and increasing student pass rates.</p>				
<p><i>Goal 4:</i> PCHS will establish procedures/norms to foster a positive school climate and to build trust among Board members, administrators, faculty and staff, students and parents.</p>				
<p><i>Goal 5:</i> PCHS will identify all current funding sources in an effort to expand support for Palisades Charter High School.</p>				

PART C. OVERALL GLOBAL EVALUATION – TRIGGER LANGUAGE - OUTSTANDING,
SATISFACTORY AND UNSATISFACTORY

EVALUATION PROCESS

The Evaluation Tool shall not be construed as a limit of any kind on the Board of Trustees' powers under the contract and applicable law. Thus, by way of example only, to the extent that the contract between PCHS and the ED & Principal allows the Board of Trustees to terminate the ED & Principal's employment without cause or notice, nothing herein is meant to, or shall, limit that power in any way.

Specific Process.

1. Familiarization with the Evaluation Tool. Each member of the Evaluation Committee should review carefully the Evaluation Tool to determine the areas in which the ED & Principal is to be evaluated. Committee members should recognize that new areas, while important to them individually, should not form the basis of the evaluation generally, as the ED & Principal likely did not have adequate notice that those areas would be areas on which he or she would be evaluated. Each Committee member should determine, as to each category to be evaluated, whether that member has enough familiarity to provide an informed evaluation. If not, then the member should determine whether it is appropriate for the member to respond "Not Sufficient Information" for that category, or whether additional investigation is required so as to allow a substantive response.

2. Gathering Additional Information. Additional information can be gathered in one of two ways. To the extent that the Committee believes that systemic additional information should be gathered, such as by a general inquiry to the stakeholders or to any particular stakeholder group (such as the faculty), then the Committee shall authorize and approve an appropriate methodology for gathering that information. To the extent that the information is more individualized -- such as where a Committee member believes that

he or she needs additional information even though the Committee does not -- then that member should obtain the necessary information. In doing so, however, no member should engage in any conduct that is disruptive, overly time-consuming, or suggestive of any particular result or outcome. Appropriate ways of getting additional information could include, by way of example, class room visits with appropriate authorization, conversations with stakeholders who express a concern, or a review of the PCHS books and records (but not in a disruptive manner).

3. Initial Meeting with the ED & Principal. The Evaluation Committee shall hold an initial meeting with the ED & Principal. The purpose of this initial meeting is to hear from the Principal; it is not to provide feedback to the ED & Principal. This is an opportunity for the Ed & Principal to provide information to the members of the Evaluation Committee before any member has filled out even an initial draft of the Evaluation Tool. Generally speaking, Committee members ought not to provide feedback to the Ed & Principal at this time. Note: the Evaluation Committee may decide that it is more efficient or effective to hold this initial meeting before step 2 above. The Evaluation Committee may, in its discretion, invite legal counsel to attend this, or any other Evaluation Committee meeting.

4. Initial Individual Thoughts. Each Committee member should, thereafter, fill out a draft version of the Evaluation Tool. This draft version is for personal use only, and shall not become a record of the Evaluation Committee. Generally, because this initial draft is just that -- an initial draft -- it is unlikely that the draft will be maintained. Rather, the draft may be destroyed as the process goes forward.

5. Closed Session Meeting of the Evaluation Committee. The Evaluation Committee should meet to discuss each individual

member's thoughts on the various evaluation areas, as well as overall thoughts and concerns. The ED & Principal ought not attend this meeting. The discussion should be frank, including all aspects of the Ed & Principal's performance. Committee members should come to the meeting open-minded and with the view that they are open to persuasion, and each individual's tentative, draft Evaluation will likely change during the course of the meeting. The Committee is not expected to come to any firm determinations at this meeting.

6. Discussion with the ED & Principal. Following the meeting, the Evaluation Committee should meet with the ED & Principal. The purpose of this meeting is to discuss any areas of concern that the Committee has identified with the Principal, as well as to discuss any other topics the Committee believes are important to its Evaluation (including areas of particular strength, for example). Unless the Committee determines otherwise, this meeting should be attended only by the Committee and the ED & Principal and (to the extent requested by the Committee or the Ed & Principal) PCHS legal counsel. Both the Committee and the ED & Principal should endeavor to be frank in this discussion.

7. Closed Session Meeting of the Evaluation Committee. After the meeting with the ED & Principal, the Evaluation Committee may, if it deems it appropriate, meet again in closed session to discuss issues raised by or with the ED & Principal.

8. Gathering Additional Information. If, after the meetings described above, the Committee or any member thereof believes it necessary or appropriate to gather additional information, then the Committee or the member may do so, consistent with the limits described above.

9. Additional Closed Session Meeting, Revisions to Individual Evaluation Forms, and Committee Evaluation. After all pertinent

information has been gathered, the Evaluation Committee shall meet to discuss the Evaluation Tool. The Committee shall discuss each area of evaluation and attempt to arrive at a consensus view as to an appropriate numeric and narrative evaluation. However, each individual member shall have the right to dissent or abstain from any particular Committee evaluation, and shall have the right to provide an individual evaluation reflecting that member's individual viewpoint. A member may provide this individual evaluation even if that member concurs in the Committee's Evaluation. The Committee's consensus Evaluation shall not be a mere averaging of scores. Rather, it should reflect the Committee's collective view of the ED & Principal's efforts in each area to be evaluated. While the Committee should strive to reach consensus, its Evaluation shall be determined by a majority vote of its members for each area to be evaluated and for each narrative.

10. Additional Meeting with the ED & Principal. If the Committee believes it appropriate, it shall have an additional meeting with the Principal, consistent with the structure set forth above. Generally, such a meeting is appropriate if the Principal is going to be ranked "Unsatisfactory" in any area. However, if the Committee believes that no purpose would be served by an additional meeting, then it need not hold such a meeting.

11. Final Evaluation. Following any additional meeting with the ED & Principal, the Committee shall meet to determine whether any changes to the evaluation are required. The final Evaluation must be approved by a majority of the Evaluation Committee, and the vote shall be recorded. If any individual member wishes to file an individual Evaluation, he or she may do so in his or her sole and absolute discretion. However, any such individual Evaluation shall be signed.

12. Delivering the Evaluation to the ED & Principal. When the Evaluation has been finalized, the Committee shall meet with the

ED & Principal and deliver the Evaluation. The Committee shall provide the ED & Principal with a copy of the Evaluation, as well as a copy of any individual evaluations that any Committee member has completed and signed. The Committee chair shall explain the Evaluation and shall answer any questions asked by the ED & Principal that the Committee believes are appropriate to answer. Each individual Committee member may also explain his or her view of the Evaluation both by category and overall. The ED & Principal shall sign the Evaluation. The ED & Principal's signature shall reflect only the fact that the Evaluation was provided to him or her, and shall not be construed as agreement with the Evaluation. If the Committee's Evaluation includes any form of discipline or recommended discipline, then legal counsel shall be present at this meeting and, if in the Committee's opinion it would be helpful and appropriate, the Director of Human Resources shall also be present. The ED & Principal has the right, but not the obligation, to provide a written response to his or her Evaluation, which response shall be maintained in the ED & Principal's personnel file along with the Evaluations. 1

13. Reporting Out the Evaluation. This Evaluation shall be treated by every Board member on the Evaluation Committee as strictly confidential, and the unauthorized dissemination of any such information shall give rise to a presumption that the disseminating Board member be removed as a Trustee (provided, however, that any actual removal or other sanction shall take place only as allowed by the PCHS Charter and Bylaws). While the written Evaluation shall be made available to the Evaluation Committee (the non-interested members of the Board) in closed session, Board members shall not keep copies of the Evaluation after the meeting concludes, nor shall they make notes of the Evaluation.

14. Document Retention. Generally, unless otherwise advised by legal counsel, only the final written Evaluations shall be maintained, including the Committee Evaluation and any

individual Evaluations submitted by Committee members. Draft Evaluations shall not be maintained or kept, but rather should be destroyed. The Evaluation Committee may, but need not, keep minutes of its meetings, or may keep minutes of some, but not all, of its meetings, unless otherwise required by law. Unless otherwise required by law, minutes of Evaluation Committee meetings should be presumptively destroyed at the conclusion of the Evaluation Process. However, and notwithstanding the foregoing, if the Committee believes that maintaining such minutes is appropriate, then, with the advice of legal counsel, the minutes may be maintained as an official record of PCHS. Individual Committee members should not keep or maintain personal notes after the conclusion of the Evaluation Process.



PALISADES CHARTER HIGH SCHOOL

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ACADEMIC ACCOUNTABILITY COMMITTEE MEETING MINUTES

OCTOBER 27, 2016

3:30pm

PCHS – Academic Achievement Room

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

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

ALL TIMES ARE APPROXIMATE AND ARE PROVIDED FOR CONVENIENCE ONLY

Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice. All items may be heard in a different order than listed on the agenda.

I. PRELIMINARY:

A. CALL TO ORDER at 3:35pm

B. ROLL CALL:

Susan Ackerman, Steve Klima, Michael Friedman, Monica Iannessa, and Robert Rene*

*(calling from 26527 Agoura Rd, Calabasas, CA 91302); Emilie Larew

Student Liaisons: Taylor Torgerson, Amir Ebtihadj and Eiman Abdoalsadig

II. APPROVAL OF THE MINUTES:

A. May 12, 2016 Regular Meeting – Motion to approve as written – Susan Ackerman, Seconded by Steve Klima; Passed unanimously. Robert Rene was absent for the vote.

B. September 16, 2016 Regular Meeting – Motion to approve as written- Susan Ackerman, Seconded by Monica Iannessa; Passed unanimously. Robert Rene was absent for the vote.

III. PUBLIC COMMENT: NONE

Non-agenda items: No individual presentation shall be for more than two (2) minutes and the total time for this purpose shall not exceed sixteen (16) minutes. The Committee will not respond to presentations and no action can be taken. However, the Committee may give direction to staff following a presentation. Speakers may choose to speak during the public comment segment and/or at the time an agenda item is presented.

IV. DISCUSSION AND ACTION ITEMS:

A. Election of New Committee Officers Due to Resignations:

Steve Klima made a motion for Michael Friedman to be the Interim Committee Chair until a permanent Chair is found. Second by Susan Ackerman. Committee voted to unanimously to approve the motion.

B. Open Positions on Committee to Be Filled - Update Committee Membership:

Discussed how new members could be encouraged to join to better represent Pali to increase participation. Members agreed to talk to specific groups in the following weeks to increase awareness of what the AA committee is about – including faculty and classified staff members.

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C. 2017-18 School Calendar Possibilities - Potential Start Dates, Length of Winter and Spring Break, & Possible Impacts on Student Achievement

There was much discussion among all committee members about the pros and cons of various start dates both aligned and not aligned with LAUSD.

- College Center's data showed earlier start date (mid-August) more beneficial for students when it comes to filling out college apps and other college responsibilities.
- Discussed semester courses could be effected greatly with the later start date by LAUSD if semester ends before Christmas break.
- There was consensus that the semester needs to end prior to Winter Break to best support student success with college applications, AP testing, not having finals after returning from a long school break, and also having a true break between semesters.
- To even the instructional days out by semester, the first semester would need to be lengthened by either starting earlier in August, going later in December, and/or shortening Thanksgiving Break
- Trying to balance out the 2 semesters with at least 84 instructional days for first semester and increase from 79 days this year.
- Various Holidays need to be taken into consideration – particularly whether they fall on school days during the Fall semester to see if some days could be added back to aid the potential shorter first semester
- Thanksgiving Break – Members wondered: if shortened would too many students leave for break early and what would be the impacts of reduced ADA and low class attendance on academic program?
- Length of finals: Final exam days could potential be changed from 3 days to 2 days, but there was overwhelming support for 3 days from past survey. Discussion indicated a general lack of support for this possibility due to negative impact on students of 3 final exams in one day and previous experience last year with a condensed final exam schedule (due to school closure related to terrorist threat).
- Winter Break Possibilities:
 - Approximately 30% of students on Free and Reduced lunch could be effected by the 3 week Christmas break. Would that be a challenge for those students or would it be better for them to have a shorter break?
 - LAUSD will have 2 week break
 - Discussed potential of 3 weeks at Winter & 1 at Spring (same as now) OR 2 weeks at Winter and 2 weeks at Spring, OR that anything in between could be considered as well.
 - December 22 end date – Could cause increased challenges/stress for Christmas vacation. This is LAUSD's anticipated end date.
 - Maybe consider interim sessions during Christmas to aid certain sections of student. Best choice academically could be 2 weeks winter break.
- Spring Break Possibilities:
 - 2 weeks spring break -Could effect AP exams. Students could be studying, but on the other hand students might not use the time wisely and one week could cause better performance.
 - 1 week – May not be long enough given longer length of spring semester – could add 1 or 2 additional school days (perhaps a Friday and Monday)
 - Does Spring break have to be around Easter? (traditionally has been over Easter Sunday)
Possible survey question - Ask about Jewish holidays / Easter and do we want alignment or have

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Spring Break in the middle of March (middle of semester)? Maybe look at Persian observances too.

- Steve Klima worked on some options for 2017-18 School Year Proposed Start Dates/End Dates. This included a potential start date of 8/8 or 8/15 for students with a potential end date of 5/31 or 6/7. Additional research will be completed and brought back to the next meeting.
- May also consider increasing summer programs for math, so easier to transition in Fall (shorter break from academics)
- Attempt to have all surveys aligned (same information, same questions for all stakeholders) to be presented to the Board in December about recommendations on the school calendar. Also attempt to provide a 2-3 year plan to add consistency and convenience for families future planning.
- Basic information will be presented to Board at the November 15 Board meeting

D. Planning for Board Presentation Regarding 2017-18 School Calendar Recommendations to Support Student Achievement (Presentation on 11/15/16)

Discussed briefly – special meeting scheduled for 11/3/16 to address this topic

E. Planning for Board Presentation Regarding CAASPP Results & Comparison to Similar Schools/Districts (Presentation Date To Be Determined)

TABLED

F. Review of 2016-17 School wide Goals Measurements/Metrics

TABLED

V. NEW BUSINESS

A. Special Meeting on Nov.3, 2016 at 3:30pm in the AA Room to further address the school calendar.

B. November Regular meeting will be on 11/17/16 in AA Room.

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ACADEMIC ACCOUNTABILITY COMMITTEE - SPECIAL MEETING AGENDA

NOVEMBER 3, 2016

3:30pm

PCHS – Academic Achievement Room

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY

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

ALL TIMES ARE APPROXIMATE AND ARE PROVIDED FOR CONVENIENCE ONLY

Notice is hereby given that the order of consideration of matters on this agenda may be changed without prior notice. All items may be heard in a different order than listed on the agenda.

I. PRELIMINARY:

A. CALL TO ORDER 3:34pm

B. ROLL CALL

Susan Ackerman, Steve Klima, Michael Friedman, Monica Iannessa (Monica left at 3:35), Chris Lee, Robert Rene - absent

*(calling from 26527 Agoura Rd, Calabasas, CA 91302)

Student Liaisons: Taylor Torgerson, Amir Ebtihadj, Yasmine Iddrissu

Interested in becoming a member: Paul Mittelbach

Board Chair: Emilie Larew

II. APPROVAL OF THE MINUTES:

A. October 27, 2016 Regular Meeting

Steve Klima Motioned, Taylor Torgerson (2nd)

Official Vote: Susan, Steve, Michael Approved

Chris Abstained

Advisory Vote: Taylor, Yasmine, Amir

Minutes Approved 3-0-1

III. PUBLIC COMMENT:

Non-agenda items: No individual presentation shall be for more than two (2) minutes and the total time for this purpose shall not exceed sixteen (16) minutes. The Committee will not respond to presentations and no action can be taken. However, the Committee may give direction to staff following a presentation. Speakers may choose to speak during the public comment segment and/or at the time an agenda item is presented.

IV. DISCUSSION AND ACTION ITEMS:

A. Election of New Committee Officers (Secretary, Vice Chair)

- Motion to approve Susan Ackerman as Secretary (Chris motioned, Steve, 2nd)

Approved Unanimously

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1. Vice Chair seat will remain open and should be agendized for the next meeting
- B. Open Positions on Committee to Be Filled - Update Committee Membership**
- Motion to approve Paul Mittlebach be approved to fill an open teacher seat on the Academic Accountability Committee (Susan) 2nd by Chris
 - i. Approved Unanimously
 - ii. Discussion occurred regarding agendizing extending teacher seats to staff members or to change membership composition
 - iii. Michael will make an announcement at the next Faculty meeting, will contact Pam Magee to make sure that this can happen.
- C. 2017-18 School Calendar Possibilities - Potential Start Dates, Length of Winter and Spring Break, & Possible Impacts on Student Achievement**
- Steve worked to create two proposals for two August start dates. Discussed with Monica Iannessa having 2 PD days beforehand for teachers. Mentions the importance of student input.
 - Emilie Larew mentions the importance of a survey and preparing the right questions.
 - Steve mentions the difference in calendars regarding LAUSD start dates. Paul mentions the eventual difference between LAUSD and Pali. Steve mentions that many students choose to come to Pali as a charter school. Chris stated schools like Granada require 9th graders to come early. Athletes will be here anyway, as CIF operates differently.
 - Amir talks about the benefits of ending in May
 - Discussion occurred regarding notifying parents as soon as possible. Stressing the academic rationale. Taylor mentioned that people will adjust fairly quickly.
 - College center has data showing the benefits of starting school early- for AP classes (1/3 of our students, for college applications).
 - Susan and Amir mentions the emotional benefits of 3 week. Finals are stressful.
 - Steve mentions the benefits of having the first two days of the semesters be PD especially for teachers to prepare.
 - Chris asks Emilie what the Board wants. Emilie wants academic pros/cons of each, as well as survey questions. Survey stakeholders- give the same one to all stakeholders. Put together the pros and cons first to hand out to stakeholders before creating and carrying out the survey. Must focus on the academic benefits.
 - Mention flexibility of calendar start dates if the early August start date requires an early date.
 - Committee Discussed Pros/Cons

Pros	Cons
<ul style="list-style-type: none"> • Earlier Summer 2018- students end school in May • More instructional days for AP Testing • Balanced semesters- very important for semester classes and AP classes 	<ul style="list-style-type: none"> • Shorter summer 2017 • Earlier school-wide registration and 9th grade orientation • Counselors will have to come back in last week of July

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- | | |
|--|--|
| <ul style="list-style-type: none">• Fall Semester ends at Winter Break• Beneficial for college applications, senior grades sent early, more time for college applications• FAFSA form is required earlier for colleges• Closer alignment to CIF• Allows students to take Community College classes for summer session• Longer break before college orientation starts• Pali is a choice school for most and students WANT to be here• Beneficial for students socio-emotionally- they get time to decompress between semesters• Unlike LAUSD, keeping the earlier start date is based on ACADEMIC data | <ul style="list-style-type: none">• Summer camp availability on PCHS campus could diminish money coming to PCHS• Families may have already made vacation plans• Some families may have child care issues• Won't align with LAUSD/feeder schools |
|--|--|

- Create an ad-hoc committee to compile data pros and cons to present to the Board, on Wednesday, November 9, 2016 @ 2:10
 - i. Taylor, Yasmine, Amir, Susan, Steve- Make sure to talk to College Center (Steve), Coaches/Jon Achen regarding CIF (Steve) and Attendance Office (Susan) beforehand.
 - ii. All members can email proposed survey questions to Susan to present to the Board.
- D. Planning for Board Presentation Regarding 2017-18 School Calendar Recommendations to Support Student Achievement (Presentation on 11/15/16)
 - Susan will present pros/cons to the Board as well as a draft survey.

V. NEW BUSINESS

- A. Date of next meeting is 11/17/16 at 3:30pm in the AA Room
- B. Agendize Composition Discussion

Meeting ends at 5:32

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Academic Accountability: Pros and Cons for School Calendar Alignment

Mid-August Start Date(Aug. 15, 2017) or Earlier August Start Date(Aug. 7th, 2017)

Pros for Either Early August or Mid-August Start Date:

- Fall Semester Ends at Winter Break
- Beneficial for college applications, senior grades completed and sent early, more time for college applications.
- College Center believes the earlier start the better for seniors and colleges are beginning rolling admissions earlier and earlier in the year.
- FAFSA form is required for colleges and is now open starting October 1st – with earlier availability, some schools are requiring earlier completion
- Possible closer alignment with CIF (Note: CIF doesn't care when schools start since schedules are not based on start dates, but CIF is thinking of moving up Fall sports to begin in mid-August. They are also thinking of having earlier starts for Winter and Spring sports. Overall, CIF is trying to align with more schools, since more schools are starting earlier in Summer.)
- Allow students to take Community College classes for summer sessions.
- Allow students to be more competitive when seeking summer jobs.
- Longer break before college orientation.

Early August Start Date: August 7, 2017

Specific Pros:

1. Balanced semesters: Very important for semester classes and AP classes. (First Semester = 83 instructional days/second semester = 92 instructional days; Whereas an Aug. 15th start date first semester = 78 instr. Days/second semester = 97 instr. Days. So an Aug. 7th date would give semester courses an academic advantage than any later start date.)
2. There are approximately 14 different semester courses, so about 15% of the courses could benefit from an earlier start date in terms of similar length semesters.
3. Earlier Summer 2018 – students end in late May.
4. More instructional days prior to AP testing – approximately 1/3 of students taking at least one AP class
5. Increase chance for summer job applicants.
6. Week longer summer for college bound students.

Specific Cons:

1. Shorter summer in 2107 first year only.
2. Earlier school wide registration and 9th grade orientation
3. Counselors will have to come back in last week of July
4. Summer Camp availability on PCHS campus could diminish money coming to PCHS.
5. Families might have made vacation plans already
6. It is hotter in Aug. than June (1 more week of heat)
7. PALI-Teacher/Parents only: 3 weeks to figure out child care between beginning of school year/winter breaks/end of semester.

LAUSD Start Date (Aug. 22, 2017) (LAUSD decision based on non-academic factors)

Pros:

1. Align vacation times for families.
2. Parents do not have to worry about childcare issues.
3. Summer of 2017 would be increased one week for one year.
4. One less week of heat in summer vs. later end date in June
5. Less stressful for some parents for students to return to school after a 2 week winter break.

Cons:

1. Truncated first Semester course!!!! (Possible 5 week difference with late start)
2. Shorter Thanks Giving/Winter break
3. ADA impact
4. Late Winter break release can impact holiday plans.
5. Parents would have 2 weeks difference at the beginning of summer, then winter break and at the end of the semester with PCHS(Public and private feeder schools need to adapt anyway.)

School Holidays:

Winter break: Maintaining 3 Weeks of Break?

Pros:

- Social-Emotional break - authentic time to decompress between semesters
- Time to work on college applications

Cons:

- Not aligned with feeder schools
- Difficulties with child care for some families
- Lack of access to school meals (particularly for students on free and reduced lunch program)
- Vacation conflicts

Thanksgiving: Maintain current status (5 days off)?

Pros:

- Absenteeism often occurs from traveling over long weekends (<http://ehlt.flinders.edu>)-
 - All families want what is best for their children, but some might not realize how absences can add up to academic problems. Sometimes parents allow their children to miss school when it is not absolutely necessary. This often happens before or after the winter holiday, as families try to squeeze a few more days out of the vacation season(attendanceworks.org)
- Airplane prices are higher to travel the Wed. BEFORE Thanksgiving. People may take the Monday and Tuesday off anyway (cheapaire.com)
- Unicom et. Al(1992) discovered that teachers are more likely to be absent during the month of Nov., Jan. and April. This usually resides around holidays or in times of long periods between holidays.

Cons:

- Not aligned with feeder schools (LAUSD has school Monday & Tuesday)
- Access to childcare for some families
- Vacation conflicts
- Fewer available school days in first semester



Board of Education Report

File #: Res-011-16/17, **Version:** 1

Dr. Vladovic, Mr. Schmerelson, Dr. McKenna- Family Readiness Instructional Calendar (Res-011-16/17) (For Action September 20, 2016)

Whereas, There has been consistent feedback from the constituency of the Board Offices in support of a return to the traditional start calendar;

Whereas, The stated goals of the "early start" calendar are to finish the instructional calendar before winter break, giving families and students a longer winter break, and to improve test scores by way of fewer interruptions in the calendar year;

Whereas, The surveys of preferred start dates conducted by staff have not achieved sufficient outreach and consideration of public opinion;

Whereas, Board Offices have continued to hear concerns about keeping students indoors and not conducting much needed physical activity during the hot August weather;

Whereas, Maintenance on AC units is an ongoing and increasingly costly issue, including rising electrical costs; additionally, some activities must be conducted in rooms or facilities built without climate control; and

Whereas, Board Offices have heard concerns from families being unable to travel due to affordability and time-off periods running concurrent with the August start period, or parents opting to travel when they can afford and/or have leave time from work, thus causing their children to miss critical start-of-year classroom time; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby directs the Superintendent to begin every instructional year on a unspecified date after Labor Day, and that the Superintendent direct staff to facilitate this order beginning with the 2017-2018 school year.

PROPOSED SURVEY QUESTIONS – ACADEMIC ACCOUNTABILITY COMMITTEE

SCHOOL CALENDAR SURVEY

1. When creating any school calendar, the most important consideration should be:
 - a. Academic Benefits
 - b. Financial Benefits
 - c. Family/Personal Benefits
 - d. Other _____

2. When PCHS creates its school calendar, the most important consideration should be:
 - a. Academic Benefits
 - b. Financial Benefits
 - c. Family/Personal Benefits
 - d. Other _____

3. To what degree of importance are the following concerns when PCHS is considering its school calendar?

	A Lot	Some	A Little	None
FINISH FIRST FEMESTER BEFORE WINTER BREAK				
1 WEEK THANKSGIVING BREAK				
3 WEEK WINTER BREAK				
2 WEEK WINTER BREAK				
ALIGN PCHS WITH LAUSD SCHOOLS				
MORE TIME TO DEVOTE TO THE COLLEGE APPLICATION PROCESS				
MORE TIME TO PREPARE FOR AP EXAMS				
OPPORTUNITY TO ENROLL IN COMMUNITY COLLEGE CLASSES SPRING SEMESTER				
1 WEEK SPRING BREAK				
2 WEEK SPRING BREAK				
BALANCED SEMESTERS				
VACATION OPPORTUNITIES				
ALIGNMENT WITH SIMILAR NEIGHBORING NON-LAUDS HIGH SCHOOLS				
AIR CONDITIONING COSTS				
LATE MAY/EARLY JUNE END DATE				
START SCHOOL AFTER LABOR DAY				
RESEARCH REGARDING THE ADVANTAGES/DISADVANTAGES OF SCHOOL CALENDARS				

PROPOSED SURVEY QUESTIONS – ACADEMIC ACCOUNTABILITY COMMITTEE

4. **With which of the following options do you most agree?**
- a. I would want fall and spring semesters as evenly balanced in the amount of days. School would begin in the first or second week of August. School would end in late May/Early April.
 - b. I am okay with spring semester, being 2-3 weeks longer. School would begin around the third week of August School would end in the first or second week of June.
 - c. I want school to start after Labor Day. The first semester would end after Winter Break in late January/early February. School would end at the end of June.
5. PCHS currently has a week off for Thanksgiving Break. **Should PCHS change its calendar to only have the Wednesday, Thursday, and Friday off the week of Thanksgiving, how likely would it be that you/your child(ren) would miss school the Monday and/or Tuesday of the same week, as well?**
- a. Very Likely
 - b. Somewhat Likely
 - c. Not Very Likely
 - d. Not at All Likely

DRAFT

GAFE USAGE - 90 DAY SNAPSHOT

Metric of community's increasing tech skill and fluency

Drawings: 53% increase

Forms: 65% increase

Slides: 65% increase

Sheets: 48% increase

Docs: 65% increase

Uploads: 52% increase

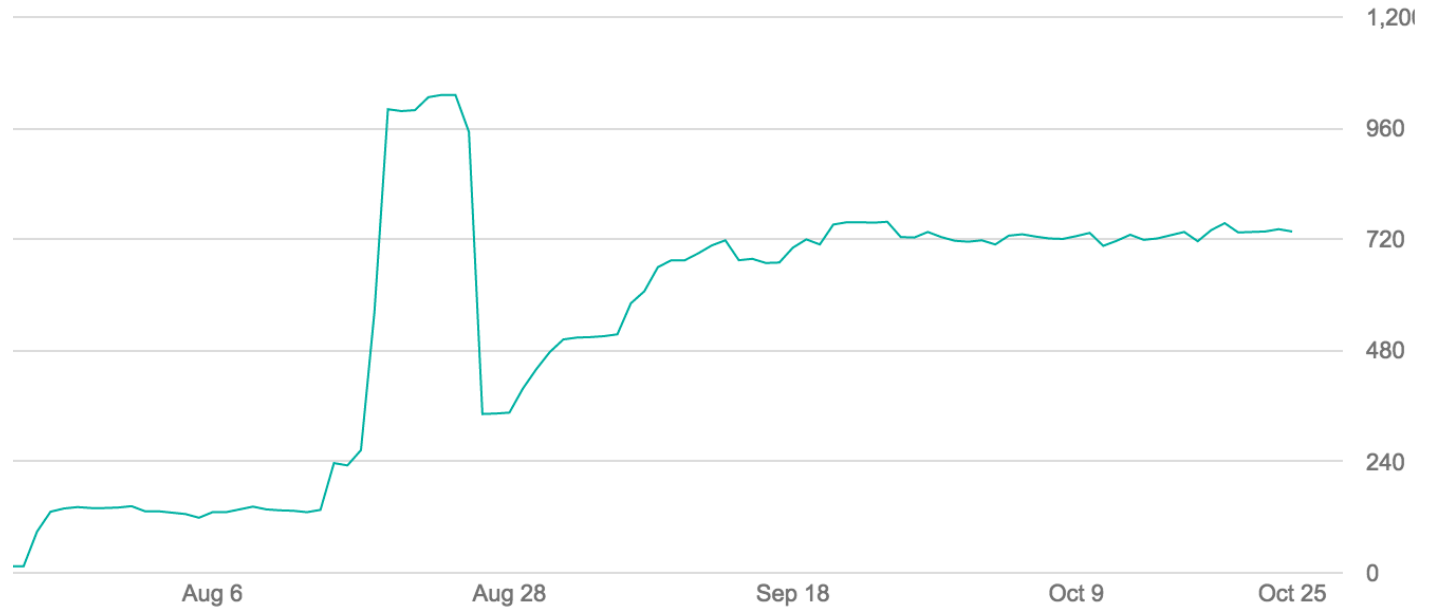
Aug 1, 2016

- Google Drawings: **78**
- Google Forms: **178**
- Google Slides: **2,894**
- Google Sheets: **2,089**
- Google Docs: **35,392**
- File Uploads: **76,860**

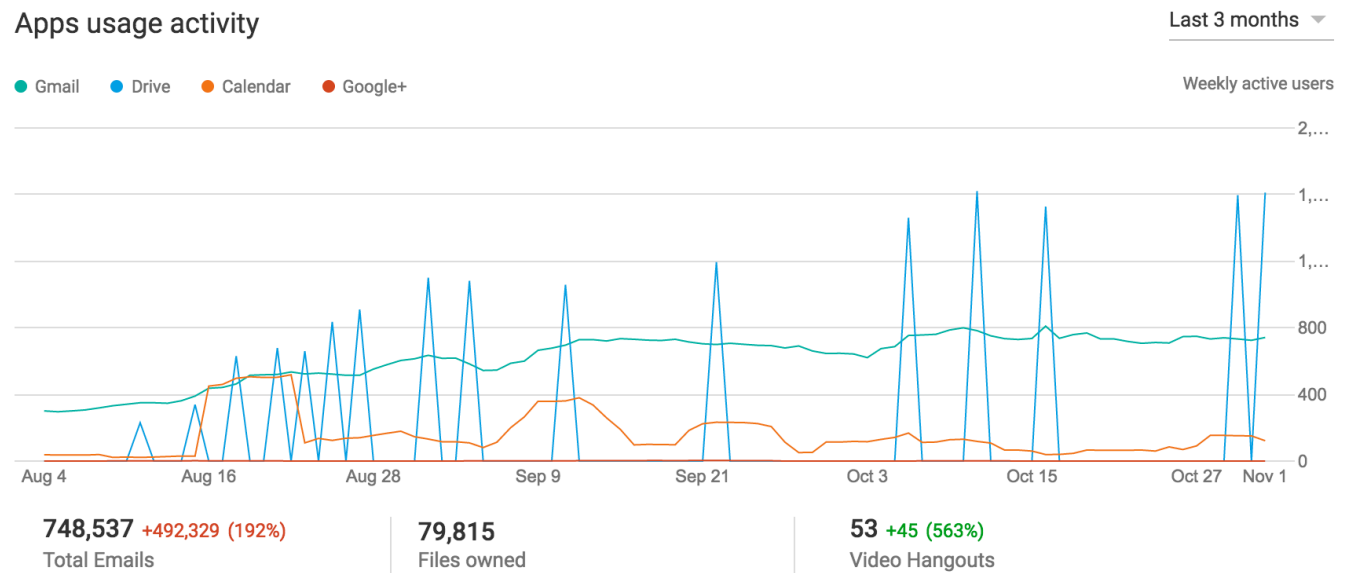
Nov 1, 2016

- Google Drawings: **147**
- Google Forms: **271**
- Google Slides: **4,456**
- Google Sheets: **4,373**
- Google Docs: **54,387**
- File Uploads: **149,210**

of Daily Device Users



of Weekly App Users





PCHS Schoolwide Goals 2016-2017

Board Retreat
August 27, 2016

The PCHS Schoolwide Goals are developed annually by the PCHS Board of Trustees and the School Leadership Team. The goals incorporate stakeholder input, the PCHS Long Term Strategic Plan (LTSP), Local Control Accountability Plan (LCAP), and WASC Action Plan. The Schoolwide Goals are revisited monthly in Board and LTSP meetings to ensure that the school is making measurable and meaningful progress.

Goal 1: PCHS will continue to foster:

- 1) **Appropriate types of communication for all stakeholders in order to ensure a respectful, well-informed community**
 - 2) **A sincere consideration of communications**
 - 3) **An understanding of the appropriate avenues of communication**
- *Ensure transparent and regular communications regarding important school issues – Use multiple methods to communicate when possible*
 - *Tailor communication to audience (students/Schoology; parents/email)*
 - *Keep all stakeholders on the same page with content*
 - *Streamline information on website and in newsletter*
 - *Assess marketability: Accessibility and appeal*
 - *Gather ongoing feedback regarding effectiveness of communication*
 - *Increase levels of annual stakeholder survey participation*
 - *Keep participants informed in the decision making process/steps*
 - *Tell our charter story before someone does it for us (wider communities)*
 - *Include a point person in all communications that go out from the school*
 - *Provide translations in meetings and publications.*
- Provide training on communication and avenues for communication.*

Goal 2: PCHS will continue to ensure that curriculum is aligned vertically and horizontally to ensure student success in all subjects.

Vertical alignment - organizing curriculum from one grade level or content area to the next

Horizontal alignment - across the school and PLCs

- *Develop a multi-year curriculum alignment plan*
- *Map current grading policies to determine commonalities*
- *Develop a schoolwide grading policy that ensures fairness and consistency*
- *Incorporate ongoing student feedback systems*
- *Identify resources needed to move further with goal – Where are we and where do we want to go?*

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



PALISADES CHARTER HIGH SCHOOL

More Than 50 Years of Innovation and Excellence

- *Provide more support for PLCs – (Math and World Language identified in Columbia Stakeholder Survey)*
- *PLC on the job training and curriculum alignment to standards and PLC content. Instructional support will be offered through coaches.*
- *Incorporate Every Student Succeeds Act (reauthorization of No Child Left Behind)*
- *Determine measurements and SMART goals (Academic Accountability Committee, LTSP, Curriculum Council, Departments, PLCs/SLCs)*
- *Align measurements to the PCHS Local Control Accountability Plan*

Goal 3: PCHS will continue to increase student success through positive classroom climate and increasing student pass rates.

- *Continue to review and revise grading policies/classroom policies*
- *Encourage a growth mindset among all stakeholders*
- *Provide professional development designed to Increase positive student/teacher relationships*
- *Encourage differentiation at all levels and provide support for success*
- *Increase diversity in honors/AP classes and provide a continuum of rigor*
- *Collect data to monitor success*
- *Expand summer Dolphin Leadership Academy through broader outreach and early identification*
- *Summer reading – Incorporate inspirational, motivational books that promote positive self-image (Carol Dweck, John Wooden, etc.)*
- *Design, administer, and analyze the results of common assessments in all departments by the first progress report period (10weeks). Results will be analyzed by the PLC coordinator with Director of Academic Achievement with the Administrative Team.*

Goal 4: PCHS will foster a positive school climate by continuing to build trust among students, parents, faculty, staff, administrators, and Board members by educating all stakeholders about the needs and concerns of other stakeholder groups, demonstrating respect for all types of diversity, and increasing cohesion, connectedness, and compassion at all levels.

- *Provide professional development for all employees regarding listening to and understanding student challenges/experiences, responding with compassion and respect*
- *Continue lessons/teaching for students regarding respect/compassion for others (fellow students & other stakeholders)*
- *Provide training for parents regarding school systems, ways to be involved*
- *Schedule meetings at alternate times to accommodate a variety of parent schedules*
- *Provide transportation to assist parents with attending evening and Saturday meetings*
- *Educate all stakeholders on the Student Bill of Rights and Responsibilities and the impetus for creating it, emphasizing responsibilities along with rights*
- *Continue training with culture and climate facilitators as specified in the two-year plan*
- *Administer stakeholder surveys to assess progress. Work to increase participation in surveys*

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



PALISADES CHARTER HIGH SCHOOL

More Than 50 Years of Innovation and Excellence

- to get a more accurate idea of true level of specific concerns and progress*
- *Promote campus-wide wellness pursuant to the PCHS Wellness Policy*
- *Inclusion of social emotional learning ideas in curriculum*
- *Provide easy access to information for parents about how to assist struggling students and who to contact with concerns*
- *Information sheet for parents regarding who they can contact to speak with someone who can communicate in their native language – Specify language spoken, name, and contact info*
- *Launch a mentor program for student and parents*
- *Analyze/address declining diversity*
- *Transportation access, scholarships, etc.*
- *Review admission process (charter preferences)*

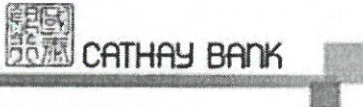
Goal 5: PCHS will identify sources of funding, personalize the fundraising with focused goals and projects, and set measurable short- and long-term goals.

- *Form a grant committee to research and develop grant opportunities*
- *Form a development committee – quarterly meetings*
- *Involve PCHS Alumni Association with fundraising campaigns*
- *Form CTE grant committee to maximize CTE opportunities*
- *Collaborate with Chamber of Commerce and other civic and philanthropic groups*
- *Increase amount of funds raised by 10% over the prior year*
- *Create a culture of giving involving students, staff, and parents*
- *Administer development survey to determine what appeals to potential donors*
- *Provide Annual Fundraising Report with mid-term update*
- *Monitor fundraising activities to ensure compliance with PCHS Fundraising Policy provisions*

ASB

Cash Management Account Analysis Proposal for **Palisades High Student Body**Prepared by **Cathay Bank**

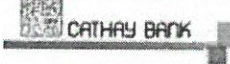
November 08, 2016

			
Statement:	November 2015	Cathay Bank	
Services:	Rate		Balance
Earning Credit Rate	0.63%		
Average Uncollected Funds			0.00
Average Collected Balance			570,000.00
Reserve Requirement	10%		57,000.00
Balance for Services			513,000.00
Deposit Activities:	Unit \$	Volume	Price
Account Maintenance	16.00	1	16.00
Check Deposited (On-us)	0.08	50	4.00
Check Deposited (Transit)	0.10		0.00
Check Paid	0.15	85	12.75
Deposit Item Returned	5.00	2	10.00
Deposit Corrections/Adjustments	3.00		0.00
Deposit Posted	1.40	3	4.20
Total			46.95
Bank Services:	Unit \$	Volume	Price
ACH Credit	0.00	1	0.00
ACH Debit	0.00	1	0.00
Total			0.00
Cash Vault Service	Unit \$	Volume	Price
Armored Car/Transportation Service	72.50	1	72.50
Manual Cash Order	10.25		0.00
Emergency Orders	18.00		0.00
Cash Vault Deposit	1.40		0.00
Currency Dep - Std (Per \$1000)	0.12	960	115.20
Rolled Coin	1.00		0.00
Currency Furnished (Non - Std)	0.10		0.00
Coin Furnished - Rolls	0.10		0.00
Deposit Adjustment	3.00		0.00
Total			187.70
Merchant Deposit Capture:	Unit \$	Volume	Price
Monthly Maintenance (\$50,000 bal to waive fee)	45.00		0.00
Deposit (First 25)	0.00		0.00
Deposit (26 or more)	1.00		0.00
Items (First 100 items)	0.00		0.00
Items (101 or more)	0.20		0.00
Scanner Purchase - Single Feed CX-30 (with 2 years warranty)	500.00		0.00
Scanner Purchase - Multi-Feed TS240-50 (with 2 years warranty)	850.00		0.00
Total			0.00
Total Services Provided			234.65
Total Earning Credit			265.64
Interest Paid \$75,000 at 0.45%			27.74
Account Charged:			-3.25

Note: The \$145 per month transportation charge (with Sectran) to be split between Charter High School and Student Body account, \$72.50 each.

PCHS

Cash Management Account Analysis Proposal for **Palisades Charter High School**
 Prepared by Cathay Bank
 November 08, 2016

			
Statement:	November 2015	Cathay Bank	
Services:	Rate		Balance
Earning Credit Rate	0.63%		
Average Uncollected Funds			0.00
Average Collected Balance			509,384.34
Reserve Requirement	10%		50,938.43
Balance for Services			458,445.91
Deposit Activities:	Unit \$	Volume	Price
Account Maintenance	16.00	9	144.00
Check Deposited (On-us)	0.08		0.00
Check Paid	0.15	5	0.75
Deposit Item Returned	5.00		0.00
Deposit Posted	1.40		0.00
Deposit Administration Fee	0.00	516	0.00
Total			144.75
Bank Services:	Unit \$	Volume	Price
ACH Credit	0.00	39	0.00
ACH Debit	0.00	9	0.00
Wire Amendment/Cancellation	15.00	1	15.00
Wire Tracer	15.00		0.00
Total			15.00
Cash Vault Service	Unit \$	Volume	Price
Armored Car/Transportation Service (Unit + Cost/TBD)	72.50	1	72.50
Armored Car Service	30.00	1	30.00
Manual Cash Order	10.25	1	10.25
Emergency Orders	18.00	1	18.00
Cash Vault Deposit	1.40	22	30.80
Currency Dep - STD (Per \$1000)	0.12	149	17.88
Rolled Coin	1.00	1	1.00
Currency Furnished (Non - Std)	0.10	3	0.30
Coin Furnished - Rolls	0.10	25	2.50
Deposit Adjustment	3.00	2	6.00
Total			189.23
ZBA	Unit \$	Volume	Price
Lead Acct	0.00	1	0.00
Subsidiary Acct (Per account)	20.00	1	20.00
Total			20.00
Online Banking:	Unit \$	Volume	Price
Wire Monthly Maintenance	0.00	1	0.00
Intraday Report Previous/Current Day	0.00	17	0.00
Monthly DDA Statement	0.00	13	0.00
Stop Payment/Renewal	30.00		0.00
Account Transfer	0.00	8	0.00
Total			0.00
Merchant Deposit Capture:	Unit \$	Volume	Price
Monthly Maintenance (\$50,000 bal to waive fee)	45.00		0.00
Deposit (First 25)	0.00	25	0.00
Deposit (26 or more)	1.00	9	9.00
Items (First 100 items)	0.00	100	0.00
Items (101 or more)	0.20	19	3.80
Scanner Purchase - Single Feed CX-30 (with 2 years warranty)	500.00		0.00
Scanner Purchase - Multi-Feed TS240-50 (with 2 years warranty)	850.00		0.00
Total			12.80
Total Services Provided			381.78
Less Fee Waive			0.00
Total Earning Credit			237.39
Account Charged:			144.39

Statement:	November 2015	Bank of the West	
Services:	Rate		Balance
Earning Credit Rate	0.40%		
Average Uncollected Funds			0.00
Average Collected Balance			509,384.34
Reserve Requirement	10%		50,938.43
Balance for Services			458,445.91
Deposit Activities:	Unit \$	Volume	Price
Account Maintenance	10.00	9	90.00
Check Deposited (On-us)	0.00		0.00
Check Paid	0.22	5	1.10
Deposit Item Returned	0.00		0.00
Deposit Posted	0.00		0.00
Deposit Administration Fee	0.15	516	77.40
Total			168.50
Bank Services:	Unit \$	Volume	Price
ACH Credit	0.22	39	8.58
ACH Debit	0.20	9	1.80
Wire Amendment/Cancellation (Reverse)	15.00	1	15.00
Wire Tracer	0.00		0.00
Premier Maintenance	65.00	1	65.00
Premier Additional Acct Maintenance	5.00	5	25.00
Total			115.38
Cash Vault Service	Unit \$	Volume	Price
Armored Car Service (Unit + Cost)	0.00		0.00
Manual Order / Call-In - CV2	15.00	1	
Late / Special Emergency Order - CV2	30.00	1	30.00
Cash Vault Deposits - CV2	0.90	22	19.80
Currency Deposit (Per \$1000)	0.12	149	17.88
Rolled Coin	1.00	1	1.00
Currency Furnished Non - STD	0.12	3	0.36
Coin Furnished - Rolls	0.10	25	2.50
Deposit Adjustment	5.00	2	10.00
Total			84.54
ZBA	Unit \$	Volume	Price
Lead Acct	40.00	1	40.00
Subsidiary Acct (Per account)	27.00	1	27.00
Total			67.00
Online Banking:	Unit \$	Volume	Price
Wire Monthly Maintenance (Wire Transfer Base Fee)	5.00	1	5.00
Monthly DDA Statement	0.00		0.00
Account Transfer Items	1.00	8	8.00
Stop Payment/Renewal	0.00		0.00
Corp-Prev Day Mo Fee, 1st Acct	40.00	1	40.00
Corp-Prev Day Mo Fee 2-10 Accts	10.00	9	90.00
Corp-Prev Day Mo Fee, 11+ Accts	10.00	7	70.00
Corp-Prev Day Balance reported	0.07	1135	79.45
WD Corp/Previous Day Summary Items	0.07	178	12.46
WD Corp/Previous Day Detail Items	0.07	142	9.94
WD Check Imaging	0.10	13	1.30
WD Deposit Statement	1.25	13	16.25
Total			332.40
Merchant Deposit Capture:	Unit \$	Volume	Price
Monthly Maintenance	0.00		0.00
Deposit	1.50	34	51.00
Deposit	0.00		0.00
Items	0.12	119	14.28
Items	0.00		0.00
Scanner Purchase - Single Feed	0.00		0.00
Scanner Purchase - Multi-Feed	0.00		0.00
Total			65.28
Total Services Provided			833.10
Less Fee Waive			27.46
Less Uncollected Fund Charges (XX%)			0.00
Total Earning Credit			150.72
Account Charged:			654.92

Estimated Monthly Analysis Charges/Savings with Cathay Bank: \$ 510.53

1/2

From: David Perry
To: Greg Wood; Arleta Ilyas
Cc: Tony Suos; Joseph Villanueva
Subject: Palisades High School - Bank Relationship
Date: Wednesday, November 9, 2016 2:24:39 PM
Attachments: image001.png
AA Proforma - Palisades Charter High School.xlsx
AA Proforma - Student Body v2.xlsx

Hello Greg and Arleta,

Tony and Joe have done a fair amount of work in the background and have prepared the attached Cash Management Account Analysis Proposals for both the Palisades Charter High School account requirements as well as the Palisades Charter High School ASB accounts.

They are pleased to note a few talking points below which they feel make for a great reason to move the School's deposit accounts and cash management requirements to Cathay Bank!

- Based on the two ECR levels for November 2015 and November 2016 outlined below, there are monthly savings as follows when compared to the current arrangement at Bank of the West:
 - About \$510.53 per month on the basis of the November 2015 ECR of 0.63% which translates into a savings of approximately 78%
 - About \$570.81 per month on the basis of the November 2016 ECR of 0.79% which is an even better savings each month!
- Based on Tony and Joe's analysis, there will be no fees assessed each month on the ASB account. This is highlighted in the attached Excel spreadsheet.
- The two gentlemen have also made it possible for the ASB account to earn hard dollar amounts of interest as outlined below based on average collected balances noted and the differing ECR levels for both November 2015 and November 2016. This would be done through using an Analyzed Money Market Account.
 - \$27.74 per month on a balance of \$75,000 at a rate of 0.45% APY (November 2015 – ECR 0.63% APY)
 - \$92.47 per month on a balance of \$250,000 at a rate of 0.45% APY (November 2016 – ECR 0.79% APY)

The advantage here is that Cathay Bank's structure will allow the ASB account to earn Earnings Credits to offset service fees while also earning hard-dollar amounts of interest. Please see the attachment for detail.

Lastly, Tony has looked into the pricing for starter packs for an account and the best arrangement he came across looks to be as follows:

Laser Inter-Pack Starter Kit (\$152.99)

- 250 checks

2/2

- 250 laser deposit tickets or 200 manual deposit tickets
- 10 single packet deposit bag
- 1 endorsement or address stamp

What we propose at this point is to have you take a look at the attached Excel files and then **Reply To All** with a time that works to have a quick conference call (*say*) tomorrow to walk you through the spreadsheets so you are then able to talk with a high level of comfort at the November 15th Board meeting about Cathay's structure.

I have to run and see a client tomorrow afternoon...leaving about 1:00 pm and returning around 4:00 pm. I believe Tony and Joe are flexible and thus the morning hours can work for all of us to be on a call or the afternoon hours can work without me possibly being on the call.

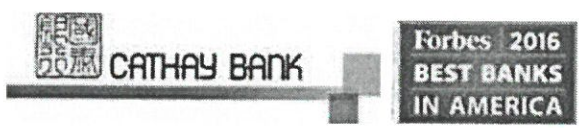
Give us your thoughts and we can go from there.

Thanks again for letting us work through this and getting to the point of where we have a very attractive proposal for you!

Sincerely,
David Perry

+ ⁸ 50,000 CREDIT LINE ON BANK CARD

David Perry
First Vice President
Business Development Unit
Commercial Lending



9650 Flair Drive, 6th Floor
El Monte, CA 91731
Mail Code: EL-6-A
Phone: (626) 279-3260
Fax: (626) 279-3279
Email: David.Perry@cathaybank.com

Best Regards,

Tony Suos
Cash Management Sales

August 23, 2016

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

Greg,

I am pleased to present the following proposal for banking services and sincerely appreciate the opportunity. In the proceeding pages, I have included information about California Credit Union, including our financial strength, our products and services, as well as our commitment to serving the needs of your school. In addition to what we can offer your school, we have a great Educator Program for your entire staff.

Our credit union was born of a need to provide reliable, rewarding and convenient financial services to teachers and others in the education community. Our story begins in 1931, during the depths of the Great Depression. It was then that Elementary Teachers' Club asked a Los Angeles teacher, Georgia B. Parsons, to represent them at the annual winter convention of public school superintendents being held in Atlantic City, New Jersey. Ms. Parsons accepted, but when she approached local lenders asking for money to purchase a wool suit for the trip, she was denied because the institutions "didn't favor teachers' loans." Our success can be traced to a simple philosophy: unlike banks, whose profits benefit a few stockholders, the credit union returns earnings to members in the form of reduced loan rates, higher savings yields and reduced fees.

As a member-owned financial cooperative, California Credit Union deals only with stable and secure products and services. This philosophy has served us well for more than 80 years, and will continue to guide us for many more years to come. All funds deposited with California Credit Union are federally insured by the NCUA up to \$250,000. We also undergo regular financial reviews by an independent auditor.

Today, we still hold dear our partnership with California educators. We are also proud supporters of California Charter School Association.

Mission Statement

California Credit Union serves the educational community, providing our members with sound financial resources and convenient, personalized services.

School Business Checking Accounts

Our School Business Checking Accounts are designed for the way you want to manage your cash flow. Whether your needs are small or large, we offer an option to fit any size budget or institution.

All Business Checking accounts feature:

- Low minimum opening deposits
- Free Online Banking and Bill Pay
- Insured by the NCUA, backed by the full faith and credit of the U.S. government

Basic School Business Checking

This account has no minimum daily balance requirement and no monthly maintenance fee. At no extra cost, each month you'll be able to write 150 checks, make 20 deposits, and process coin and currency of \$3,000. Only \$200 minimum deposit to open.

Premium School Business Checking

This dividend-bearing account lets your organization enjoy greater returns with our highest-tiered yields. Plus, with a Minimum Average Daily Balance of \$2,500, your monthly maintenance fee of \$15 is waived. With this account, each month your school can write 300 checks and make 30 deposits, all at no extra cost. Only \$200 minimum deposit to open.

School Business Savings Accounts

Safely and securely invest your business funds for the future with our selection of savings solutions designed for businesses just like yours.

Business School Savings Accounts

A simple solution to deposit your savings into a high-yield account with all the flexibility you need.

Business School Money Market Accounts

The reward tiers of our Business Money Market Account let you earn even higher yields than you would with a traditional savings account. So the more you save, the more you earn.

School Cash Management Services

California Credit Union's cash management services help you expedite your deposits, manage your payments, and retrieve detailed information on your school accounts. You can even complete most transactions right from your desk, helping reduce the time you spend away from what's more important - running your school.

Remote Deposit Capture (RDC) Deposit checks without leaving the office. Simply scan your checks and transmit the images to your CCU school account via the Internet. With software that provides security and convenience, Remote Deposit Capture is a critical business tool for your business that can save you valuable time.

Balance Reporting Balance reporting provides you with complete cash and liabilities position reporting. You'll have a snapshot of your daily activity through every stage of the payment cycle so you never miss a beat.

Balance Alerts Stay up to date, even when you don't have the time to. Our balance alert service offers you and your employees proactive notification of key banking, balance, and transactional events through e-mail.

Sweeps Never be surprised by your balance. Set up automated sweeps on accounts to keep balances within your defined limits. When a limit is reached, the system automatically transfers money between specified accounts and sends an alert to notify you of the transfer.

Bill Payment If you know how easy personal online bill pay is, then you can imagine the convenience of the school business version. You can even attach relevant invoice information to payments to further automate the accounts payable process. Define payees and schedule single and/or recurring payments.

Automated Clearing House (ACH) ACH allows you to improve your payment processing efficiency and accuracy while reducing expenses to save you time and provide you with a secure way to transfer funds. You can make single or recurring ACH transfers.

Wire Transfer Wire transfer service is the most expedient method for transferring funds between your CCU business checking account and other bank accounts. Plus, you can initiate and monitor outgoing domestic and international wire payment activity.

Account Reconciliation Knowing your school's daily cash position is critical. However, determining balances, detecting errors, and sorting and retrieving checks can make manually reconciling your accounts a time consuming process. CCU's account reconciliation service expedites the process through an automated delivery system, so you can get back to work with the knowledge you need.

Positive Pay Dramatically decreases your susceptibility to check fraud. Positive Pay is a service that matches the account number, check number and dollar amount of each check presented for payment against a list of checks you previously authorized and issued to increase your account safety and give you peace of mind.

We are pleased to propose the following to Palisades Charter High School:

Business Deposits

Palisades Charter High School needs to maintain \$1,000,000 in deposits for all bank fees to be waived. PCHS shall pay all 3rd party vendor fees (merchant services, armored courier services, etc.)

Business School Credit Cards

Amount: \$25,000

Rate: 8.50% Variable (WSJ Prime + 5.00%)

Higher limit subject to receipt and satisfactory review of June 30th, 2016 FYE Financial Statements (unaudited)

Cash-Secured Operating Line of Credit

Line of Credit Amount = Palisades Charter HS Decision

Interest rate = 2.0% + 0.30% (Current Business Deposit Account Yield) = 2.30%

Please review the proposal and feel free to contact me with any questions and/or clarifications.

I look forward to building a strong and lasting relationship with you.

Regards,

Meline "Mel" Zograbyan
VP, Business Banking Officer
California Credit Union

STATEMENTS OF FINANCIAL CONDITION

For the Years ended December 31 (In Thousands)	2015	2014
ASSETS		
Cash and cash equivalents	\$56,037	\$50,932
Investments		
Securities available for sale, at fair value	242,314	312,408
Other	9,284	8,929
Loans held for sale	3,893	2,725
Loans receivable, net of allowance for loan losses	1,053,905	866,950
Accrued interest receivable	4,500	3,973
Property and equipment, net of accumulated depreciation	62,223	54,455
National Credit Union Share Insurance Fund deposit	10,642	9,682
Other assets	20,742	24,103
TOTAL ASSETS	\$1,463,540	\$1,334,157
LIABILITIES AND MEMBERS' EQUITY		
Members' shares	\$1,167,309	\$1,028,679
Borrowed Funds	150,000	170,000
Accrued expenses and other liabilities	28,317	20,528
Total Liabilities	1,345,626	1,219,207
Members' equity, substantially restricted:		
Regular reserve	16,459	16,459
Undivided earnings	137,551	128,493
Accumulated other comprehensive loss	(36,096)	(30,002)
Total members' equity	117,914	114,950
TOTAL LIABILITIES AND MEMBERS' EQUITY	\$1,463,540	\$1,334,157

2015 data unaudited, as presented

The Advantages of Working with California Credit Union

- Access to bank management and the most senior-level bank officers
- Fast, responsive local decision-making and underwriting
- Integrated financial solutions that leverage the power of CCU's total product mix
- Substantial capital that supports clients' growing credit needs



Palisades Charter High School

Actuarial Valuation

Retiree Health Program

Fiscal Year Ending June 30, 2016

October 2016

Prepared By:

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• St. Louis • San Diego • Houston • Denver •

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**Palisades Charter High School
Actuarial Valuation
Retiree Health Program
Fiscal Year Ending June 30, 2016**

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SECTION I. EXECUTIVE SUMMARY

Background

At the request of Palisades Charter High School (PCHS), Nyhart has performed an actuarial valuation of PCHS's postretirement welfare benefits for its fiscal year ending June 30, 2016. The valuation was prepared in accordance with the assumptions and methods specified by FAS 106 and FAS 158 as codified by ASC 715.

PCHS provides for the continuation of retiree health benefits to eligible employees at retirement. Retiree health benefits include medical, prescription drug, dental and vision coverage. PCHS currently pays the cost of coverage for the retiree and any covered dependents during the lifetime of the retiree. The PPO plans require an employer contribution. Eligibility for retiree health benefits varies based on when an employee was hired. Employees hired on or after July 1, 2009 (July 1, 2012 for PESPU employees) are not eligible for PCHS-paid retiree health benefits. Section V of the report details the plan provisions applicable to each employee group.

PCHS currently provides a contribution for medical, dental and vision benefits to 22 retirees. In addition, there are approximately 111 eligible active employees earning service credit towards eligibility for future retiree health benefits. Detailed information on the census data included in the valuation is presented in Section VI of the report.

Results of the Retiree Health Valuation

We have determined the actuarial liability or expected postretirement benefit obligation (EPBO) for the PCHS retiree health plan, as of July 1, 2015, is \$20,414,624. This represents the present value of all contributions and benefits projected to be paid by PCHS for future retirees. If PCHS were to place this amount in a fund earning interest at the rate of 5% per year, and all other actuarial assumptions were met, the fund would have enough to pay all expected benefits. The valuation does not consider employees not yet hired as of the valuation date.

The actuarial liability is apportioned into the past service, current service and future service components using the projected unit credit cost method as required under FAS 106. The past service component is referred to as the accumulated postretirement benefit obligation or APBO and the current service component is referred to as the service cost. The APBO at July 1, 2015 is \$14,846,613 and the service cost for the 2015/2016 fiscal year is \$628,005.

Changes from Prior Valuation

The valuation reflects demographic and healthcare cost changes since the prior valuation. In addition, there were several assumption changes as noted in Section VII including updates to the medical and dental trend rates, updates to the retirement and turnover rates and a lowering of the discount rate to 5%. A reconciliation of the approximate change in the actuarial liability from the prior valuation is provided in the following table:

July 1, 2013 Valuation – 6.0% Discount Rate	\$18.7 Million
Expected increase due to passage of time (interest less benefits paid)	2.0 Million
Decrease due to net experience gain (primarily healthcare cost less than assumed)	(1.0 Million)
Net increase due to assumption changes	<u>0.7 Million</u>
July 1, 2015 Valuation – 5.0% Discount Rate	\$20.4 Million

Fiscal Year 2015/2016 Net Periodic Postretirement Benefit Cost (Expense)

The results of the valuation including a reconciliation of the funded status of the plan at July 1, 2015 and projected to July 1, 2016 along with the development of the fiscal year 2015/2016 net periodic postretirement welfare benefit cost (expense) are presented in Section II of the report.

The fiscal year 2015/2016 net periodic postretirement welfare benefit cost is \$1,918,568. The postretirement welfare benefit cost is the amount PCHS expenses as the cost of the retiree health program on its income statement each fiscal year and is calculated independent of any cash contributions or actual welfare benefit payments.

A projection for the fiscal year ending June 30, 2017 is also provided.

Funding

PCHS has not informed us of any funds eligible as plan assets under FAS 106. Under FAS 106, assets cannot be considered as employer contributions or plan assets unless they are segregated and restricted (usually in a trust) to be used for postretirement benefits. Currently, PCHS funds for retiree health benefits on a pay-as-you-go basis but has annually set aside monies earmarked for the payment of future retiree health benefits. The reported value of the assets set aside at June 30, 2016 is \$5,932,630.

Section IV of the report shows the funded status reflecting the assets set aside at June 30, 2016. The funded status of the plan is 37% (assets set aside at June 30, 2016 divided by the projected APBO at June 30, 2016 = \$5,932,630/\$16,064,296). PCHS is currently contributing \$691,000 per year for the payment of current and future retiree health benefits. The expected 2016/17 PCHS cost for health benefits for its current retirees is approximately \$220,115. The excess over actual payments will be set aside for the payment of future retiree health benefits. If PCHS continues to contribute \$691,000 per year, the contribution is estimated to exceed actual retiree health benefit payments in around 10 years. At that time, if PCHS continues to contribute \$691,000 and uses the accumulated assets to pay future benefit amounts the accumulated assets will be depleted during the 2038/2039 fiscal year. This assumes that little or no earnings are allocated to the accumulated PCHS contributions in future years. PCHS has commenced investing the set aside assets and future earnings, depending on the investment strategy, may extend this date.

Section IV of the report provides sample funding strategies determined assuming different asset return rates, different payment patterns and different payment periods.

Actuarial Basis

The actuarial valuation is based on the assumptions and methods outlined in Section VII of the report. To the extent that a single or a combination of assumptions is not met the future liability may fluctuate significantly from its current measurement. As an example, the healthcare cost increase anticipates that the rate of increase in medical cost will be at moderate levels and decline over several years. Increases higher than assumed would bring larger liabilities and expensing requirements. The impact of a 1% higher and 1% lower healthcare trend rate is provided in Section II-E.

Another key assumption used in the valuation is the discount rate which is based on the expected rate of return of plan assets. The valuation is based on a discount (interest) rate of 5%. A 1% decrease in the discount rate would increase the APBO by 27%. A 1% increase in the discount rate would decrease the APBO by 20%.



Scheduled to take effect in 2020, the "Cadillac Tax" is a 40% non-deductible excise tax on employer-sponsored health coverage that provides high-cost benefits. For insured plans, the insurance company is responsible for payment of the excise tax. For self-funded plans, the employer is responsible for payment of the excise tax. The valuation assumes that the PCHS premiums for covered health benefits remain below the projected dollar thresholds in all future years.

The valuation is based on the census information provided by PCHS. To the extent that the data provided lacks clarity in interpretation or is missing relevant information, this can result in liabilities different than those presented in the report. Often missing or unclear information is not identified until future valuations.



SECTION II. FINANCIAL RESULTS

A. Valuation Results as of July 1, 2015

The table below presents the employer liabilities associated with PCHS's retiree health benefits determined in accordance with FAS 106. The expected postretirement benefit obligation (EPBO) is the present value of all benefits projected to be paid under the program. The accumulated postretirement benefit obligation (APBO) reflects the amount attributable to the past service of current employees and retirees. The service cost reflects the accrual attributable for the current period.

1. Expected Postretirement Benefit Obligation (EPBO)

Actives Not Fully Eligible	\$14,126,768
Actives Fully Eligible	2,603,778
Retirees	<u>3,684,078</u>
Total EPBO	\$20,414,624

2. Accumulated Postretirement Benefit Obligation (APBO)

Actives Not Fully Eligible	\$ 8,558,757
Actives Fully Eligible	2,603,778
Retirees	<u>3,684,078</u>
Total APBO	\$14,846,613

3. Service Cost \$ 628,005

No. of Active Employees	111
Average Age	52
Average Past Service	17
No. of Retired Employees	22
Average Age	68
Average Retirement Age	65



B. Reconciliation of Funded Status at July 1, 2015, Projected to June 30, 2016 and June 30, 2017

	Actual <u>6/30/2015</u>	Projected <u>6/30/2016</u>	Projected <u>6/30/2017</u>
1. Accumulated Postretirement Benefit Obligation (APBO)			
Actives Not Fully Eligible	(\$ 8,558,757)	(\$ 9,614,699)	(\$10,754,839)
Actives Fully Eligible	(2,603,778)	(2,733,967)	(2,847,550)
Retirees	<u>(3,684,078)</u>	<u>(3,715,630)</u>	<u>(3,698,909)</u>
Total APBO	(\$14,846,613)	(\$16,064,296)	(\$17,301,298)
2. Plan Assets*	<u>0</u>	<u>0</u>	<u>0</u>
3. Funded Status	(\$14,846,613)	(\$16,064,296)	(\$17,301,298)
4. Unrecognized Transition Obligation	8,831,294	8,279,338	7,727,382
5. Unrecognized Prior Service Cost	0	0	0
6. Unrecognized Net (Gain)/Loss	<u>670,260</u>	<u>670,260</u>	<u>670,260</u>
7. (Accrued)/Prepaid Postretirement Benefit Cost	(\$ 5,345,059)	(\$ 7,114,698)	(\$ 8,903,656)

C. Net Periodic Postretirement Benefit Cost for Fiscal Year Ending

	<u>6/30/2016</u>	<u>6/30/2017</u>
1. Service Cost	\$ 628,005	\$ 659,405
2. Interest Cost	738,607	797,712
3. Expected Return on Assets	0	0
4. Amortization of Net (Gain)/Loss	551,956	551,956
5. Amortization of Prior Service Cost	0	0
6. Amortization of Transition Obligation	<u>0</u>	<u>0</u>
7. Net Periodic Postretirement Benefit Cost	\$1,918,568	\$2,009,073

D. Benefit Payments for Fiscal Year Ending

	<u>6/30/2016</u>	<u>6/30/2017</u>
1. Actual/Projected Benefit Payments	\$ 148,929	\$ 220,115

* PCHS has not reported any FASB eligible plan assets but has set aside assets and has commenced investing these assets for the future payment of retiree health benefits. The amount of set aside assets at June 30, 2016 is \$5,932,630.



E. Sample Disclosure for Fiscal Year Ending June 30, 2016

	<u>Projected 6/30/2016</u>
1. Change in Benefit Obligation	
Benefit Obligation at Beginning of Year	\$14,846,613
Service Cost	628,005
Interest Cost	738,607
Change Due to Plan Amendments	0
Change Due to (Gain)/Loss	0
Projected Benefits Paid	<u>(148,929)</u>
Benefit Obligation at End of Year	\$16,064,296
2. Change in Plan Assets	
Fair Value of Plan Assets at Beginning of Year	\$ 0
Expected/Actual Return of Plan Assets	0
Employer Contributions	148,929
Actual Benefits Paid	<u>(148,929)</u>
Fair Value of Plan Assets at End of Year	\$ 0
3. Funded Status (2. minus 1.)	
	(\$16,064,296)
Unrecognized Net (Gain)/Loss	670,260
Unrecognized Prior Service Cost	0
Unrecognized Transition Obligation	<u>8,279,338</u>
Net Amount Recognized	(\$ 7,114,698)
4. Amount Recognized in Unrestricted Assets	
Net Actuarial (Gain)/Loss	670,260
Prior Service Cost	0
Unrecognized Net Transition Obligation	<u>8,279,338</u>
Net Amount Recognized	\$ 8,949,598
5. Weighted Average Assumptions for Disclosure	
Discount Rate	5.0%
Initial Healthcare Trend Rate	7.0%
Ultimate Healthcare Trend Rate	5.0%



	<u>Projected 6/30/2016</u>
6. Components of Net Periodic Benefit Cost	
Service Cost)	\$ 628,005
Interest Cost	738,607
Expected Return on Assets	(0)
Amortization of Net (Gain)/Loss	0
Amortization of Prior Service Cost	0
Amortization of Transition Obligation	<u>551,956</u>
Net Periodic Postretirement Benefit Cost	\$1,918,568
7. Effect of a 1% Increase in Healthcare Trend	
Benefit Obligation	\$3,271,207
Total Service Cost and Interest Cost	\$ 346,525
8. Effect of a 1% Decrease in Healthcare Trend	
Benefit Obligation	(\$2,595,586)
Total Service Cost and Interest Cost	(\$ 269,928)
9. Estimated Future Benefit Payments	
2016/2017	\$ 220,115
2017/2018	\$ 268,927
2018/2019	\$ 289,305
2019/2020	\$ 326,623
2020/2021	\$ 358,775
2021/2022	\$ 389,385
2022/2023	\$ 421,118
2023/2024	\$ 469,834
2024/2025	\$ 530,113
2025/2026	\$ 609,247



SECTION III. PROJECTED CASH FLOWS

The valuation process includes the projection of the expected benefits to be paid under the Plan. This expected cash flow takes into account the likelihood of each employee reaching age for eligibility to retire and receive health benefits. The projection is performed by applying the turnover assumption to each active employee for the period between the valuation date and early retirement date. Once the employees reach the earliest retirement date, a certain percent are assumed to enter the retiree group each year. Once reaching the maximum retirement age all remaining employees are assumed to have retired. Employees already over the maximum retirement age as of the valuation date are assumed to retire immediately. The per capita cost as of the valuation date is projected to increase at the applicable healthcare trend rates both before and after the employee's assumed retirement. The projected per capita costs are multiplied by the number of expected future retirees in a given future year to arrive at the cash flow for that year. Also, a certain number of retirees will leave the group each year due to expected deaths and this group will cease to be included in the cash flow from that point forward. Because this is a closed-group valuation, the number of retirees dying each year will eventually exceed the number of new retirees, and the size of the cash flow will begin to decrease and eventually go to zero.

The expected employer cash flows for selected future years are provided in the following table:



Projected Employer Cash Flows – Representative Years

<u>Fiscal Year</u>	<u>Future Retirees</u>	<u>Retired Employees</u>	<u>PCHS Total</u>
2016/17	\$ 22,552	\$ 197,563	\$ 220,115
2017/18	\$ 58,534	\$ 210,393	\$ 268,927
2018/19	\$ 82,220	\$ 207,085	\$ 289,305
2019/20	\$ 110,260	\$ 216,363	\$ 326,623
2020/21	\$ 133,998	\$ 224,777	\$ 358,775
2021/22	\$ 157,223	\$ 232,162	\$ 389,385
2022/23	\$ 182,003	\$ 239,115	\$ 421,118
2023/24	\$ 224,049	\$ 245,785	\$ 469,834
2024/25	\$ 278,090	\$ 252,023	\$ 530,113
2025/26	\$ 351,583	\$ 257,664	\$ 609,247
2026/27	\$ 452,704	\$ 262,600	\$ 715,304
2027/28	\$ 571,343	\$ 266,720	\$ 838,063
2028/29	\$ 701,951	\$ 269,891	\$ 971,842
2029/30	\$ 818,470	\$ 271,865	\$ 1,090,335
2030/31	\$ 938,534	\$ 267,807	\$ 1,206,341
2031/32	\$ 1,077,097	\$ 266,684	\$ 1,343,781
2032/33	\$ 1,194,077	\$ 263,899	\$ 1,457,976
2033/34	\$ 1,308,720	\$ 259,336	\$ 1,568,056
2034/35	\$ 1,429,933	\$ 252,814	\$ 1,682,747
2035/36	\$ 1,562,376	\$ 244,260	\$ 1,806,636
2036/37	\$ 1,663,013	\$ 233,781	\$ 1,896,794
2037/38	\$ 1,722,943	\$ 221,589	\$ 1,944,532
2038/39	\$ 1,795,000	\$ 207,962	\$ 2,002,962
2039/40	\$ 1,854,977	\$ 193,075	\$ 2,048,052
2040/41	\$ 1,901,924	\$ 177,227	\$ 2,079,151
2041/42	\$ 1,941,312	\$ 160,862	\$ 2,102,174
2042/43	\$ 1,977,627	\$ 144,458	\$ 2,122,085
2043/44	\$ 2,008,649	\$ 128,521	\$ 2,137,170
2044/45	\$ 2,037,812	\$ 113,524	\$ 2,151,336
2045/46	\$ 2,082,668	\$ 99,793	\$ 2,182,461
2050/51	\$ 2,110,688	\$ 51,232	\$ 2,161,920
2055/56	\$ 1,966,674	\$ 28,692	\$ 1,995,366
2060/61	\$ 1,613,101	\$ 12,145	\$ 1,625,246
2065/66	\$ 1,143,422	\$ 0	\$ 1,143,422
2070/71	\$ 687,269	\$ 0	\$ 687,269
2075/76	\$ 351,891	\$ 0	\$ 351,891
2080/81	\$ 155,727	\$ 0	\$ 155,727
2085/86	\$ 55,248	\$ 0	\$ 55,248
2090/91	\$ 13,310	\$ 0	\$ 13,310
2095/96	\$ 3,518	\$ 0	\$ 3,518
2100/01	\$ 0	\$ 0	\$ 0
All Years	\$75,325,618	\$7,380,189	\$82,705,807



SECTION IV. FUNDING ANALYSIS

There are multiple ways to approach funding a retiree health plan. The net periodic benefit cost (expense) determined under FAS 106 is one method, of many, that could be used to pre-fund benefits. The annual expense amount will fluctuate from year to year based on the asset performance and as the population matures. The FAS 106 expense amortizes the initial accumulated postretirement benefit obligation (also referred to as the actuarial accrued liability) over 20-years on a straight-line basis (with a separate interest component) and defers any recognition of actuarial gains and losses until the amount exceeds a 10% corridor.

Our recommended funding approach is to amortize the remaining unfunded actuarial accrued liability over a reasonable period to represent the average remaining period for the active employees since this is a frozen group. A determination of the annual funding requirement of the current period is presented below:

1. Development of Unfunded Actuarial Accrued Liability

Projected Actuarial Accrued Liability at 7/1/2016	\$16,064,296
Reported Value of Plan Funds at 6/30/2016*	<u>(5,932,630)</u>
Unfunded Actuarial Accrued Liability (UAAL)	\$10,131,666
15 Year Fixed Dollar UAAL Payment (principal & interest)	\$ 929,627

2. Recommended Funding Contribution

Normal Cost (Current Fiscal Year Accrual)	\$ 628,005
15 Year Fixed Dollar UAAL Payment (principal & interest)	<u>929,627</u>
Recommended Contribution Payable at Beginning of Fiscal Year	\$ 1,557,632
Interest at 5% to End of Fiscal Year	<u>77,882</u>
Recommended Contribution Payable at End of Fiscal Year	\$ 1,635,514

*PCHS has set aside funds earmarked for the payment of future retiree health benefits. The reported value of set aside funds at June 30, 2016 is \$5,932,630.

The development of the recommended contribution is consistent with funding methods that might be used to pre-fund pension benefits. The normal cost component of the recommended funding contribution will tend to decrease over time as the group is frozen. The amortization of the UAAL will stay constant and then drop to zero after 15 years; however, future experience gains and losses will result in decreases or increases as additional amortization bases are added.



A more simplified approach to pre-fund the postretirement health benefits could be adopted by PCHS. Presented below are our best estimate to pre-fund the entire PCHS obligation (the present value of projected payments) for its current active employees and retirees using the level-dollar method over varying periods of time and assuming varying asset return rates on the liability. PCHS may want to use these as parameters for a minimum or maximum funding amount.

	Expected Long Term Asset Rate of Return			
	<u>5.0%</u>	<u>6.0%</u>	<u>7.0%</u>	<u>4.0%</u>
Present Value of Projected Benefits (PVPB)	\$21,282,703	\$17,123,224	\$13,988,515	\$26,892,466
Reported Value of Plan Funds	<u>(5,932,630)</u>	<u>(5,932,630)</u>	<u>(5,932,630)</u>	<u>(5,932,630)</u>
Unfunded PVPB	\$15,350,073	\$11,190,594	\$ 8,055,885	\$20,959,836
Level Dollar Funding				
20 Year PVPB Payment	\$ 1,162,073	\$ 903,761	\$ 687,634	\$ 1,476,691
25 Year PVPB Payment	\$ 1,027,533	\$ 810,903	\$ 625,113	\$ 1,284,638
30 Year PVPB Payment	\$ 942,074	\$ 753,084	\$ 587,056	\$ 1,160,575

We have listed below some financial advantages that may be achieved by pre-funding retiree health benefits. Of course, pre-funding will have to be weighed against alternative uses of the contribution amounts.

- The earlier contributions are made, the less PCHS contributions in aggregate will have to be made to fulfill its obligations.
- Pre-funding can mitigate any resulting adverse impact on credit rating that could result from disclosure of liabilities.
- Pre-funding may provide additional benefit security to current and future retirees.



SECTION V. SUMMARY OF PLAN PROVISIONS

This study analyzes the post-retirement health benefit program provided by PCHS.

PCHS provides health benefits to certain eligible employees at retirement. The retiree health benefits provided are a continuation of the medical including prescription drugs, dental and vision benefits provided to active employees. The retiree health coverage is paid for entirely by PCHS for the lifetime of the retiree except retirees electing the higher PPO plans must pay the difference in cost. Survivors of deceased retirees may continue health coverage, at their own expense. Eligibility for retiree health benefits requires the following:

- * Future retiree must be enrolled in health plan prior to retirement date
- * Future retiree must be in receipt of monthly payment from STRS or PERS
- * Active employees must meet the following years of service requirements at retirement
 - Hired before 3/12/84 must have 5 consecutive years of service just prior to retirement
 - Hired after 3/11/84 but before 7/1/87 - must have 10 consecutive years of service just prior to retirement
 - Hired after 6/30/87 but before 6/1/92 - must have 15 consecutive years of service just prior to retirement or 20 years of service with 10 years of consecutive years of service just prior to retirement
 - Hired after 5/31/92 age + consecutive years of qualifying service at retirement greater than or equal to 80
 - Hired after 2/28/07 age + consecutive years of qualifying service at retirement greater than or equal to 80 & at least 15 consecutive years of qualifying service at retirement
 - Hired after 6/30/09 age + consecutive years of qualifying service at retirement greater than or equal to 85 & at least 25 consecutive years of qualifying service at retirement
- * Retiree must be enrolled in Medicare Part A if eligible; and must enroll in Part B

All employees except PESPU employees hired on or after July 1, 2009 are not eligible for PCHS-paid health benefits at retirement. PESPU employees hired after June 30, 2012 are not eligible for PCHS-paid health benefits at retirement. Employees who defer their retirement after separation from service with PCHS are not eligible for PCHS-paid health benefits.



Premium Rates

PCHS provides retiree health coverage through health plans available through SISC. The following table summarizes the current monthly premiums for the health benefit coverage provided by PCHS.

Medical Plans:

10/1/2015 to 9/30/2016	Kaiser HMO/ Sr. Adv.	California Care HMO	BC/ Medco 90/\$10	BC/ Medco 90/\$20	BC/ Medco 80/\$20	Companion Care
Retiree Only	\$ 506	\$ 718	\$ 914	\$ 867	\$ 642	NA
Retiree Plus Spouse	\$1,012	\$1,024	\$1,284	\$1,221	\$ 920	NA
Retiree Plus Family	\$1,430	\$1,302	\$1,632	\$1,552	\$1,176	NA
Retiree Only - Medicare	\$ 193	\$ 463	\$ 463	\$ 461	\$ 424	\$385
Retiree Plus Spouse - Medicare	\$ 386	\$ 926	\$ 926	\$ 922	\$ 848	\$770

10/1/2016 to 9/30/2017	Kaiser HMO/ Sr. Adv.	California Care HMO	BC/ Medco 90/\$10	BC/ Medco 90/\$20	BC/ Medco 80/\$20	Companion Care
Retiree Only	\$ 526	\$ 736	\$ 959	\$ 889	\$ 761	NA
Retiree Plus Spouse	\$1,052	\$1,048	\$1,347	\$1,252	\$1,076	NA
Retiree Plus Family	\$1,487	\$1,333	\$1,712	\$1,592	\$1,367	NA
Retiree Only - Medicare	\$ 198	\$ 512	\$ 512	\$ 510	\$ 506	\$419
Retiree Plus Spouse - Medicare	\$ 396	\$1,024	\$1,024	\$1,020	\$1,012	\$838

Dental & Vision Plans:

10/1/2015 to 9/30/2016	Delta Premier Incentive Plan	Delta PPO Plan	VSP Vision Plan
Retiree Only	\$ 56	\$ 63	\$12.30
Retiree Plus Spouse	\$112	\$126	\$24.60
Retiree Plus Family	\$147	\$166	\$36.90

10/1/2016 to 9/30/2017	Delta Premier Incentive Plan	Delta PPO Plan	VSP Vision Plan
Retiree Only	\$ 56	\$ 63	\$12.30
Retiree Plus Spouse	\$112	\$126	\$24.60
Retiree Plus Family	\$147	\$166	\$36.90



SECTION VI. VALUATION DATA

The valuation was based on the census furnished to us by PCHS. The following tables display the age distribution for retirees, and the age/service distribution for active employees.

Age Distribution of Eligible Retired Participants & Beneficiaries

All Retirees	
<55	0
55-59	0
60-64	5
65-69	10
70-74	5
75+	<u>2</u>
Total:	22
Average Age:	68.3
Average Retirement Age:	65.4

Age/Service Distribution of All Active Employees

Age	Service									Total
	0-4	5-9	10-14	15-19	20-24	25-29	30-34	35-39	40-44	
20-24	0									0
25-29	0									0
30-34	1	1	1							3
35-39	0	5	7							12
40-44	0	3	7	6	2	1				19
45-49	0	2	8	3	3	4				20
50-54	0	2	3	1	1	5				12
55-59	0	3	4	5	2	3	1	1		19
60-64	0	0	6	3	3	2	1	0	1	16
65-69	0	1	3	1	2	1	0	0	0	8
70+	<u>0</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>
Total:	1	17	40	19	14	16	2	1	1	111
Average Age:			51.5							
Average Service:			17.1							
Average Hire Age:			34.4							



SECTION VII. SUMMARY OF ACTUARIAL ASSUMPTIONS & METHODS

The liabilities set forth in this report are based on the actuarial assumptions described in this section.

Fiscal Year: July 1st to June 30th

Measurement Date: July 1, 2015

Applicable Accounting

Standards: FASB 106 & 158 as Codified Under ASC 715

Discount Rate: 5.0%

[Prior valuation assumed 6%]

Return on Assets: Not applicable

Pre-retirement Turnover: Termination rates are based on the most recent rates used by CalPERS and the California State Teachers Retirement System (STRS) for the pension valuation. Sample rates are in the following tables:

Service	Entry Age			
	20	30	40	50
0	17.30%	15.25%	13.19%	11.14%
5	10.94%	8.70%	6.46%	1.07%
10	8.01%	5.72%	0.74%	0.25%
15	6.52%	4.18%	0.32%	0.02%
20	4.93%	0.38%	0.02%	0.02%
25	3.28%	0.10%	0.02%	0.02%
30	0.15%	0.02%	0.02%	0.02%

Termination rates for Certificated employees and Management employees in STRS are based on the most recent rates used by the California State Teachers Retirement System (STRS) pension valuation. Sample rates for male and females are as follows:

Service	Male	Female
0	16.0%	15.0%
5	3.9%	3.9%
10	1.8%	1.8%
15	0.9%	0.9%
20	0.5%	0.5%
25	0.3%	0.3%
30	0.2%	0.2%



[Prior valuation used following tables:]

Males:		Entry Age				
Service	25 - 29	30 -34	35 - 39	40 - 45	45 & Up	
0	15.3%	15.3%	15.3%	15.3%	18.0%	
5	3.6%	3.0%	3.0%	3.0%	3.0%	
10	2.0%	2.0%	2.0%	2.0%		
15	1.1%	1.1%	1.1%			
20	0.6%	0.6%				
25	0.5%					
30	0.0%					

Females:		Entry Age				
Service	25 - 29	30 -34	35 - 39	40 - 45	45 & Up	
0	15.3%	15.3%	15.3%	15.3%	15.3%	
5	5.3%	4.5%	3.8%	3.3%	2.5%	
10	1.8%	1.6%	1.3%	1.3%		
15	0.9%	0.9%	0.9%			
20	0.5%	0.5%				
25	0.4%					
30	0.0%					

Mortality Rates:

Mortality rates are based on the following rates:

Age	Actives		Retirees*	
	Males	Females	Males	Females
25	0.023%	0.013%		
30	0.033%	0.014%		
35	0.034%	0.018%		
40	0.057%	0.034%		
45	0.076%	0.041%		
50	0.103%	0.063%		
55	0.143%	0.093%	0.164%	0.118%
60	0.238%	0.179%	0.300%	0.254%
65	0.435%	0.368%	0.596%	0.468%
70			1.095%	0.864%
75			1.886%	1.451%
80			3.772%	2.759%

* Rates applicable to future retirees include a 2 year setback.



Retirement Rates:

Age	Male	Female
55	2.7%	4.5%
56	1.8%	3.2%
57	1.8%	3.2%
58	2.7%	4.1%
59	4.5%	5.4%
60	6.3%	9.0%
61	6.3%	9.0%
62	10.8%	10.8%
63	13.5%	16.2%
64	10.8%	13.5%
65	10.8%	14.4%
66	10.0%	13.5%
67	10.0%	13.5%
68	10.0%	13.5%
69	10.0%	13.5%
70	10.0%	13.5%
71	10.0%	13.5%
72	10.0%	13.5%
73	10.0%	13.5%
74	10.0%	13.5%
70	100.0%	100.0%

* Of those having met eligibility to receive pension benefits. The percentage refers to the probability that an active employee who has reached the stated age will retire within the following year.

[The retirement rates have been updated to reflect the most recent STRS retirement study]

Retirement Eligibility Age: The earliest retirement age assumed for employees who participate in STRS is age 55. The earliest retirement age assumed for employees who participate in PERS is age 50. The last retirement age is assumed to be age 70 or age first eligible, if greater than age 70.

Participation Rates: 100% of future active employees are assumed to elect retiree health coverage at retirement – 50% are assumed to elect HMO coverage and 50% are assumed to elect PPO coverage. Of those electing coverage approximately 50% are assumed to elect coverage for their spouse. Female spouses are assumed to be three years younger than male spouses.

Claim Cost Development: The valuation was based on the premiums rates furnished by PCHS obtained for their future retirees.



Medical Trend Rates:

Year	Trend
2016/17	Actual
2017/18	7.0%
2018/19	6.5%
2019/20	6.0%
2020/21	5.5%
2021/22+	5.0%

[The prior valuation assumed a 0.5% lower initial trend rate for PPO plans and 1% lower initial trend rate for HMO plans]

Dental & Vision Trend Rates:

Year	Trend
2017/18+	3.0%

[The prior valuation assumed 4.0%]

Actuarial Cost Method:

The actuarial cost method used was Projected Unit Credit with service prorated. Under this method, the Actuarial Accrued Liability is the present value of projected benefits multiplied by the ratio of benefit service as of the valuation date to the projected benefit service at first full retirement eligibility age. The Normal Cost for a plan year is the expected increase in the Accrued Liability during the plan year.

All employees eligible as of the measurement date in accordance with the provisions of the Plan listed in the data provided by PCHS were included in the valuation.

Actuarial Value of Assets: As of the valuation date there are no eligible plan assets.



SECTION VIII. ACTUARIAL CERTIFICATION

The results set forth in this report are based on the actuarial valuation of the retiree health benefit plans of Palisades Charter High School (PCHS) as of July 1, 2015.

The valuation was performed in accordance with generally accepted actuarial principles and practices and in accordance with FASB statements No. 106 and 158. We relied on census data for active employees and retirees provided to us by PCHS. We also made use of plan information, premium information, and enrollment information provided to us by PCHS.

The assumptions used in performing the valuation, as summarized in this report, and the results based thereupon, represent our best estimate of anticipated experience and actuarial cost of the retiree health benefits program. The discount rate, expected return on assets, and other economic assumptions were selected by PCHS.

I am a member of the American Academy of Actuaries and believe I meet the Qualification Standards of the American Academy of Actuaries to render the actuarial opinion contained herein.

Certified by:

Marilyn K. Jones, ASA, EA, MAAA, FCA
Consulting Actuary

Date: October 31, 2016

PROCEDURES
UPDATE

Palisades Charter High School
Credit Card - For Board Review

SAMPLE

Transaction Date	PO#:	Description	CARD HOLDER	Purpose	Requested By	Board Approval Required (yes/no)?	Amount
2016-10-03		WHOLEFDS BRT 10074	PAMELA MAGEE	MEETING	PAMELA MAGEE		\$ 44.21
2016-10-03		PARADISE POINT RESORT	PAMELA MAGEE	CONFERENCE LODGING	TVN		\$ 500.00
2016-10-05		GTM SPORTSWEAR	PAMELA MAGEE	DANCE TEAM ORDER-ASB			\$ 3,519.17
2016-10-07		DOMINO'S 8546	PAMELA MAGEE	MEETING	C. SMITH		\$ 53.96
2016-10-10		RALPHS #0292	PAMELA MAGEE	MEETING	PAMELA MAGEE		\$ 9.82
2016-10-10		RALPHS #0292	PAMELA MAGEE	MEETING	PAMELA MAGEE		\$ 62.44
2016-10-11		PARADISE POINT RESORT	PAMELA MAGEE	CONFERENCE/LODGING	PAMELA MAGEE		\$ 7,664.25
2016-10-14		CTC*CONSTANTCONTACT.C	PAMELA MAGEE	SUBSCRIPTION	PAMELA MAGEE		\$ 90.00
2016-10-14		TRUMBA CORPORATION	PAMELA MAGEE	SUBSCRIPTION	PAMELA MAGEE		\$ 79.96
2016-10-17		CTE CONFERENCE	PAMELA MAGEE	CONFERENCE	PAMELA MAGEE		\$ 406.85
2016-10-18		ROCCOS CUCINA	PAMELA MAGEE	MEETING	D. MANDOSA		\$ 133.93
2016-10-19		RALPHS #0705	PAMELA MAGEE	MEETING	PAMELA MAGEE		\$ 24.04
2016-10-19		PALISADES PIZZA	PAMELA MAGEE	MEETING	PAMELA MAGEE		\$ 119.00
2016-10-19		VONS Store00022665	PAMELA MAGEE	MEETING	PAMELA MAGEE		\$ 36.44
2016-10-20		NOAH'S-ONLINE CATERING	PAMELA MAGEE	MEETING	PAMELA MAGEE		\$ 145.79
2016-10-22		RAPID PLUMBING	GREGORY WOOD	OPS REPAIR	D. RICCARDI		\$ 579.50
Total							\$ 13,469.36

PALISADES CHARTER HIGH SCHOOL
REQUEST FOR: CONFERENCE, CONVENTION, OR MEETING ATTENDANCE

CURRENT

Name: (First) _____ (M) _____ (Last) _____
Title: _____ Department: _____
Work Telephone: _____ Fax: _____ Email: _____

CONFERENCE INFORMATION

- Check appropriate description:
Requested by Board of Trustees
Requested by Standing Committee
Requested by Department
Request by PCHS
Self Initiated
Other

Name of Activity: _____
Address of Activity: _____

- Expenses to be paid by:
(attach document to support conference / brochure)
PCHS
The Individual
Other - Name

Number of workdays requested: _____

Address: _____
City / State / Zip: _____

Will a sub be needed: Yes No

Phone: _____ Contact: _____

If yes, which days: _____

Authorized Travel Dates:
Depart Date: _____ Time: _____ AM / PM
Activity Begins: _____
Return Date: _____ Time: _____ AM / PM
Activity Ends: _____

Beneficiary Designation if Traveling by Air. The District (PCHS) provides accidental death and dismemberment insurance coverage to supplement workers compensation benefits for all employees when traveling on the business of the District (PCHS) as a passenger in any aircraft and while being transported to and from the airport by any vehicle licensed for transportation for hire. If no beneficiary listed, all benefits will accrue to the employee's estate.

Name of Beneficiary: _____ Signature of Applicant: _____
Relationship to Applicant: _____ Date of Application: _____

NOT CLEAR

- A. If a conference is Self Initiated or requested by PCHS: Registration fee and cost of substitute maybe paid.
B. If a staff member is requested to attend a conference by the Board of Trustees or one of it's Standing Committees: Registration fee, cost of substitute and some other travel expenses may be paid. Permitted expenses are:
1. Meals per diem - no receipt required: A maximum of \$25 a day can be approved for meals.
2. Expenses for transportation, lodging, and conference fees - receipts required: If conference is not in Los Angeles or neighboring counties, a maximum of \$125 per day can be approved for lodging and \$150 for transportation.
C. Estimated expenses: Conference fee: \$ _____ Meals: \$ _____ Transportation: \$ _____ Lodging: \$ _____
D. Total Estimated Expenses: \$ _____

Submission / Agreement (to be agreed and signed by attendee)

I understand that the event must be a professional / educational conference, meeting, or convention that promotes our stated school goals (see Palisades Charter High School Charter, Element 1: Educational Program)

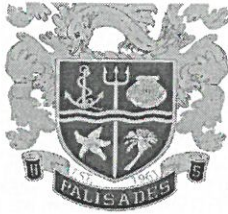
I understand that in order to be reimbursed for approved expenses I must submit a Travel Expense Claim form with all required documents including receipts and documentation of the presentation of information, materials or strategies to my department, the faculty, and / or the Board of Trustees or a Standing Committee as appropriate.

Agreed / Signed: _____ Date: _____

Approved by Executive Director & Principal / Assistant Principal

Print Name / Title: _____ Signature: _____

Approved: Yes No Date: _____



Palisades Charter High School

15777 Bowdoin St. • Pacific Palisades • California 90272

(310) 230-6623 • FAX (310) 454-6328

DRAFT - PROPOSED

CONFERENCE/TRAVEL REQUEST FORM

Employee Attendee(s) Name(s): _____
 Department/Site: _____ Date of Request: _____
 Name of Conference/Activity: _____
 Organization/Company Holding the Conference/Activity: _____
 Location of Conference/Activity: _____ Date(s) of Conference/Activity: _____
 Purpose/Rationale (How will this conference/activity be of value to the district/school?): _____

Cost Estimate (if one form is being submitted for multiple people, be sure to include all costs for all individuals):

Estimated Expenditures	Pali to Pay Directly	Reimbursement Requested	Cost
Conference Registration _____ people @ \$ - per person			\$ -
Certificated Substitute(s) _____ days @ _____ per day (sal. & stat. ben.)			\$ -
Classified Substitute _____ hours			TBD by Business Office
Travel - Mileage _____ miles @ \$ 0.54 per mile			\$ -
Travel - Airfare _____ people @ \$ - per person			\$ -
Travel - Taxi/Shuttle _____			\$ -
Lodging _____ nights @ \$ - per night			\$ -
Meals _____ Breakfasts @ TBD per meal _____ Lunches @ TBD per meal _____ Dinners @ TBD per meal			#VALUE!
Other (Parking, Tolls, Conference Materials, etc.) - please list below:			\$ -
TOTAL APPROXIMATE COST			#VALUE!

I understand that my request is not granted until approved by site and district administration and that, once approved, costs may not exceed the above estimate without prior approval from an administrator. Reimbursements will be made in accordance with Board Policy and Administrative Regulation 3350. Upon returning from an approved event, attendee must submit an itemized Request for Reimbursement and/or a Mileage Report & Reimbursement Claim form with a copy of this form, the activity agenda/program, and all original itemized receipts for any out of pocket expenses to supervisor within 3 to 5 days of return. Expenses submitted without original itemized receipts will not be reimbursed.

Requestor Signature: _____

Administrator Approval: _____ Date: _____

Funding Source: _____ SACS Code: _____

Will costs be reimbursed by another organization? Yes/No If so, what organization? _____

Superintendent/Designee Approval: _____ Date: _____

Board Approval Date (if applicable): _____ Business Office Review _____
(initial) (date)

2015/2016 Statement of Economic Interests



Form 700

A Public Document

Also available on the FPPC website:

- ***Form 700 in Excel format***
- ***Reference Pamphlet for Form 700***

California Fair Political Practices Commission

428 J Street, Suite 620 • Sacramento, CA 95814

Email Advice: advice@fppc.ca.gov

Toll-free advice line: 1 (866) ASK-FPPC • 1 (866) 275-3772

Telephone: (916) 322-5660 • Website: www.fppc.ca.gov

December 2015

What's New

Gifts of Travel

Effective January 1, 2016, if an individual receives a travel payment that is a reportable gift, he or she must disclose the travel destination. (See the Schedule E instructions for information about other details that must be disclosed.) This applies to travel taken on or after January 1, 2016. An individual who is filing a 2015 annual statement is not required to disclose the travel destination, but may do so.

Who must file:

- Elected and appointed officials and candidates listed in Government Code Section 87200
- Employees, appointed officials, and consultants filing pursuant to a conflict of interest code ("code filers"). **Obtain your disclosure categories, which describe the interests you must report, from your agency;** they are not part of the Form 700
- Candidates running for local elective offices that are designated in a conflict of interest code (e.g., county sheriffs, city clerks, school board trustees, and water board members)
- Members of newly created boards and commissions not yet covered under a conflict of interest code
- Employees in newly created positions of existing agencies

See Reference Pamphlet, page 3, at www.fppc.ca.gov.

Where to file:

87200 Filers

State offices	⇒	Your agency
Judicial offices	⇒	The clerk of your court
Retired Judges	⇒	Directly with FPPC
County offices	⇒	Your county filing official
City offices	⇒	Your city clerk
Multi-County offices	⇒	Your agency

Code Filers — State and Local Officials, Employees, and Consultants Designated in a Conflict of Interest Code: File with your agency, board, or commission unless otherwise specified in your agency's conflict of interest code (e.g., Legislative staff files directly with FPPC). In most cases, the agency, board, or commission will retain the statements.

Members of Boards and Commissions of Newly Created Agencies: File with your newly created agency or with your agency's code reviewing body.

Employees in Newly Created Positions of Existing Agencies: File with your agency or with your agency's code reviewing body. See Reference Pamphlet, page 3.

Candidates: File with your local elections office.

How to file:

The Form 700 is available at www.fppc.ca.gov. Form 700 schedules are also available in Excel format. All statements must have an original "wet" signature or be duly authorized by your filing officer to file electronically under Government Code Section 87500.2. Instructions, examples, FAQs, and a reference pamphlet are available to help answer your questions.

When to file:

Annual Statements

⇒ March 1, 2016

- Elected State Officers
- Judges and Court Commissioners
- State Board and Commission Members listed in Government Code Section 87200

⇒ April 1, 2016

- Most other filers

Individuals filing under conflict of interest codes in city and county jurisdictions should verify the annual filing date with their local filing officers.

Statements postmarked by the filing deadline are considered filed on time.

Assuming Office and Leaving Office Statements

Most filers file within 30 days of assuming or leaving office or within 30 days of the effective date of a newly adopted or amended conflict of interest code.

Exception:

If you assumed office between October 1, 2015, and December 31, 2015, and filed an assuming office statement, you are not required to file an annual statement until March 1, 2017, or April 3, 2017, whichever is applicable. The annual statement will cover the day after you assumed office through December 31, 2016. See Reference Pamphlet, pages 6 and 7, for additional exceptions.

Candidate Statements

File no later than the final filing date for the declaration of candidacy or nomination documents.

Amendments

Statements may be amended at any time. You are only required to amend the schedule that needs to be revised. It is not necessary to amend the entire filed form. Obtain amendment schedules at www.fppc.ca.gov.

There is no provision for filing deadline extensions unless the filer is serving in active military duty.

Statements of 30 pages or less may be faxed by the deadline as long as the originally signed paper version is sent by first class mail to the filing official within 24 hours.

Introduction

The Political Reform Act (Gov. Code Sections 81000-91014) requires most state and local government officials and employees to publicly disclose their personal assets and income. They also must disqualify themselves from participating in decisions that may affect their personal economic interests. The Fair Political Practices Commission (FPPC) is the state agency responsible for issuing the attached Statement of Economic Interests, Form 700, and for interpreting the law's provisions.

Gift Prohibition

Gifts received by most state and local officials, employees, and candidates are subject to a limit. For years 2015-2016, the limit is \$460 from a single source during a calendar year.

In addition, state officials, state candidates, and certain state employees are subject to a \$10 limit per calendar month on gifts from lobbyists and lobbying firms registered with the Secretary of State. See Reference Pamphlet, page 10.

State and local officials and employees should check with their agency to determine if other restrictions apply.

Disqualification

Public officials are, under certain circumstances, required to disqualify themselves from making, participating in, or attempting to influence governmental decisions that will affect their economic interests. This may include interests they are not required to disclose (i.e., a personal residence is often not reportable, but may be disqualifying). Specific disqualification requirements apply to 87200 filers (e.g., city councilmembers, members of boards of supervisors, planning commissioners, etc.). These officials must publicly identify the economic interest that creates a conflict of interest and leave the room before a discussion or vote takes place at a public meeting. For more information, consult Government Code Section 87105, Regulation 18707, and the Guide to Recognizing Conflicts of Interest at www.fppc.ca.gov.

Honorarium Ban

Most state and local officials, employees, and candidates are prohibited from accepting an honorarium for any speech given, article published, or attendance at a conference, convention, meeting, or like gathering. See Reference Pamphlet, page 10.

Loan Restrictions

Certain state and local officials are subject to restrictions on loans. See Reference Pamphlet, page 14.

Post-Governmental Employment

There are restrictions on representing clients or employers before former agencies. The provisions apply to elected state officials, most state employees, local elected officials, county chief administrative officers, city managers, including the chief administrator of a city, and general managers or chief administrators of local special districts and JPAs. The FPPC website has fact sheets explaining the provisions.

Late Filing

The filing officer who retains originally-signed or electronically filed statements of economic interests may impose on an individual a fine for any statement that is filed late. The fine is \$10 per day up to a maximum of \$100. Late filing penalties may be reduced or waived under certain circumstances.

Persons who fail to timely file their Form 700 may be referred to the FPPC's Enforcement Division (and, in some cases, to the Attorney General or district attorney) for investigation and possible prosecution. In addition to the late filing penalties, a fine of up to \$5,000 per violation may be imposed.

For assistance concerning reporting, prohibitions, and restrictions under the Act:

- Email questions to advice@fppc.ca.gov.
- Call the FPPC toll-free at (866) 275-3772.

Form 700 is a Public Document Public Access Must Be Provided

Statements of Economic Interests are public documents. The filing officer must permit any member of the public to inspect and receive a copy of any statement.

- Statements must be available as soon as possible during the agency's regular business hours, but in any event not later than the second business day after the statement is received. Access to the Form 700 is not subject to the Public Records Act procedures.
- No conditions may be placed on persons seeking access to the forms.
- No information or identification may be required from persons seeking access.
- Reproduction fees of no more than 10 cents per page may be charged.

Types of Form 700 Filings

Assuming Office Statement:

If you are a newly appointed official or are newly employed in a position designated, or that will be designated, in a state or local agency's conflict of interest code, your assuming office date is the date you were sworn in or otherwise authorized to serve in the position. If you are a newly elected official, your assuming office date is the date you were sworn in.

- Investments, interests in real property, and business positions held on the date you assumed the office or position must be reported. In addition, income (including loans, gifts, and travel payments) received during the 12 months prior to the date you assumed the office or position is reportable.

For positions subject to confirmation by the State Senate or the Commission on Judicial Performance, your assuming office date is the date you were appointed or nominated to the position.

Example:

Maria Lopez was nominated by the Governor to serve on a state agency board that is subject to state Senate confirmation. The assuming office date is the date Maria's nomination is submitted to the Senate. Maria must report investments, interests in real property, and business positions she holds on that date, and income (including loans, gifts, and travel payments) received during the 12 months prior to that date.

If your office or position has been added to a newly adopted or newly amended conflict of interest code, use the effective date of the code or amendment, whichever is applicable.

- Investments, interests in real property, and business positions held on the effective date of the code or amendment must be reported. In addition, income (including loans, gifts, and travel payments) received during the 12 months prior to the effective date of the code or amendment is reportable.

Annual Statement:

Generally, the period covered is January 1, 2015, through December 31, 2015. If the period covered by the statement is different than January 1, 2015, through December 31, 2015, (for example, you assumed office between October 1, 2014, and December 31, 2014 or you are combining statements), you must specify the period covered.

- Investments, interests in real property, business positions held, and income (including loans, gifts, and travel payments) received during the period covered by the statement must be reported. Do not change the preprinted dates on Schedules A-1, A-2, and B unless you are required to report the acquisition or disposition of an interest that did not occur in 2015.

- If your disclosure category changes during a reporting period, disclose under the old category until the effective date of the conflict of interest code amendment and disclose under the new disclosure category through the end of the reporting period.

Leaving Office Statement:

Generally, the period covered is January 1, 2015, through the date you stopped performing the duties of your position. If the period covered differs from January 1, 2015, through the date you stopped performing the duties of your position (for example, you assumed office between October 1, 2014, and December 31, 2014, or you are combining statements), the period covered must be specified. The reporting period can cover parts of two calendar years.

- Investments, interests in real property, business positions held, and income (including loans, gifts, and travel payments) received during the period covered by the statement must be reported. Do not change the preprinted dates on Schedules A-1, A-2, and B unless you are required to report the acquisition or disposition of an interest that did not occur in 2015.

Candidate Statement:

If you are filing a statement in connection with your candidacy for state or local office, investments, interests in real property, and business positions held on the date of filing your declaration of candidacy must be reported. In addition, income (including loans, gifts, and travel payments) received during the 12 months prior to the date of filing your declaration of candidacy is reportable. Do not change the preprinted dates on Schedules A-1, A-2, and B.

Candidates running for local elective offices (e.g., county sheriffs, city clerks, school board trustees, or water district board members) must file candidate statements, as required by the conflict of interest code for the elected position. The code may be obtained from the agency of the elected position.

Amendments:

If you discover errors or omissions on any statement, file an amendment as soon as possible. You are only required to amend the schedule that needs to be revised; it is not necessary to refile the entire form. Obtain amendment schedules from the FPPC website at www.fppc.ca.gov.

Instructions Cover Page

Enter your name, mailing address, and daytime telephone number in the spaces provided. **Because the Form 700 is a public document, you may list your business/office address instead of your home address.**

Part 1. Office, Agency, or Court

- Enter the name of the office sought or held, or the agency or court. Consultants must enter the public agency name rather than their private firm's name. (Examples: State Assembly; Board of Supervisors; Office of the Mayor; Department of Finance; Hope County Superior Court)
- Indicate the name of your division, board, or district, if applicable. (Examples: Division of Waste Management; Board of Accountancy; District 45). **Do not use acronyms.**
- Enter your position title. (Examples: Director; Chief Counsel; City Council Member; Staff Services Analyst)
- If you hold multiple positions (i.e., a city council member who also is a member of a county board or commission), you may be required to file statements with each agency. To simplify your filing obligations, you may complete an expanded statement.
- To do this, enter the name of the other agency(ies) with which you are required to file and your position title(s) in the space provided. **Do not use acronyms.** Attach an additional sheet if necessary. Complete one statement covering the disclosure requirements for all positions. Each copy must contain an original signature. Therefore, before signing the statement, make a copy for each agency. Sign each copy with an original signature and file with each agency.

If you assume or leave a position after a filing deadline, you must complete a separate statement. For example, a city council member who assumes a position with a county special district after the April 1 annual filing deadline must file a separate assuming office statement. In subsequent years, the city council member may expand his or her annual filing to include both positions.

Example:

Scott Baker is a city council member for the City of Lincoln and a board member for the Camp Far West Irrigation District – a multi-county agency that covers Placer and Yuba counties. Scott will complete one Form 700 using full disclosure (as required for the city position) and covering interests in both Placer and Yuba counties (as required for the multi-county position) and list both positions on the Cover Page. Before signing the statement, Scott will make a copy and sign both statements. One statement will be filed with City of Lincoln and the other will be filed with Camp Far West Irrigation District. Both will contain an original signature.

Part 2. Jurisdiction of Office

- Check the box indicating the jurisdiction of your agency and, if applicable, identify the jurisdiction. Judges, judicial candidates, and court commissioners have statewide jurisdiction. All other filers should review the Reference Pamphlet, page 13, to determine their jurisdiction.
- If your agency is a multi-county office, list each county in which your agency has jurisdiction.

- If your agency is not a state office, court, county office, city office, or multi-county office (e.g., school districts, special districts and JPAs), check the "other" box and enter the county or city in which the agency has jurisdiction.

Example:

This filer is a member of a water district board with jurisdiction in portions of Yuba and Sutter Counties.

Part 3. Type of Statement

1. Office, Agency, or Court	
Agency Name (Do not use acronyms)	
Feather River Irrigation District	
Division, Board, Department, District, if applicable	Your Position
N/A	Board Member
▶ If filing for multiple positions, list below or on an attachment. (Do not use acronyms)	
Agency: N/A	Position:
2. Jurisdiction of Office (Check at least one box)	
<input type="checkbox"/> State	<input type="checkbox"/> Judge or Court Commissioner (Statewide Jurisdiction)
<input checked="" type="checkbox"/> Multi-County Yuba & Sutter Counties	<input type="checkbox"/> County of
<input type="checkbox"/> City of	<input type="checkbox"/> Other

Check at least one box. The period covered by a statement is determined by the type of statement you are filing. If you are completing a 2015 annual statement, **do not** change the pre-printed dates to reflect 2016. Your annual statement is used for reporting the **previous year's** economic interests. Economic interests for your annual filing covering January 1, 2016, through December 31, 2016, will be disclosed on your statement filed in 2017. See Reference Pamphlet, page 4.

Combining Statements: Certain types of statements may be combined. For example, if you leave office after January 1, but before the deadline for filing your annual statement, you may combine your annual and leaving office statements. File by the earliest deadline. Consult your filing officer or the FPPC.

Part 4. Schedule Summary

- Complete the Schedule Summary after you have reviewed each schedule to determine if you have reportable interests.
- Enter the total number of completed pages including the cover page and either check the box for each schedule you use to disclose interests; **or** if you have nothing to disclose on any schedule, check the "No reportable interests" box. Please **do not** attach any blank schedules.

Part 5. Verification

Complete the verification by signing the statement and entering the date signed. All statements must have an original "wet" signature or be duly authorized by your filing officer to file electronically under Government Code Section 87500.2. Instructions, examples, FAQs, and a reference pamphlet are available to help answer your questions. **When you sign your statement, you are stating, under penalty of perjury, that it is true and correct.** Only the filer has authority to sign the statement. An unsigned statement is not considered filed and you may be subject to late filing penalties.

FPPC Form 700 (2015/2016)

FPPC Advice Email: advice@fppc.ca.gov

FPPC Toll-Free Helpline: 866/275-3772 www.fppc.ca.gov

Instructions – 1

COVER PAGE

Please type or print in ink.

NAME OF FILER (LAST) (FIRST) (MIDDLE)

1. Office, Agency, or Court

Agency Name (Do not use acronyms)

Division, Board, Department, District, if applicable Your Position

► If filing for multiple positions, list below or on an attachment. (Do not use acronyms)

Agency: Position:

2. Jurisdiction of Office (Check at least one box)

- State Judge or Court Commissioner (Statewide Jurisdiction)
- Multi-County _____ County of _____
- City of _____ Other _____

3. Type of Statement (Check at least one box)

- Annual:** The period covered is January 1, 2015, through December 31, 2015.
-or-
The period covered is ____/____/____, through December 31, 2015.
- Assuming Office:** Date assumed ____/____/____
- Candidate:** Election year _____ and office sought, if different than Part 1: _____
- Leaving Office:** Date Left ____/____/____ (Check one)
 - The period covered is January 1, 2015, through the date of leaving office.
 - or-
 - The period covered is ____/____/____, through the date of leaving office.

4. Schedule Summary (must complete) ► Total number of pages including this cover page: _____

Schedules attached

- Schedule A-1 - Investments** – schedule attached **Schedule C - Income, Loans, & Business Positions** – schedule attached
- Schedule A-2 - Investments** – schedule attached **Schedule D - Income – Gifts** – schedule attached
- Schedule B - Real Property** – schedule attached **Schedule E - Income – Gifts – Travel Payments** – schedule attached

- or-
 None - No reportable interests on any schedule

5. Verification

MAILING ADDRESS STREET CITY STATE ZIP CODE
(Business or Agency Address Recommended - Public Document)

DAYTIME TELEPHONE NUMBER E-MAIL ADDRESS
()

I have used all reasonable diligence in preparing this statement. I have reviewed this statement and to the best of my knowledge the information contained herein and in any attached schedules is true and complete. I acknowledge this is a public document.

I certify under penalty of perjury under the laws of the State of California that the foregoing is true and correct.

Date Signed _____ Signature _____
(month, day, year) (File the originally signed statement with your filing official.)

Which Schedule Do I Use?

Common Reportable Interests

Schedule A-1	Stocks, including those held in an IRA or a 401K
Schedule A-2	Business entities (including certain independent contracting), sole proprietorships, partnerships, LLCs, corporations, and trusts
Schedule B	Rental property in the jurisdiction
Schedule C	Non-governmental salaries of public official and spouse/registered domestic partner
Schedule D	Gifts from businesses (such as tickets to sporting or entertainment events)
Schedule E	Travel payments from third parties (not your employer)

Common Non-Reportable Interests

Schedule A-1	Insurance policies, government bonds, diversified mutual funds, certain funds similar to diversified mutual funds (such as exchange traded funds) and investments held in certain retirement accounts. See Reference Pamphlet, page 13, for detailed information. (Regulation 18237)
Schedule A-2	Savings and checking accounts and annuities
Schedule B	A residence used exclusively as a personal residence (such as a home or vacation cabin)
Schedule C	Governmental salary (such as a school district)
Schedule D	Gifts from family members
Schedule E	Travel paid by your government agency

Remember:

- ✓ Mark the “No reportable interests” box on Part 4 of the Schedule Summary on the Cover Page if you determine you have nothing to disclose and file the Cover Page only. **Make sure you carefully read all instructions to ensure proper reporting.**
- ✓ The Form 700 is a public document.
- ✓ **Most individuals must consult their agency’s conflict of interest code for reportable interests.**
- ✓ Most individuals file the Form 700 with their agencies.

Questions and Answers

General

- Q. What is the reporting period for disclosing interests on an assuming office statement or a candidate statement?
- A. On an assuming office statement, disclose all reportable investments, interests in real property, and business positions held on the date you assumed office. In addition, you must disclose income (including loans, gifts and travel payments) received during the 12 months prior to the date you assumed office.

On a candidate statement, disclose all reportable investments, interests in real property, and business positions held on the date you file your declaration of candidacy. You must also disclose income (including loans, gifts and travel payments) received during the 12 months prior to the date you file your declaration of candidacy.

- Q. I hold two other board positions in addition to my position with the county. Must I file three statements of economic interests?
- A. Yes, three are required. However, you may complete one statement listing the county and the two boards on the Cover Page or an attachment as the agencies for which you will be filing. Report your economic interests using the largest jurisdiction and highest disclosure requirements assigned to you by the three agencies. Make two copies of the entire statement before signing it, sign each copy with an original signature, and distribute one original to the county and to each of the two boards. Remember to complete separate statements for positions that you leave or assume during the year.
- Q. I am a department head who recently began acting as city manager. Should I file as the city manager?
- A. Yes. File an assuming office statement as city manager. Persons serving as “acting,” “interim,” or “alternate” must file as if they hold the position because they are or may be performing the duties of the position.
- Q. As a designated employee, I left one state agency to work for another state agency. Must I file a leaving office statement?
- A. Yes. You may also need to file an assuming office statement for the new agency.

- Q. My spouse and I are currently separated and in the process of obtaining a divorce. Must I still report my spouse’s income, investments, and interests in real property?
- A. Yes. A public official must continue to report a spouse’s economic interests until such time as dissolution of marriage proceedings is final. However, if a separate property agreement has been reached prior to that time, your estranged spouse’s income may not have to be reported. Contact the FPPC for more information.

Investment Disclosure

- Q. I have an investment interest in shares of stock in a company that does not have an office in my jurisdiction. Must I still disclose my investment interest in this company?
- A. Probably. The definition of “doing business in the jurisdiction” is not limited to whether the business has an office or physical location in your jurisdiction. See Reference Pamphlet, page 13.
- Q. My spouse and I have a living trust. The trust holds rental property in my jurisdiction, our primary residence, and investments in diversified mutual funds. I have full disclosure. How is this trust disclosed?
- A. Disclose the name of the trust, the rental property and its income on Schedule A-2. Your primary residence and investments in diversified mutual funds registered with the SEC are not reportable.
- Q. I am required to report all investments. I have an IRA that contains stocks through an account managed by a brokerage firm. Must I disclose these stocks even though they are held in an IRA and I did not decide which stocks to purchase?
- A. Yes. Disclose on Schedule A-1 or A-2 any stock worth \$2,000 or more in a business entity located in or doing business in your jurisdiction.

Questions and Answers Continued

Q. I am the sole owner of my business, an S-Corporation. I believe that the nature of the business is such that it cannot be said to have any "fair market value" because it has no assets. I operate the corporation under an agreement with a large insurance company. My contract does not have resale value because of its nature as a personal services contract. Must I report the fair market value for my business on Schedule A-2 of the Form 700?

A. Yes. Even if there are no *tangible* assets, intangible assets, such as relationships with companies and clients are commonly sold to qualified professionals. The "fair market value" is often quantified for other purposes, such as marital dissolutions or estate planning. In addition, the IRS presumes that "personal services corporations" have a fair market value. A professional "book of business" and the associated goodwill that generates income are not without a determinable value. The Form 700 does not require a precise fair market value; it is only necessary to check a box indicating the broad range within which the value falls.

Q. I own stock in IBM and must report this investment on Schedule A-1. I initially purchased this stock in the early 1990s; however, I am constantly buying and selling shares. Must I note these dates in the "Acquired" and "Disposed" fields?

A. No. You must only report dates in the "Acquired" or "Disposed" fields when, during the reporting period, you initially purchase a reportable investment worth \$2,000 or more or when you dispose of the entire investment. You are not required to track the partial trading of an investment.

Q. On last year's filing I reported stock in Encoe valued at \$2,000 - \$10,000. Late last year the value of this stock fell below and remains at less than \$2,000. How should this be reported on this year's statement?

A. You are not required to report an investment if the value was less than \$2,000 during the **entire** reporting period. However, because a disposed date is not required for stocks that fall below \$2,000, you may want to report the stock and note in the "comments" section that the value fell below \$2,000. This would be for informational purposes only; it is not a requirement.

Q. We have a Section 529 account set up to save money for our son's college education. Is this reportable?

A. If the Section 529 account contains reportable interests (e.g., common stock valued at \$2,000 or more), those interests are reportable (not the actual Section 529 account). If the account contains solely mutual funds, then nothing is reported.

Income Disclosure

Q. I reported a business entity on Schedule A-2. Clients of my business are located in several states. Must I report all clients from whom my pro rata share of income is \$10,000 or more on Schedule A-2, Part 3?

A. No, only the clients located in or doing business on a regular basis in your jurisdiction must be disclosed.

Q. I believe I am not required to disclose the names of clients from whom my pro rata share of income is \$10,000 or more on Schedule A-2 because of their right to privacy. Is there an exception for reporting clients' names?

A. Regulation 18740 provides a procedure for requesting an exemption to allow a client's name not to be disclosed if disclosure of the name would violate a legally recognized privilege under California or Federal law. This regulation may be obtained from our website at www.fppc.ca.gov. See Reference Pamphlet, page 14.

Q. I am sole owner of a private law practice that is not reportable based on my limited disclosure category. However, some of the sources of income to my law practice are from reportable sources. Do I have to disclose this income?

A. Yes, even though the law practice is not reportable, reportable sources of income to the law practice of \$10,000 or more must be disclosed. This information would be disclosed on Schedule C with a note in the "comments" section indicating that the business entity is not a reportable investment. The note would be for informational purposes only; it is not a requirement.

Questions and Answers Continued

Q. I am the sole owner of my business. Where do I disclose my income - on Schedule A-2 or Schedule C?

A. Sources of income to a business in which you have an ownership interest of 10% or greater are disclosed on Schedule A-2. See Reference Pamphlet, page 8, for the definition of “business entity.”

Q. My husband is a partner in a four-person firm where all of his business is based on his own billings and collections from various clients. How do I report my community property interest in this business and the income generated in this manner?

A. If your husband’s investment in the firm is 10% or greater, disclose 100% of his share of the business on Schedule A-2, Part 1 and 50% of his income on Schedule A-2, Parts 2 and 3. For example, a client of your husband’s must be a source of at least \$20,000 during the reporting period before the client’s name is reported.

Q. How do I disclose my spouse’s or registered domestic partner’s salary?

A. Report the name of the employer as a source of income on Schedule C.

Q. I am a doctor. For purposes of reporting \$10,000 sources of income on Schedule A-2, Part 3, are the patients or their insurance carriers considered sources of income?

A. If your patients exercise sufficient control by selecting you instead of other doctors, then your patients, rather than their insurance carriers, are sources of income to you. See Reference Pamphlet, page 14, for additional information.

Q. I received a loan from my grandfather to purchase my home. Is this loan reportable?

A. No. Loans received from family members are not reportable.

Q. Many years ago, I loaned my parents several thousand dollars, which they paid back this year. Do I need to report this loan repayment on my Form 700?

A. No. Payments received on a loan made to a family member are not reportable.

Real Property Disclosure

Q. During this reporting period we switched our principal place of residence into a rental. I have full disclosure and the property is located in my agency’s jurisdiction, so it is now reportable. Because I have not reported this property before, do I need to show an “acquired” date?

A. No, you are not required to show an “acquired” date because you previously owned the property. However, you may want to note in the “comments” section that the property was not previously reported because it was used exclusively as your residence. This would be for informational purposes only; it is not a requirement.

Q. My daughter is buying her first home and I am the co-signer on the loan. I won’t occupy the home, but my daughter will. The home is located in my agency’s jurisdiction. Must I report this property?

A. No. Property occupied by a family member is not reportable as long as you are not receiving rental income or using the property for business purposes.

Gift Disclosure

Q. If I received a reportable gift of two tickets to a concert valued at \$100 each, but gave the tickets to a friend because I could not attend the concert, do I have any reporting obligations?

A. Yes. Since you accepted the gift and exercised discretion and control of the use of the tickets, you must disclose the gift on Schedule D.

Q. Mary and Joe Benson, a married couple, want to give a piece of artwork to a county supervisor. Is each spouse considered a separate source for purposes of the gift limit and disclosure?

A. Yes, each spouse may make a gift valued at the gift limit during a calendar year. For example, during 2015 the gift limit was \$460, so the Bensons may have given the supervisor artwork valued at no more than \$920. The supervisor must identify Joe and Mary Benson as the sources of the gift.

Questions and Answers Continued

Q. I am a Form 700 filer with full disclosure. Our agency holds a holiday raffle to raise funds for a local charity. I bought \$10 worth of raffle tickets and won a gift basket valued at \$120. The gift basket was donated by Doug Brewer, a citizen in our city. At the same event, I bought raffle tickets for, and won a quilt valued at \$70. The quilt was donated by a coworker. Are these reportable gifts?

A. Because the gift basket was donated by an outside source (not an agency employee), you have received a reportable gift valued at \$110 (the value of the basket less the consideration paid). The source of the gift is Doug Brewer and the agency is disclosed as the intermediary. Because the quilt was donated by an employee of your agency, it is not a reportable gift.

Q. My agency is responsible for disbursing grants. An applicant (501(c)(3) organization) met with agency employees to present its application. At this meeting, the applicant provided food and beverages. Would the food and beverages be considered gifts to the employees? These employees are designated in our agency's conflict of interest code and the applicant is a reportable source of income under the code.

A. Yes. If the value of the food and beverages consumed by any one filer, plus any other gifts received from the same source during the reporting period total \$50 or more, the food and beverages would be reported using the fair market value and would be subject to the gift limit.

Q. I received free admission to an educational conference related to my official duties. Part of the conference fees included a round of golf. Is the value of the golf considered informational material?

A. No. The value of personal benefits, such as golf, attendance at a concert, or sporting event, are gifts subject to reporting and limits.

Instructions – Schedules A-1 and A-2 Investments

“Investment” means a financial interest in any business entity (including a consulting business or other independent contracting business) that is located in, doing business in, planning to do business in, or that has done business during the previous two years in your agency’s jurisdiction in which you, your spouse or registered domestic partner, or your dependent children had a direct, indirect, or beneficial interest totaling \$2,000 or more at any time during the reporting period. See Reference Pamphlet, page 13.

Reportable investments include:

- Stocks, bonds, warrants, and options, including those held in margin or brokerage accounts and managed investment funds (See Reference Pamphlet, page 13.)
- Sole proprietorships
- Your own business or your spouse’s or registered domestic partner’s business (See Reference Pamphlet, page 8, for the definition of “business entity.”)
- Your spouse’s or registered domestic partner’s investments even if they are legally separate property
- Partnerships (e.g., a law firm or family farm)
- Investments in reportable business entities held in a retirement account (See Reference Pamphlet, page 15.)
- If you, your spouse or registered domestic partner, and dependent children together had a 10% or greater ownership interest in a business entity or trust (including a living trust), you must disclose investments held by the business entity or trust. See Reference Pamphlet, page 15, for more information on disclosing trusts.
- Business trusts

You are not required to disclose:

- Insurance policies, government bonds, diversified mutual funds, certain funds similar to diversified mutual funds (such as exchange traded funds) and investments held in certain retirement accounts. See Reference Pamphlet, page 13, for detailed information. (Regulation 18237)
- Bank accounts, savings accounts, money market accounts and certificates of deposits
- Insurance policies
- Annuities
- Commodities
- Shares in a credit union
- Government bonds (including municipal bonds)
- Retirement accounts invested in non-reportable interests (e.g., insurance policies, mutual funds, or government bonds) (See Reference Pamphlet, page 15.)

- Government defined-benefit pension plans (such as CalPERS and CalSTRS plans)
- Certain interests held in a blind trust (See Reference Pamphlet, page 16.)

Use Schedule A-1 to report ownership of less than 10% (e.g., stock). Schedule C (Income) may also be required if the investment is not a stock or corporate bond. See second example below.

Use Schedule A-2 to report ownership of 10% or greater (e.g., a sole proprietorship).

To Complete Schedule A-1:

Do not attach brokerage or financial statements.

- Disclose the name of the business entity.
- Provide a general description of the business activity of the entity (e.g., pharmaceuticals, computers, automobile manufacturing, or communications).
- Check the box indicating the highest fair market value of your investment during the reporting period. If you are filing a candidate or an assuming office statement, indicate the fair market value on the filing date or the date you took office, respectively.
- Identify the nature of your investment (e.g., stocks, warrants, options, or bonds).
- An acquired or disposed of date is only required if you initially acquired or entirely disposed of the investment interest during the reporting period. The date of a stock dividend reinvestment or partial disposal is not required. Generally, these dates will not apply if you are filing a candidate or an assuming office statement.

Examples:

John Smith holds a state agency position. His conflict of interest code requires full disclosure of investments. John must disclose his stock holdings of \$2,000 or more in any company that is located in or does business in California, as well as those stocks held by his spouse or registered domestic partner and dependent children.

Susan Jones is a city council member. She has a 4% interest, worth \$5,000, in a limited partnership located in the city. Susan must disclose the partnership on Schedule A-1 and income of \$500 or more received from the partnership on Schedule C.

Reminders

- Do you know your agency’s jurisdiction?
- Did you hold investments at any time during the period covered by this statement?
- Code filers – your disclosure categories may only require disclosure of specific investments.

SCHEDULE A-1

Investments

Stocks, Bonds, and Other Interests (Ownership Interest is Less Than 10%)

Do not attach brokerage or financial statements.

Name _____

▶ NAME OF BUSINESS ENTITY _____

GENERAL DESCRIPTION OF THIS BUSINESS _____

FAIR MARKET VALUE
 \$2,000 - \$10,000 \$10,001 - \$100,000
 \$100,001 - \$1,000,000 Over \$1,000,000

NATURE OF INVESTMENT
 Stock Other _____
(Describe)

Partnership Income Received of \$0 - \$499
 Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:
____/____/15 ____/____/15
ACQUIRED DISPOSED

▶ NAME OF BUSINESS ENTITY _____

GENERAL DESCRIPTION OF THIS BUSINESS _____

FAIR MARKET VALUE
 \$2,000 - \$10,000 \$10,001 - \$100,000
 \$100,001 - \$1,000,000 Over \$1,000,000

NATURE OF INVESTMENT
 Stock Other _____
(Describe)

Partnership Income Received of \$0 - \$499
 Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:
____/____/15 ____/____/15
ACQUIRED DISPOSED

▶ NAME OF BUSINESS ENTITY _____

GENERAL DESCRIPTION OF THIS BUSINESS _____

FAIR MARKET VALUE
 \$2,000 - \$10,000 \$10,001 - \$100,000
 \$100,001 - \$1,000,000 Over \$1,000,000

NATURE OF INVESTMENT
 Stock Other _____
(Describe)

Partnership Income Received of \$0 - \$499
 Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:
____/____/15 ____/____/15
ACQUIRED DISPOSED

▶ NAME OF BUSINESS ENTITY _____

GENERAL DESCRIPTION OF THIS BUSINESS _____

FAIR MARKET VALUE
 \$2,000 - \$10,000 \$10,001 - \$100,000
 \$100,001 - \$1,000,000 Over \$1,000,000

NATURE OF INVESTMENT
 Stock Other _____
(Describe)

Partnership Income Received of \$0 - \$499
 Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:
____/____/15 ____/____/15
ACQUIRED DISPOSED

▶ NAME OF BUSINESS ENTITY _____

GENERAL DESCRIPTION OF THIS BUSINESS _____

FAIR MARKET VALUE
 \$2,000 - \$10,000 \$10,001 - \$100,000
 \$100,001 - \$1,000,000 Over \$1,000,000

NATURE OF INVESTMENT
 Stock Other _____
(Describe)

Partnership Income Received of \$0 - \$499
 Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:
____/____/15 ____/____/15
ACQUIRED DISPOSED

▶ NAME OF BUSINESS ENTITY _____

GENERAL DESCRIPTION OF THIS BUSINESS _____

FAIR MARKET VALUE
 \$2,000 - \$10,000 \$10,001 - \$100,000
 \$100,001 - \$1,000,000 Over \$1,000,000

NATURE OF INVESTMENT
 Stock Other _____
(Describe)

Partnership Income Received of \$0 - \$499
 Income Received of \$500 or More (Report on Schedule C)

IF APPLICABLE, LIST DATE:
____/____/15 ____/____/15
ACQUIRED DISPOSED

Comments: _____

Instructions – Schedule A-2

Investments, Income, and Assets of Business Entities/Trusts

Use Schedule A-2 to report investments in a business entity (including a consulting business or other independent contracting business) or trust (including a living trust) in which you, your spouse or registered domestic partner, and your dependent children, together or separately, had a 10% or greater interest, totaling \$2,000 or more, during the reporting period and which is located in, doing business in, planning to do business in, or which has done business during the previous two years in your agency's jurisdiction. See Reference Pamphlet, page 13. A trust located outside your agency's jurisdiction is reportable if it holds assets that are located in or doing business in the jurisdiction. Do not report a trust that contains non-reportable interests. For example, a trust containing only your personal residence not used in whole or in part as a business, your savings account, and some municipal bonds, is not reportable.

Also report on Schedule A-2 investments and real property held by that entity or trust if your pro rata share of the investment or real property interest was \$2,000 or more during the reporting period.

To Complete Schedule A-2:

Part 1. Disclose the name and address of the business entity or trust. If you are reporting an interest in a business entity, check "Business Entity" and complete the box as follows:

- Provide a general description of the business activity of the entity.
- Check the box indicating the highest fair market value of your investment during the reporting period.
- If you initially acquired or entirely disposed of this interest during the reporting period, enter the date acquired or disposed.
- Identify the nature of your investment.
- Disclose the job title or business position you held with the entity, if any (i.e., if you were a director, officer, partner, trustee, employee, or held any position of management). A business position held by your spouse is not reportable.

Part 2. Check the box indicating **your pro rata** share of the **gross** income received **by** the business entity or trust. This amount includes your pro rata share of the **gross** income **from** the business entity or trust, as well as your community property interest in your spouse's or registered domestic partner's share. Gross income is the total amount of income before deducting expenses, losses, or taxes.

Part 3. Disclose the name of each source of income that is located in, doing business in, planning to do business in, or that has done business during the previous two years in your agency's jurisdiction, as follows:

- Disclose each source of income and outstanding loan **to the business entity or trust** identified in Part 1 if your pro rata share of the **gross** income (including your community property interest in your spouse's or registered domestic partner's share) to the business entity or trust from that source was \$10,000 or more during the reporting

period. See Reference Pamphlet, page 11, for examples. Income from governmental sources may be reportable if not considered salary. See Regulation 18232. Loans from commercial lending institutions made in the lender's regular course of business on terms available to members of the public without regard to your official status are not reportable.

- Disclose each individual or entity that was a source of commission income of \$10,000 or more during the reporting period through the business entity identified in Part 1. See Reference Pamphlet, page 8, for an explanation of commission income.

You may be required to disclose sources of income located outside your jurisdiction. For example, you may have a client who resides outside your jurisdiction who does business on a regular basis with you. Such a client, if a reportable source of \$10,000 or more, must be disclosed.

Mark "None" if you do not have any reportable \$10,000 sources of income to disclose. Using phrases such as "various clients" or "not disclosing sources pursuant to attorney-client privilege" may trigger a request for an amendment to your statement. See Reference Pamphlet, page 14, for details about requesting an exemption from disclosing privileged information.

Part 4. Report any investments or interests in real property held or leased **by the entity or trust** identified in Part 1 if your pro rata share of the interest held was \$2,000 or more during the reporting period. Attach additional schedules or use FPPC's Form 700 Excel spreadsheet if needed.

- Check the applicable box identifying the interest held as real property or an investment.
- If investment, provide the name and description of the business entity.
- If real property, report the precise location (e.g., an assessor's parcel number or address).
- Check the box indicating the highest fair market value of your interest in the real property or investment during the reporting period. (Report the fair market value of the portion of your residence claimed as a tax deduction if you are utilizing your residence for business purposes.)
- Identify the nature of your interest.
- Enter the date acquired or disposed only if you initially acquired or entirely disposed of your interest in the property or investment during the reporting period.

SCHEDULE A-2

Investments, Income, and Assets of Business Entities/Trusts

(Ownership Interest is 10% or Greater)

CALIFORNIA FORM 700

FAIR POLITICAL PRACTICES COMMISSION

Name _____

▶ 1. BUSINESS ENTITY OR TRUST

Name _____

Address (Business Address Acceptable) _____

Check one
 Trust, go to 2 Business Entity, complete the box, then go to 2

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE <input type="checkbox"/> \$0 - \$1,999 <input type="checkbox"/> \$2,000 - \$10,000 <input type="checkbox"/> \$10,001 - \$100,000 <input type="checkbox"/> \$100,001 - \$1,000,000 <input type="checkbox"/> Over \$1,000,000	IF APPLICABLE, LIST DATE: _____/_____/15 _____/_____/15 ACQUIRED DISPOSED
---	--

NATURE OF INVESTMENT
 Partnership Sole Proprietorship _____ Other

YOUR BUSINESS POSITION _____

▶ 1. BUSINESS ENTITY OR TRUST

Name _____

Address (Business Address Acceptable) _____

Check one
 Trust, go to 2 Business Entity, complete the box, then go to 2

GENERAL DESCRIPTION OF THIS BUSINESS

FAIR MARKET VALUE <input type="checkbox"/> \$0 - \$1,999 <input type="checkbox"/> \$2,000 - \$10,000 <input type="checkbox"/> \$10,001 - \$100,000 <input type="checkbox"/> \$100,001 - \$1,000,000 <input type="checkbox"/> Over \$1,000,000	IF APPLICABLE, LIST DATE: _____/_____/15 _____/_____/15 ACQUIRED DISPOSED
---	--

NATURE OF INVESTMENT
 Partnership Sole Proprietorship _____ Other

YOUR BUSINESS POSITION _____

▶ 2. IDENTIFY THE GROSS INCOME RECEIVED (INCLUDE YOUR PRO RATA SHARE OF THE GROSS INCOME TO THE ENTITY/TRUST)

<input type="checkbox"/> \$0 - \$499	<input type="checkbox"/> \$10,001 - \$100,000
<input type="checkbox"/> \$500 - \$1,000	<input type="checkbox"/> OVER \$100,000
<input type="checkbox"/> \$1,001 - \$10,000	

▶ 2. IDENTIFY THE GROSS INCOME RECEIVED (INCLUDE YOUR PRO RATA SHARE OF THE GROSS INCOME TO THE ENTITY/TRUST)

<input type="checkbox"/> \$0 - \$499	<input type="checkbox"/> \$10,001 - \$100,000
<input type="checkbox"/> \$500 - \$1,000	<input type="checkbox"/> OVER \$100,000
<input type="checkbox"/> \$1,001 - \$10,000	

▶ 3. LIST THE NAME OF EACH REPORTABLE SINGLE SOURCE OF INCOME OF \$10,000 OR MORE (Attach a separate sheet if necessary.)

None or Names listed below

▶ 3. LIST THE NAME OF EACH REPORTABLE SINGLE SOURCE OF INCOME OF \$10,000 OR MORE (Attach a separate sheet if necessary.)

None or Names listed below

▶ 4. INVESTMENTS AND INTERESTS IN REAL PROPERTY HELD OR LEASED BY THE BUSINESS ENTITY OR TRUST

Check one box:
 INVESTMENT REAL PROPERTY

Name of Business Entity, if Investment, or Assessor's Parcel Number or Street Address of Real Property _____

Description of Business Activity or City or Other Precise Location of Real Property _____

FAIR MARKET VALUE <input type="checkbox"/> \$2,000 - \$10,000 <input type="checkbox"/> \$10,001 - \$100,000 <input type="checkbox"/> \$100,001 - \$1,000,000 <input type="checkbox"/> Over \$1,000,000	IF APPLICABLE, LIST DATE: _____/_____/15 _____/_____/15 ACQUIRED DISPOSED
---	--

NATURE OF INTEREST
 Property Ownership/Deed of Trust Stock Partnership

Leasehold _____ Yrs. remaining Other _____

Check box if additional schedules reporting investments or real property are attached

▶ 4. INVESTMENTS AND INTERESTS IN REAL PROPERTY HELD OR LEASED BY THE BUSINESS ENTITY OR TRUST

Check one box:
 INVESTMENT REAL PROPERTY

Name of Business Entity, if Investment, or Assessor's Parcel Number or Street Address of Real Property _____

Description of Business Activity or City or Other Precise Location of Real Property _____

FAIR MARKET VALUE <input type="checkbox"/> \$2,000 - \$10,000 <input type="checkbox"/> \$10,001 - \$100,000 <input type="checkbox"/> \$100,001 - \$1,000,000 <input type="checkbox"/> Over \$1,000,000	IF APPLICABLE, LIST DATE: _____/_____/15 _____/_____/15 ACQUIRED DISPOSED
---	--

NATURE OF INTEREST
 Property Ownership/Deed of Trust Stock Partnership

Leasehold _____ Yrs. remaining Other _____

Check box if additional schedules reporting investments or real property are attached

Comments: _____

Instructions – Schedule B Interests in Real Property

Report interests in real property located in your agency's jurisdiction in which you, your spouse or registered domestic partner, or your dependent children had a direct, indirect, or beneficial interest totaling \$2,000 or more any time during the reporting period. See Reference Pamphlet, page 13.

Interests in real property include:

- An ownership interest (including a beneficial ownership interest)
- A deed of trust, easement, or option to acquire property
- A leasehold interest (See Reference Pamphlet, page 14.)
- A mining lease
- An interest in real property held in a retirement account (See Reference Pamphlet, page 15.)
- An interest in real property held by a business entity or trust in which you, your spouse or registered domestic partner, and your dependent children together had a 10% or greater ownership interest (Report on Schedule A-2.)
- Your spouse's or registered domestic partner's interests in real property that are legally held separately by him or her

You are not required to report:

- A residence, such as a home or vacation cabin, used exclusively as a personal residence (However, a residence in which you rent out a room or for which you claim a business deduction may be reportable. If reportable, report the fair market value of the portion claimed as a tax deduction.)
- Please note: A non-reportable residence can still be grounds for a conflict of interest and may be disqualifying.
- Interests in real property held through a blind trust (See Reference Pamphlet, page 16, for exceptions.)

To Complete Schedule B:

- Report the precise location (e.g., an assessor's parcel number or address) of the real property.
- Check the box indicating the fair market value of your interest in the property (regardless of what you owe on the property).
- Enter the date acquired or disposed only if you initially acquired or entirely disposed of your interest in the property during the reporting period.
- Identify the nature of your interest. If it is a leasehold, disclose the number of years remaining on the lease.
- If you received rental income, check the box indicating the gross amount you received.
- If you had a 10% or greater interest in real property and received rental income, list the name of the source(s) if your pro rata share of the gross income from any single

tenant was \$10,000 or more during the reporting period. If you received a total of \$10,000 or more from two or more tenants acting in concert (in most cases, this will apply to married couples), disclose the name of each tenant. Otherwise, mark "None."

- Loans from a private lender that total \$500 or more and are secured by real property may be reportable. **Loans from commercial lending institutions made in the lender's regular course of business on terms available to members of the public without regard to your official status are not reportable.**

When reporting a loan:

- Provide the name and address of the lender.
- Describe the lender's business activity.
- Disclose the interest rate and term of the loan. For variable interest rate loans, disclose the conditions of the loan (e.g., Prime + 2) or the average interest rate paid during the reporting period. The term of a loan is the total number of months or years given for repayment of the loan at the time the loan was established.
- Check the box indicating the highest balance of the loan during the reporting period.
- Identify a guarantor, if applicable.

If you have more than one reportable loan on a single piece of real property, report the additional loan(s) on Schedule C.

Example:

Joe Nelson is a city planning commissioner. Joe received rental income of \$12,000 during the reporting period from a single tenant who rented property Joe owned in the city's jurisdiction. If Joe had received the \$12,000 from two or more tenants, the tenants' names would not be required as long as no single tenant paid \$10,000 or more. A married couple would be considered a single tenant.

▶ ASSESSOR'S PARCEL NUMBER OR STREET ADDRESS	
4600 24th Street	
City	
Sacramento	
FAIR MARKET VALUE	IF APPLICABLE, LIST DATE:
<input type="checkbox"/> \$2,000 - \$10,000	<input type="checkbox"/> / / 15
<input type="checkbox"/> \$10,001 - \$100,000	ACQUIRED
<input checked="" type="checkbox"/> \$100,001 - \$1,000,000	DISPOSED
<input type="checkbox"/> Over \$1,000,000	
NATURE OF INTEREST	
<input checked="" type="checkbox"/> Ownership/Deed of Trust	<input type="checkbox"/> Easement
<input type="checkbox"/> Leasehold	<input type="checkbox"/> Other
<small>Yes, remaining</small>	
IF RENTAL PROPERTY, GROSS INCOME RECEIVED	
<input type="checkbox"/> \$0 - \$499	<input type="checkbox"/> \$500 - \$1,000
<input type="checkbox"/> \$1,001 - \$10,000	<input type="checkbox"/> OVER \$100,000
<input checked="" type="checkbox"/> \$10,001 - \$100,000	
SOURCES OF RENTAL INCOME: If you own a 10% or greater interest, list the name of each tenant that is a single source of income of \$10,000 or more.	
<input type="checkbox"/> NONE	
Henry Wells	
NAME OF LENDER*	
Sophia Petrollo	
ADDRESS (Business Address Acceptable)	
2121 Blue Sky Parkway, Sacramento	
BUSINESS ACTIVITY, IF ANY, OF LENDER	
Restaurant Owner	
INTEREST RATE	TERM (Month/Year)
8 % <input type="checkbox"/> NONE	15 YEARS
HIGHEST BALANCE DURING REPORTING PERIOD	
<input type="checkbox"/> \$500 - \$1,000	<input type="checkbox"/> \$1,001 - \$10,000
<input checked="" type="checkbox"/> \$10,001 - \$100,000	<input type="checkbox"/> OVER \$100,000
<input type="checkbox"/> Guarantor, if applicable	

Reminders

- Income and loans already reported on Schedule B are not also required to be reported on Schedule C.
- Real property already reported on Schedule A-2, Part 4 is not also required to be reported on Schedule B.
- Code filers – do your disclosure categories require disclosure of real property?

Instructions – Schedule C

Income, Loans, & Business Positions

(Income Other Than Gifts and Travel Payments)

Reporting Income:

Report the source and amount of gross income of \$500 or more you received during the reporting period. Gross income is the total amount of income before deducting expenses, losses, or taxes and includes loans other than loans from a commercial lending institution. See Reference Pamphlet, page 11. You must also report the source of income to your spouse or registered domestic partner if your community property share was \$500 or more during the reporting period.

A source of income must be reported only if the source is located in, doing business in, planning to do business in, or has done business during the previous two years in your agency's jurisdiction. See Reference Pamphlet, page 13, for more information about doing business in the jurisdiction. Reportable sources of income may be further limited by your disclosure category located in your agency's conflict of interest code.

Reporting Business Positions:

You must report your job title with each reportable business entity even if you received no income during the reporting period. Use the comments section to indicate that no income was received.

Commonly reportable income and loans include:

- Salary/wages, per diem, and reimbursement for expenses including travel payments provided by your employer
- Community property interest (50%) in your spouse's or registered domestic partner's income - **report the employer's name and all other required information**
- Income from investment interests, such as partnerships, reported on Schedule A-1
- Commission income not required to be reported on Schedule A-2 (See Reference Pamphlet, page 8.)
- Gross income from any sale, including the sale of a house or car (Report your pro rata share of the total sale price.)
- Rental income not required to be reported on Schedule B
- Prizes or awards not disclosed as gifts
- Payments received on loans you made to others
- An honorarium received prior to becoming a public official (See Reference Pamphlet, page 10, concerning your ability to receive future honoraria.)
- Incentive compensation (See Reference Pamphlet, page 12.)

Reminders

- Code filers – your disclosure categories may not require disclosure of all sources of income.
- If you or your spouse or registered domestic partner are self-employed, report the business entity on Schedule A-2.
- Do not disclose on Schedule C income, loans, or business positions already reported on Schedules A-2 or B.

You are not required to report:

- Salary, reimbursement for expenses or per diem, or social security, disability, or other similar benefit payments received by you or your spouse or registered domestic partner from a federal, state, or local government agency.
- Stock dividends and income from the sale of stock unless the source can be identified.
- Income from a PERS retirement account.

See Reference Pamphlet, page 11, for more exceptions to income reporting.

To Complete Schedule C:

Part 1. Income Received/Business Position Disclosure

- Disclose the name and address of each source of income or each business entity with which you held a business position.
- Provide a general description of the business activity if the source is a business entity.
- Check the box indicating the amount of gross income received.
- Identify the consideration for which the income was received.
- For income from commission sales, check the box indicating the gross income received and list the name of each source of commission income of \$10,000 or more. See Reference Pamphlet, page 8. **Note: If you receive commission income on a regular basis or have an ownership interest of 10% or more, you must disclose the business entity and the income on Schedule A-2.**
- Disclose the job title or business position, if any, that you held with the business entity, even if you did not receive income during the reporting period.

Part 2. Loans Received or Outstanding During the Reporting Period

- Provide the name and address of the lender.
- Provide a general description of the business activity if the lender is a business entity.
- Check the box indicating the highest balance of the loan during the reporting period.
- Disclose the interest rate and the term of the loan.
 - For variable interest rate loans, disclose the conditions of the loan (e.g., Prime + 2) or the average interest rate paid during the reporting period.
 - The term of the loan is the total number of months or years given for repayment of the loan at the time the loan was entered into.
- Identify the security, if any, for the loan.

SCHEDULE C

Income, Loans, & Business Positions

(Other than Gifts and Travel Payments)

CALIFORNIA FORM 700

FAIR POLITICAL PRACTICES COMMISSION

Name _____

▶ 1. INCOME RECEIVED	▶ 1. INCOME RECEIVED
<p>NAME OF SOURCE OF INCOME _____</p> <p>ADDRESS <i>(Business Address Acceptable)</i> _____</p> <p>BUSINESS ACTIVITY, IF ANY, OF SOURCE _____</p> <p>YOUR BUSINESS POSITION _____</p> <p>GROSS INCOME RECEIVED</p> <p><input type="checkbox"/> \$500 - \$1,000 <input type="checkbox"/> \$1,001 - \$10,000</p> <p><input type="checkbox"/> \$10,001 - \$100,000 <input type="checkbox"/> OVER \$100,000</p> <p>CONSIDERATION FOR WHICH INCOME WAS RECEIVED</p> <p><input type="checkbox"/> Salary <input type="checkbox"/> Spouse's or registered domestic partner's income <i>(For self-employed use Schedule A-2.)</i></p> <p><input type="checkbox"/> Partnership <i>(Less than 10% ownership. For 10% or greater use Schedule A-2.)</i></p> <p><input type="checkbox"/> Sale of _____ <i>(Real property, car, boat, etc.)</i></p> <p><input type="checkbox"/> Loan repayment</p> <p><input type="checkbox"/> Commission or <input type="checkbox"/> Rental Income, <i>list each source of \$10,000 or more</i></p> <p>_____ <i>(Describe)</i></p> <p><input type="checkbox"/> Other _____ <i>(Describe)</i></p>	<p>NAME OF SOURCE OF INCOME _____</p> <p>ADDRESS <i>(Business Address Acceptable)</i> _____</p> <p>BUSINESS ACTIVITY, IF ANY, OF SOURCE _____</p> <p>YOUR BUSINESS POSITION _____</p> <p>GROSS INCOME RECEIVED</p> <p><input type="checkbox"/> \$500 - \$1,000 <input type="checkbox"/> \$1,001 - \$10,000</p> <p><input type="checkbox"/> \$10,001 - \$100,000 <input type="checkbox"/> OVER \$100,000</p> <p>CONSIDERATION FOR WHICH INCOME WAS RECEIVED</p> <p><input type="checkbox"/> Salary <input type="checkbox"/> Spouse's or registered domestic partner's income <i>(For self-employed use Schedule A-2.)</i></p> <p><input type="checkbox"/> Partnership <i>(Less than 10% ownership. For 10% or greater use Schedule A-2.)</i></p> <p><input type="checkbox"/> Sale of _____ <i>(Real property, car, boat, etc.)</i></p> <p><input type="checkbox"/> Loan repayment</p> <p><input type="checkbox"/> Commission or <input type="checkbox"/> Rental Income, <i>list each source of \$10,000 or more</i></p> <p>_____ <i>(Describe)</i></p> <p><input type="checkbox"/> Other _____ <i>(Describe)</i></p>

▶ 2. LOANS RECEIVED OR OUTSTANDING DURING THE REPORTING PERIOD

* You are not required to report loans from commercial lending institutions, or any indebtedness created as part of a retail installment or credit card transaction, made in the lender's regular course of business on terms available to members of the public without regard to your official status. Personal loans and loans received not in a lender's regular course of business must be disclosed as follows:

<p>NAME OF LENDER* _____</p> <p>ADDRESS <i>(Business Address Acceptable)</i> _____</p> <p>BUSINESS ACTIVITY, IF ANY, OF LENDER _____</p> <p>HIGHEST BALANCE DURING REPORTING PERIOD</p> <p><input type="checkbox"/> \$500 - \$1,000</p> <p><input type="checkbox"/> \$1,001 - \$10,000</p> <p><input type="checkbox"/> \$10,001 - \$100,000</p> <p><input type="checkbox"/> OVER \$100,000</p>	<p>INTEREST RATE TERM (Months/Years)</p> <p>_____ % <input type="checkbox"/> None _____</p> <p>SECURITY FOR LOAN</p> <p><input type="checkbox"/> None <input type="checkbox"/> Personal residence</p> <p><input type="checkbox"/> Real Property _____ <i>Street address</i></p> <p>_____ <i>City</i></p> <p><input type="checkbox"/> Guarantor _____</p> <p><input type="checkbox"/> Other _____ <i>(Describe)</i></p>
--	--

Comments: _____

Instructions – Schedule D Income – Gifts

A gift is anything of value for which you have not provided equal or greater consideration to the donor. A gift is reportable if its fair market value is \$50 or more. In addition, multiple gifts totaling \$50 or more received during the reporting period from a single source must be reported.

It is the acceptance of a gift, not the ultimate use to which it is put, that imposes your reporting obligation. Except as noted below, you must report a gift even if you never used it or if you gave it away to another person.

If the exact amount of a gift is unknown, you must make a good faith estimate of the item's fair market value. Listing the value of a gift as "over \$50" or "value unknown" is not adequate disclosure. In addition, if you received a gift through an intermediary, you must disclose the name, address, and business activity of both the donor and the intermediary. You may indicate an intermediary either in the "source" field after the name or in the "comments" section at the bottom of Schedule D.

Commonly reportable gifts include:

- Tickets/passes to sporting or entertainment events
- Tickets/passes to amusement parks
- Parking passes not used for official agency business
- Food, beverages, and accommodations, including those provided in direct connection with your attendance at a convention, conference, meeting, social event, meal, or like gathering
- Rebates/discounts not made in the regular course of business to members of the public without regard to official status
- Wedding gifts (See Reference Pamphlet, page 16)
- An honorarium received prior to assuming office (You may report an honorarium as income on Schedule C, rather than as a gift on Schedule D, if you provided services of equal or greater value than the payment received. See Reference Pamphlet, page 10, regarding your ability to receive future honoraria.)
- Transportation and lodging (See Schedule E.)
- Forgiveness of a loan received by you

You are not required to disclose:

- Gifts that were not used and that, within 30 days after receipt, were returned to the donor or delivered to a charitable organization or government agency without

Reminders

- Gifts from a single source are subject to a \$460 limit. See Reference Pamphlet, page 10.
- Code filers – you only need to report gifts from reportable sources.

Gift Tracking Mobile Application

- FPPC has created a gift tracking app for mobile devices that helps filers track gifts and provides a quick and easy way to upload the information to the Form 700. Visit FPPC's website to download the app.

being claimed by you as a charitable contribution for tax purposes

- Gifts from your spouse or registered domestic partner, child, parent, grandparent, grandchild, brother, sister, and certain other family members (See Regulation 18942 for a complete list.). The exception does not apply if the donor was acting as an agent or intermediary for a reportable source who was the true donor.
- Gifts of similar value exchanged between you and an individual, other than a lobbyist registered to lobby your state agency, on holidays, birthdays, or similar occasions
- Gifts of informational material provided to assist you in the performance of your official duties (e.g., books, pamphlets, reports, calendars, periodicals, or educational seminars)
- A monetary bequest or inheritance (However, inherited investments or real property may be reportable on other schedules.)
- Personalized plaques or trophies with an individual value of less than \$250
- Campaign contributions
- Up to two tickets, for your own use, to attend a fundraiser for a campaign committee or candidate, or to a fundraiser for an organization exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. The ticket must be received from the organization or committee holding the fundraiser.
- Gifts given to members of your immediate family if the source has an established relationship with the family member and there is no evidence to suggest the donor had a purpose to influence you. (See Regulation 18943.)
- Free admission, food, and nominal items (such as a pen, pencil, mouse pad, note pad or similar item) available to all attendees, at the event at which the official makes a speech (as defined in Regulation 18950(b)(2)), so long as the admission is provided by the person who organizes the event.
- Any other payment not identified above, that would otherwise meet the definition of gift, where the payment is made by an individual who is not a lobbyist registered to lobby the official's state agency, where it is clear that the gift was made because of an existing personal or business relationship unrelated to the official's position and there is no evidence whatsoever at the time the gift is made to suggest the donor had a purpose to influence you.

To Complete Schedule D:

- Disclose the full name (not an acronym), address, and, if a business entity, the business activity of the source.
- Provide the date (month, day, and year) of receipt, and disclose the fair market value and description of the gift.

**SCHEDULE D
 Income – Gifts**

▶ NAME OF SOURCE *(Not an Acronym)*

 ADDRESS *(Business Address Acceptable)*

 BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____

▶ NAME OF SOURCE *(Not an Acronym)*

 ADDRESS *(Business Address Acceptable)*

 BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____

▶ NAME OF SOURCE *(Not an Acronym)*

 ADDRESS *(Business Address Acceptable)*

 BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____

▶ NAME OF SOURCE *(Not an Acronym)*

 ADDRESS *(Business Address Acceptable)*

 BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____

▶ NAME OF SOURCE *(Not an Acronym)*

 ADDRESS *(Business Address Acceptable)*

 BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____

▶ NAME OF SOURCE *(Not an Acronym)*

 ADDRESS *(Business Address Acceptable)*

 BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE (mm/dd/yy)	VALUE	DESCRIPTION OF GIFT(S)
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____
___/___/___	\$ _____	_____

Comments: _____

Instructions – Schedule E Travel Payments, Advances, and Reimbursements

Travel payments reportable on Schedule E include advances and reimbursements for travel and related expenses, including lodging and meals.

Gifts of travel may be subject to the gift limit. In addition, certain travel payments are reportable gifts, but are not subject to the gift limit. To avoid possible misinterpretation or the perception that you have received a gift in excess of the gift limit, you may wish to provide a specific description of the purpose of your travel. See the FPPC fact sheet entitled "Limitations and Restrictions on Gifts, Honoraria, Travel, and Loans" at www.fppc.ca.gov.

You are **not** required to disclose:

- Travel payments received from any state, local, or federal government agency for which you provided services equal or greater in value than the payments received, such as reimbursement for travel on agency business from your government agency employer.
- A payment for travel from another local, state, or federal government agency and related per diem expenses when the travel is for education, training or other inter-agency programs or purposes.
- Travel payments received from your employer in the normal course of your employment that are included in the income reported on Schedule C.
- A travel payment that was received from a non-profit entity exempt from taxation under Internal Revenue Code Section 501(c)(3) for which you provided equal or greater consideration, such as reimbursement for travel on business for a 501(c)(3) organization for which you are a board member.

Note: Certain travel payments may not be reportable if reported on Form 801 by your agency.

To Complete Schedule E:

- Disclose the full name (not an acronym) and address of the source of the travel payment.
- Identify the business activity if the source is a business entity.
- Check the box to identify the payment as a gift or income, report the amount, and disclose the date(s).
 - **Travel payments are gifts** if you did not provide services that were equal to or greater in value than the payments received. You must disclose gifts totaling \$50 or more from a single source during the period covered by the statement.

When reporting travel payments that are gifts, you must provide a description of the gift and the **date(s)** received. If the travel occurred on or after January 1, 2016, you must also disclose the **travel destination**.

- **Travel payments are income** if you provided services that were equal to or greater in value than the payments received. You must disclose income totaling \$500 or more from a single source during the period covered by the statement. You have the burden of proving the payments are income rather than gifts. When reporting travel payments as income, you must describe the services you provided in exchange for the payment. You are not required to disclose the date(s) for travel payments that are income.

Example:

City council member Rick Chandler is the chairman of a 501 (c)(6) trade association and the association pays for Rick's travel to attend its meetings. Because Rick is deemed to be providing equal or greater consideration for the travel payment by virtue of serving on the board, this payment may be reported as income. Payments for Rick to attend other events for which he is not providing services are likely considered gifts.

▶ NAME OF SOURCE	
Health Services Trade Association	
ADDRESS (Business Address Acceptable)	
1230 K Street, Ste. 610	
CITY AND STATE	
Sacramento, CA	
BUSINESS ACTIVITY, IF ANY, OF SOURCE	<input type="checkbox"/> 501 (c)(3)
Association of Healthcare Workers	
DATE(S):	AMT: \$ 588.00
(if applicable)	
TYPE OF PAYMENT: (must check one) <input type="checkbox"/> Gift <input checked="" type="checkbox"/> Income	
DESCRIPTION: Travel reimbursement for board meeting	

Name _____

**SCHEDULE E
Income – Gifts
Travel Payments, Advances,
and Reimbursements**

- Mark either the gift or income box.
- Mark the “501(c)(3)” box for a travel payment received from a nonprofit 501(c)(3) organization or the “Speech” box if you made a speech or participated in a panel. These payments are not subject to the \$460 gift limit, but may result in a disqualifying conflict of interest.
- For gifts of travel that occurred on or after January 1, 2016, provide the travel destination.

▶ NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

CITY AND STATE

501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE(S): ____/____/____ - ____/____/____ AMT: \$ _____
(If gift)

▶ MUST CHECK ONE: Gift **-or-** Income

Made a Speech/Participated in a Panel

Other - Provide Description _____

▶ If Gift, Provide Travel Destination _____

▶ NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

CITY AND STATE

501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE(S): ____/____/____ - ____/____/____ AMT: \$ _____
(If gift)

▶ MUST CHECK ONE: Gift **-or-** Income

Made a Speech/Participated in a Panel

Other - Provide Description _____

▶ If Gift, Provide Travel Destination _____

▶ NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

CITY AND STATE

501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE(S): ____/____/____ - ____/____/____ AMT: \$ _____
(If gift)

▶ MUST CHECK ONE: Gift **-or-** Income

Made a Speech/Participated in a Panel

Other - Provide Description _____

▶ If Gift, Provide Travel Destination _____

▶ NAME OF SOURCE *(Not an Acronym)*

ADDRESS *(Business Address Acceptable)*

CITY AND STATE

501 (c)(3) or DESCRIBE BUSINESS ACTIVITY, IF ANY, OF SOURCE

DATE(S): ____/____/____ - ____/____/____ AMT: \$ _____
(If gift)

▶ MUST CHECK ONE: Gift **-or-** Income

Made a Speech/Participated in a Panel

Other - Provide Description _____

▶ If Gift, Provide Travel Destination _____

Comments: _____



PALISADES CHARTER HIGH SCHOOL **BOARD OF TRUSTEES MEETING** **EXECUTIVE DIRECTOR AND PRINCIPAL REPORT** **NOVEMBER 15, 2016**

Note: A progress report will be provided on one of the PCHS School-wide goals each month. The PCHS Schoolwide Goals are developed annually by the PCHS Board of Trustees and the School Leadership Team. The goals incorporate stakeholder input, the PCHS Long Term Strategic Plan (LTSP), Local Control Accountability Plan (LCAP), and WASC Action Plan. The Schoolwide Goals are revisited monthly in Board and LTSP meetings to ensure that the school is making measurable and meaningful progress.

Goal 4: PCHS will foster a positive school climate by continuing to build trust among students, parents, faculty, staff, administrators, and Board members by educating all stakeholders about the needs and concerns of other stakeholder groups, demonstrating respect for all types of diversity, and increasing cohesion, connectedness, and compassion at all levels.

State
of the

School Address

Student leaders have come together to create a “State of the School” video to be shown school-wide during the activity period on Friday, November 18. ASB President Ben Makani coordinated the presentation with the leadership class, Human Rights Watch Student Task Force leader Leslie Magana with advisor Sandra Martin and ASB/Student Government advisor Robert King. This is an opportunity to educate students and staff about the Student Bill of Rights and Responsibilities (SBRR) as well as the steps being taken to ensure all students have a voice at Palisades Charter High School. The program includes data from student surveys, school priorities, and role play demonstrating key segments of the SBRR. Leadership students gave faculty a preview of the “State of the School” in the November 15 Faculty Meeting.

The results of the school-wide student survey “Taking the Human Rights Temperature at Pali High” are included in this month’s board materials.

PTSA Presentation - Cultural Diversity

Monica Iannessa, Russel Howard, and I spoke to parents at the November 3rd PTSA meeting about the topic of “Cultural Diversity at Pali” and the steps the school is taking to ensure we meet our mission to maintain a diverse student population. We shared information about the Student Bill of Rights and Responsibilities, school culture chats, professional development for staff focused on cultural competency, and opportunities for parent involvement.

Increased outreach and recruitment –Dr. Lee has visited nine diverse middle schools this semester to share information about PCHS and to explain the lottery/enrollment process.

Our Mission:

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



PALISADES CHARTER HIGH SCHOOL

More Than 50 Years of Innovation and Excellence

School tours have been at capacity (approximately 200 families). We will offer a Saturday tour in January to accommodate parent schedules.

Unity Day – Thursday, March 17

Stay tuned for more details; planning is underway.

Roads to Your Future

Thursday, November 17 during Lunch and Period 6, in Mercer Hall, **Pali's Roads to Your Future Program** will be hosting several guest speakers who represent various careers in the Business and Finance Industries.

Our speakers:

Geoff Grant Senior Financial Advisor, Senior Vice President - Wealth Management

Merrill Lynch Wealth Management, Bank of America Corporation

Daniel Kianmahd Principal

The Panorama Group

Don Scott Senior Vice President

First Financial Bancorp

The Roads to Your Future Program is presented in collaboration with the Pacific Palisades Optimist Club.

Distinguished Alumni David Johns visits PCHS classes

White House appointee David Johns who serves as the Executive Director of the White House Initiative on Educational Excellence for African Americans visited his alma mater on November 2. Mr. Johns gave an inspiring presentation at an all student assembly last year. Last week he spent time with student leaders sharing his insights on the importance of education and bringing about positive change. He visited classrooms and spoke with several of his former teachers including Robert King and Steve Klima. We look forward to Mr. Johns returning to Pali in January and presenting at Paul Revere Middle School.

EDP Professional Development

I was not able to work out scheduling for the Principals Convening in China approved in the August board meeting. I will be attending several other conferences and training during November and December.

- 1) 2016 CALP/CAROCP Career Technical Education Conference – November 17 and 18 in Rancho Mirage
- 2) Charter Schools Development Center 2016 Leadership Update – December 8 and 9 in San Diego
- 3) IEPs and 504 Plans: A Legal Compliance Guide – January 19 and 20 in Pasadena

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PALISADES CHARTER HIGH SCHOOL

More Than 50 Years of Innovation and Excellence

End of season sports updates – Go Dolphins!

Football became Western League Champions by defeating Venice on Friday, November 4. Pali hosted Carson with a home playoff game on November 10th.

Girls Golf competed in the City Finals on November 2nd and sophomore Melanie Matayoshi qualified for the Southern California Regional Golf Tournament on November 10th.

Boys Water Polo beat Taft, Eagle Rock and will play in the finals on Saturday at LA Valley College 4:30 p.m.

XC (Cross Country) Cross Country ran in City prelims; finals are 11/19 at Pierce College 9:30 a.m.

Girls tennis beat El Camino and will play in the City Championship

Girls volleyball defeated Elizabeth in the semi-finals on November 8th at 7 p.m. in the big gym. They will play on Saturday at 6 p.m. at Roybal LC for the open division Championship.

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Human Rights Temperature of Pali High

Survey
and
Feedback

Item Analysis

Human Rights Temperature of Pali High 2016 27/MC 0/PE

Disaggregating: All Students Section: All Sections

Total Students: 2363 Teacher: All Teachers

Tell Us About Our School Community

Members of my school community are treated equally regardless of their race, sex, family background, disability, religion, or lifestyle.

Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
1	32 1%	90 4%	895 38%	1081 46%	237 10%	2 0%	30 1%

My school is a place where I am safe and secure.

Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
2	25 1%	38 2%	584 25%	1596 68%	93 4%	1 0%	28 1%

All students receive equal information and encouragement about academic and career opportunities.

Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
3	58 2%	139 6%	711 30%	1161 49%	260 11%	4 0%	38 2%

My school community provides equal access, resources, activities, and accommodation for everyone.

Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
4	25 1%	96 4%	541 23%	1505 64%	164 7%	2 0%	34 1%

Members of my school community will oppose discriminatory actions, publications or words.

Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
5	38 2%	153 6%	778 33%	1094 46%	271 11%	2 0%	31 1%

When someone violates the rights of another person, the violator is helped to learn how to change her/his behavior.

Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
6	103 4%	332 14%	670 28%	506 21%	723 31%	3 0%	32 1%

Members of my school community care about me fully as a human as well as my academic development and try to help me when I am in need.

Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
7	63 3%	186 8%	820 35%	1065 45%	199 8%	2 0%	32 1%

When conflicts arise, I try to resolve them in non-violent and collaborative ways.

Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
8	46 2%	102 4%	475 20%	1597 68%	117 5%	3 0%	29 1%

My school community has policies and procedures regarding discrimination and uses them when incidents occur.

Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
9	42 2%	74 3%	387 16%	1296 55%	536 23%	4 0%	32 1%

Everyone in my school community is assured fair, impartial treatment when determining guilt and assignment of punishment.

Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
10	94 4%	164 7%	685 29%	793 34%	598 25%	2 0%	31 1%

Everyone in my school community is free from degrading treatment or punishment.

Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
11	117 5%	170 7%	659 28%	749 32%	628 27%	2 0%	42 2%

Someone in my school community accused of wrong-doing is presumed innocent unless proven guilty.

Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
12	193 8%	314 13%	628 27%	452 19%	747 32%	2 0%	31 1%

In my school community my personal space and possessions are respected.

Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
13	105 4%	204 9%	885 37%	1079 46%	66 3%	2 0%	26 1%

My school community welcomes students, teachers, administrators and staff from diverse backgrounds and cultures, including people not born in this country.

Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
14	20 1%	47 2%	259 11%	1836 78%	176 7%	1 0%	26 1%

In my school I have the liberty to express my beliefs and ideas without fear of discrimination.

Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
15	139 6%	232 10%	846 36%	945 40%	171 7%	1 0%	31 1%

Members of my school community can produce and disseminate publications without fear of censorship or punishment.

Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
16	113 5%	201 9%	724 31%	622 26%	672 28%	1 0%	32 1%

In my school community diverse perspectives (e.g. gender, race/ethnicity, ideological) are represented in courses, textbooks, assemblies,

libraries and classroom instruction.

Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
17	116 5%	288 12%	696 29%	883 37%	353 15%	3 0%	30 1%

In my school community I have the opportunity to participate in cultural activities . ex: BSU, LSU, MSU, GSA, Sports...

Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
18	48 2%	68 3%	235 10%	1800 76%	187 8%	1 0%	26 1%

My cultural identity, language and values are respected in my school community.

Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
19	50 2%	93 4%	631 27%	1435 61%	121 5%	2 0%	35 1%

Members of my school community have the opportunity to participate in democratic decision-making to develop school policies and rules.

Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
20	92 4%	163 7%	572 24%	1036 44%	473 20%	2 0%	29 1%

Members of my school community have the right to form associations within the school to advocate for their rights and the rights of others.

Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
21	32 1%	80 3%	420 18%	1374 58%	428 18%	1 0%	30 1%

Teachers of my school community encourage each other to LEARN about societal and global problems related to justice, ecology, poverty and peace.

Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
22	72 3%	261 11%	697 30%	963 41%	341 14%	4 0%	33 1%

Students of my school community encourage each other to LEARN about societal and global problems related to justice, ecology, poverty and peace.

Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
23	125 5%	378 16%	809 34%	758 32%	263 11%	1 0%	31 1%

Teachers of my school community encourage each other to ORGANIZE and TAKE ACTION to address problems related to justice, ecology, poverty and peace.

Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
24	104 4%	297 13%	759 32%	771 33%	400 17%	2 0%	35 1%

Students of my school community encourage each other to ORGANIZE and TAKE ACTION to address problems related to justice, ecology, poverty and peace.

Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
25	104 4%	340 14%	806 34%	797 34%	286 12%	2 0%	32 1%

I take responsibility in my school community to ensure that people do not discriminate against others.

Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
26	86 4%	124 5%	583 25%	1370 58%	168 7%	2 0%	34 1%
Ttl.	2042 3%	4634 8%	16755 27%	28564 46%	8678 14%	54 0%	820 1%

Additional Information

Write below any additional information you feel is important for this survey.

Item	Never/No/False	Rarely	Sometimes	Always/Yes/True	Don't Know	Multi Mark	Omit
27	126 5%	223 9%			36 2%		2050 87%
Ttl.	126 5%	223 9%			36 2%		2050 87%

Student Environment

Facilities

- Add a PA system in the Big Gym because we can't hear third period announcements
- Open the bathrooms
- The vending machines never work; make the vending machines available during lunch; vending machines always malfunction; more water/drink vending machines; prices are too high
- Do not block cellular data
- Keep the school clean
- Better main gym for basketball and volleyball
- Take off the gates to improve the student environment; the gate is pointless; take down the gate
- The lunch lines are too slow
- Recycle and keep the surrounding area more clean
- Left handed desks
- School parking is ridiculous - \$100 for parking and not guaranteed a spot
- Another music/VAPA complex
- More urinals in the men's bathroom
- Fix the bathrooms
- Mirrors in the boys bathroom
- Need better wifi

Air Conditioning

- 68++ comments solely on air conditioning
- Air conditioning in Mercer Hall, Big Gym, and all classes

Bussing

- The bussing system needs to be reworked
- Bus overcrowding and pricing - not everyone who applies gets on
- The bus should be free
- Balance out the bussing - some students have to sit three to a seat and some are only 2 to a seat
- Some students have a long commute on the uncomfortable bus
- Becomes a burden to some students who can not afford it
- Should be run as the cafeteria or lunch line waiver - free or reduced

Personal Environment

- People are often "politically correct" in public and not so much in more private settings
- Sell ice cream after school
- Parents should be able to drop off food or items to their kids if the kid has forgotten something

- Better 504 place where students can go when they need to and not be forced to go back to class when they get to the room
- Student needing parent permission to get off campus pass

Course Diversity

- More diverse courses
- More 7th periods - many students want to get ahead in their studies
- Create a class to discuss these issues
- Class with African American literature and regular literature combined in one
- Equal afterschool opportunities
- Spanish history course

Dress Code

- More acceptance of how students dress; many are judged
- Makes students feel uncomfortable
- If parents allow students to dress how they do, the school does not have the ability to take that away from the students
- Unfair and sexist
- Equal and consistent enforcement
- Fix the girls dress code, girls will wear what they wear
- Needs to be revised
- Guys never get dress coded
- Violates freedom of expression
- Sexualized minors and is inappropriate
- Should not have to wear basketball shorts if dresscoded
- Not enforced correctly
- Apply to all body types and all genders
- Students feel violated when dress coded
- Should not be an important aspect to school culture
- More consistency

Schedule

- The classes in the block schedule are too long
- Minimum days when the temperature is over 90 degrees; too hot to focus
- Have less Thanksgiving and Winter Break

Lunch

- Everyone should be able to go off and get lunch
- Service needs to be better in the cafeteria
- Taste of school lunches need to be better
- Need options for vegan and vegetarians for lunch
- Should be allowed to bring lunch from outside the school

- School lunch line needs to be improved
- Make lunch 10 minutes longer
- Students in 10th, 11th, and 12th should be able to go to the village and get lunch

Equality

- Bussing should be given to all students at no cost
- Morning tardiness should not require check in at the attendance office; class time is lost
- Equality within academic resources: equipment, technology, support, materials
- All students should have the right to request new materials to use
- Discrimination from teachers must be addressed
- Allow everyone to get an iPad or Chromebook

Student Concerns

- AP's give too much homework
- 9th Graders should be able to take biology
- Lunch/Nutrition needs to be longer so students can eat

Positive Teacher Feelings

- This school has very good teachers.

Teacher/Faculty Concerns

- Counselors are rude here and do not help when needed. They are selfish and unhelpful towards me.

Teacher Involvement Perspectives

- Some older teachers have a different perspective on gender discrimination and practice it possibly subconsciously.
- Need more involvement from teachers and staff in terms of educating each other about societal and global problems both inside and outside of the community.
- Teachers should be more helpful to students.
- Teachers need to teach better and listen to the students more. The school and teachers teach what the school wants, even if the students can not understand. If the whole class doesnt understand, dont force them to take a test anyway.
- Teachers should actually care and teach.
- The important issue is teacher-student relationships, and allowing there to be a mutually respectful environment in the class.
- There are many horrible teachers at this school that most of the administration and all of the students know that should be fired, but they have tenure for some odd reason. This issue needs to be fixed immediately.
- Many teachers here are on tenure and can not be fired. This rule is ridiculous.
- We need nicer T.A.'s and substitutes.
- Pali needs more engaging and qualified teachers who actually care fully about their students and want them to succeed.

Teacher Concerns

- Stop the creation of unfair rules such as seniors not being able to bring their friends lunch
- Deans need to be replaced because they go overboard
- Many teachers said that women are smarter than men, learning shouldn't be affected by gender
- Tenure is getting in the way of getting rid of the bad teachers
- Teachers focus more on the punishment than the rehabilitation
- Not feeling safe regarding sexualitiy beacuse of some teachers
- Administration doesn't do anything about the bad teachers
- Teachers don't care about the students grades
- Some teachers don't care about the students and treat them like objects
- Many teachers don't respect pronouns or preferred names
- Teachers are quick to blame students who have been guilty before
- Administration doesn't listen to reasonable improvements
- Teachers have a discouraging attitude

Positive Student Outlooks

- The school is a liberal and cultural high school and is a positive environment to learn in
- Feel safe at school
- People can freely express themselves
- People should come to more fun events
- Pali is a great school
- Have more spirit weeks and other fun special days
- The actions taken after the graffiti incident was positive
- Love the diversity
- Pali's teachers are great

Sports Teams

- Everyone should be able to join any sports team

Disability/Mental Issue Concerns

- Students with 504's and disabilities are underrepresented
- Mental health on campus needs to be addressed
- 504 service is bad since Thomassi left

Student Feelings

- Palisades belittles their students
- Kids who take public transportation should not be penalized for being late because they do not control the schedule.
- Teachers need to be more considerate of students needs/questions

- Some teachers do not encourage students to learn, others do not
- The teachers are not supportive
- Need a new method for figuring out how students feel
- Talk about consent and asking before violating space
- School is very cliquy; have opportunities to integrate many different groups
- No alcohol, drugs, or anything that will harm you or the school
- Call teachers by the correct title
- A bully does not deserve to be innocent until proven guilty
- Grade 10 had a lot of drug dealers and students feel unsafe and the administration is not doing anything about it
- Teachers greatly exacerbate issues
- Some students have a very long commute home and don't have any free time because of all of the homework
- Possessions are not respected
- Provide more money to the music programs
- A lot of tension occurs when speaking about controversial issues in the classroom
- Presumed guilty until proven otherwise
- Need benefits in reduced lunch and transportation
- Respect of 504's
- Less bias from teachers
- More student empowerment, and emphasis on freedom of speech
- Bomb threats don't make students feel safe
- Too much homework
- More equal distribution of funds for clubs
- There will always be problems at this school
- Liberal ideas are unfairly biased
- Student input on decisions needs to be more widely asked for; not just the students at LTSP meetings
- Many conservative political views
- Don't feel comfortable being at school
- Females are discriminated against
- The students are not listened to enough
- Spoken word/poetry slam
- Students should be given more freedoms
- Needs to be more open for change
- In and Out food trucks on campus
- Always guilty until proven innocent
- The "N" word is overused and disrespects the people who it represents
- Have a student welcoming committee

Racism

LGBTQ+ Concerns

- Option on school records that a transgender student's record reflect their identity, not their birth sex
- Involve all gender options instead of the single label "transgender"
- A lot of anti-homophobic language on school grounds
- Not to get too upset if you're called the wrong "title", Pali has already incorporated a lot of support into the LGBTQ+ community
- LGBTQ+ community should be discussed more in this survey
- Need to educate students more on the topic of varying LGBTQ+ titles -> kids made fun of the choice of gender "other"
- More assemblies about LGBTQ+ communities and the incorporation of the community into school textbooks

Religious Concerns

- Help muslim students feel "safer" due to all of the current events going on in the world (mentioned twice)
- Arabs are never included for ethnicity (mentioned on two surveys)
- Beliefs and ideas are never discriminated against on campus, but political issues are frequently judged (not the school's fault, just wanted to inform the school)
- A student was being harassed by boys sitting behind her for her islamic beliefs and appearance, and asked the teacher to switch seats to which the teacher replied with "that's not my problem" and did nothing (teacher name not given)

Concerns having to do w/ BSU and LSU

- Selective racism groups are racist/unfair to pull only BSU students from class to discuss their racist events when there are many other groups (jews, asians, etc.) that don't even have a group (mentioned twice)
- Unnecessary to have racial-specific club pull students out of class (mentioned three times)
- BSU and LSU clubs are discriminating against the white students at Pali
- Different organizations are not made known to students (mentioned twice)
- Stop black education movements, promote other ethnicities

Teacher/Class/Administration Concerns

- Hard for students who play sports to do well in the classroom because they get home late and have a lot of homework
- Sports should not be included in the "minority" grouping
- In some classes, students with less privilege and/or less money are not treated as equals
- Students should be scared of their teachers
- PE department sucks
- Pali needs better substitutes
- Cafeteria needs improvement.
- More diversity within the administration

- Stop the social justice class
- Important to recognize the discrimination in today's society
- School administrators don't treat students with the proper respect
- Teacher/adult has to tell the students to respect everyone
- Teachers are rude at times
- Stop embarrassing students in front of class
- Teachers should help students, not tell them to "problem solve"
- Stop teaching one side of an issue, be unbiased.
- Clearer rules and restriction within classroom .
- Fix math program
- Counselors need to do more to help students pass
- Teachers should not pick on one single kid in class
- Math department sucks

Racism/Discrimination

- Racism is a double standard
- Racial issues are evident within every race and nothing is being done about it
- The Latinos in the school need to be treated with respect
- Treat each other with kindness
- Stop the racism present in the school
- Kids don't know the difference between discrimination and jokes
- Discriminate against women and their right to dress
- Care more about looks than books here
- Racism towards Asians
- Pali is diverse but segregated
- Some teachers are racist
- White lives matter too
- Discrimination against people with specific political views

Concerns Regarding The Different Races on Campus

- Persian Population are being discriminated against on campus
- White females had a difficult time answering the questions
- Not everyone/everything is shown the respect they deserve
- Some people don't respect all of the races
- Many different cultures are classified into the white culture and they are not white
- Persian is not an ethnicity; it is Iranian
- Accommodations need to be made for Pacific Islanders
- White males don't have the same experiences, therefore it is difficult to answer these questions
- Race shouldn't matter
- There are ignorant/racist people on this campus; against African Americans and other races

- The school is too focused on “Black Lives Matter” and forget that “All Lives Matter”
- Have events during black history month
- The school is pro-African American and is unfair
- Doesn't care/listen to other races
- Asian is too wide of a racial background
- Pali has an ASU (Asian Student Union)
- Don't take discrimination too far

Bullying

- Bullying is very evident and needs to stop
- A lot of homophobic slurs used at Pali
- Bullies don't receive consequences for their actions
- Students need to take more responsibility for their actions and treat everyone with respect
- People who are sexually discriminated against are not protected by the school
- Punishment for bullies are unfairly given out
- Have an assembly to try and eliminate the bullying

Specific Departments

Math Department

- They need to re-evaluate teachers. Chemistry and math especially.
- The math teachers/department must be held accountable for actually teaching.
- The math department needs to improve.
- Need better math teachers.
- Please help improve the math department.
- The math teachers are very subpar and don't teach very well.
- Just need a better math department

Language Department

- Make more and better language classes like Russian or Swedish and maybe a cultural class
-

School Issues

- Not all students given supportive and fair environment from the college center
- The school censors students when they try to stand up for what they believe in
- More talks about the school's current situation need to happen
- The students need more freedom
- Rounding needs to be universal among all classes



Palisades Charter High School

More Than 50 Years of Innovation and Excellence



CBO REPORT

NOVEMBER 15, 2016

BOARD OF TRUSTEES

2016-2017

- Our Total Unrestricted Cash Balances at the end of October 2016 was \$7.9 Million (September 2016 was approx. \$8.0 million). Note: Fund 20-Lifetime Benefits Account has been set up with LACOE and is included in the amounts (\$4.8 million, excluding loan to Civic Center Permit) noted above.
- College Readiness Block Grant Funding- A new funding grant for the \$133,492 will be received this year will have was created on this funding than can be spent over the next 2 years (2016/17 to 2017/18). Further details on the spending requirements are forth coming.

Enrollment

- The enrollment for 2016-2017 at the end of Month 3 (November 4th) as 2,975 (2,974 in Month 2). The Attendance Office is monitoring enrollment levels to meet the Budgeted 2,950 Enrollment Average for the 2016-2017 School Year. Cumulative ADA through Month 2 was 2,893 @ 97.3% (2,915 @97.7% Month 1). Budgeted ADA for 2016-17 is 2,836.

Cafeteria

- Food Service is slowly improving but still below targeted levels. Sodexo has been working to obtain more permanent employees to improve participation. We have received input from the LTSP Committee and are also looking at other options.

Civic Center Permit

- Year to date (10/31/16) comparisons are included for both the Pool & Permit (including filming) Revenue & Expenses



Palisades Charter High School

More Than 50 Years of Innovation and Excellence



CBO REPORT

NOVEMBER 18, 2016

BOARD OF TRUSTEES

Banking

- The Final proposals from Cal Credit Union & Cathay Bank to move our Depository relationship were presented to the Budget & Finance Committee & Board last month. The Budget & Finance Committee met in October and found both proposals acceptable. Additional clarifying questions were asked of both Banks and the updated response from Cathay Bank and original proposal from California Credit Union are enclosed. A CBO recommendation will be made at the Board meeting.

Audit

- Our External Auditors (VTD) completed their year-end field work at PCHS last week (11/3). The final report will be processed and reviewed by the Administration & Audit Committee prior to Board review and submission by the December 15th deadline to the CDE.

Lifetime Benefits

- The Bi-Annual Actuary Report is in final draft and was presented to both the Lifetime Benefit Committee and Board by the November meeting (separate agenda item).

Tech Updates

- Budgeted Tech vs. Actual Expenditures through September are included for review.

2016-2017 ASB

- Homecoming dance @Skyspace was a success, made profit of \$2,120.
- Participating in booster phone-a-thon
- Upcoming Freshman & Sophomore movie night
- TV movie marathon featuring food trucks and snacks
- Planning stages of Winter Formal, propose to host dance on campus

**Palisades Charter High School
Tech Improvements Update
As 09/30/2016**

Project	Funding Source	Budgeted Amt	Expended Amt	Amount in PO's	Remaining Amt	% Left	Comments
Undistributed	Unrestricted Resources	0.00	0.00	0.00	0.00	0.00	
Phone System Expansion	Unrestricted Resources	65,000.00	1,400.12	0.00	63,599.88	97.85	
Barracuda Messenger Archive	Unrestricted Resources	15,000.00	0.00	0.00	15,000.00	100.00	
CTE Prize	Unrestricted Resources	0.00	1,000.00	0.00	-1,000.00	0.00	funding received to offset charge
STEAM Program Tech	Unrestricted Resources	60,000.00	0.00	0.00	60,000.00	100.00	
Cafeteria POS Machines	Unrestricted Resources	5,000.00	0.00	4,843.33	156.67	3.13	
Staff Workstations	Unrestricted Resources	60,000.00	12,061.77	8,002.37	39,935.86	66.56	
Replacement Printers	Unrestricted Resources	9,000.00	0.00	2,076.89	6,923.11	76.92	
Tech Dept IMA	Unrestricted Resources	9,000.00	171.26	0.00	8,828.74	98.10	
Campus Tech IMA	Unrestricted Resources	9,000.00	0.00	0.00	9,000.00	100.00	
Network Projects	Unrestricted Resources	200,000.00	16,279.31	0.00	183,720.69	91.86	
Translation Tech	Unrestricted Resources	5,000.00	0.00	0.00	5,000.00	100.00	
1:1 Project	Unrestricted Resources	400,000.00	0.00	0.00	400,000.00	100.00	now being charged under leases
STEAM Program Tech	CTE Grant	67,500.00	4,657.66	0.00	62,842.34	93.10	
STEAM Program IMA/Textbooks	CTE Grant	15,000.00	3,813.74	0.00	11,186.26	74.58	
STEAM program facilities	CTE Grant	7,000.00	0.00	0.00	7,000.00	100.00	
Steil Lab Update	CTE Grant	75,000.00	48,322.64	0.00	26,677.36	35.57	
Simon Lab Update	CTE Grant	48,750.00	0.00	0.00	48,750.00	100.00	
Mercer Microphones	CTE Grant	0.00	30,106.04	0.00	-30,106.04	0.00	CTE Approved-entered after the fact
Total TECHNOLOGY		1,050,250.00	117,812.54	14,922.59	917,514.87	87.34	

PCHS
 Civic Center Permit Update
 As of: 10/31/16

Revenue

16/17	
Permit:	
Jul-16	96,244.75
Aug-16	30,326.00
Sep-16	40,977.00
Oct-16	33,721.50
TOTAL YTD	201,269.25

Pool:	
Jul-16	10,188.40
Aug-16	56,132.70
Sep-16	10,555.02
Oct-16	66,721.78
TOTAL YTD	143,597.90

Total Revenue: 344,867.15

15/16	
Permit:	
Jul-15	29,695.00
Aug-15	32,220.25
Sep-15	15,970.50
Oct-15	72,723.25
TOTAL YTD	150,609.00

Pool:	
Jul-15	20,831.11
Aug-15	61,764.79
Sep-15	41,770.07
Oct-15	56,047.71
TOTAL YTD	180,413.68

331,022.68

FULL YR
 BUDGET
 \$ 503,000

494,841
997,841

Expense

16/17	
Permit:	
Jul-16	2,516.25
Aug-16	8,621.68
Sep-16	30,607.87
Oct-16	8,812.87
TOTAL YTD	50,558.67

Pool:	
Jul-16	2,454.63
Aug-16	18,415.81
Sep-16	23,736.73
Oct-16	3,822.17
TOTAL YTD	48,429.34

Total Expense 98,988.01

15/16	
Permit:	
Jul-15	8,015.42
Aug-15	13,223.45
Sep-15	2,831.80
Oct-15	-3,520.62
TOTAL YTD	20,550.05

Pool:	
Jul-15	4,542.00
Aug-15	10,973.18
Sep-15	12,209.31
Oct-15	12,152.90
TOTAL YTD	39,877.39

60,427.44

Net Total 245,879.14

270,595.24



PALISADES CHARTER HIGH SCHOOL **BOARD OF TRUSTEES MEETING**

Director of Operations Report **November 15, 2016**

1. The elevator has been experiencing service issues for the past few weeks rendering it inoperable at this time. The District is the responsible party for the repairs and has contracted with the LAUSD elevator service provider. The issue is possibly an outdated control unit module that causes the elevator to perform erratically. The District has been keeping PCHS updated on the elevator status daily and as of this writing we are awaiting current diagnosis.
2. Initiatives from Prop 39 with the installation of the VFD for the pool has resulted in a \$14K rebate check from LADWP back to the PCHS.
3. Security improvements continue across campus with new fencing installed at the visitors side of the stadium, and the exposed non-entry points at the top of Sunset Blvd were closed off. An individual was found to be hiding inside the Mercer Hall building at the beginning of school last week. Our surveillance system captured footage of him entering campus around 6:45 am and then proceeding to interact with students and slipping into Mercer. The individual was walked out of the building by a teacher and then off campus by a member of the security team.
4. A new campus wide security lock system called Cyberlock is being evaluated for possible installation at PCHS. This system will allow us to control and monitor access to all areas with doors while creating an effective key control system.
5. The bids for the new track and field are expected to be reviewed within the next two weeks. Upon receipt of the bids a team from PCHS will visit stadiums installed by vendors for review.
6. A new snack shack is expected to compliment the existing snack shack at the stadium which will be located on the Visitors side of the field.
7. Phase 3 of Prop 39 funds incoming to PCHS for future energy conservation projects estimated at \$315K.
8. Electric car "Level Two" charging stations have been spec'd out and are under review for total installation costs and rebate initiatives with Prop 39 funding.
9. The Mercer Hall Capex project delayed during the summer because of the LAUSD SARC inspection will possibly begin during the Winter Break. Included are new main curtains, rigging, painting projects, and wall repairs.
10. The upper second median strip located at the top of Bowdoin is under development with a grant from Sony Pictures. Expected completion within two to three weeks.

Our Mission:

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



11. We have relocated the Farmers Market to the stadium lot for an improved shopping experience for our community. Feedback received has been extremely positive.
12. An underground pipe that controlled the sprinklers for the athletic field side of the campus has been repaired.
13. The water pipes that loop out of the boiler room carrying hot water to heat the campus have burst at the NW corner of the library. LAUSD has initiated repairs and they are expected to begin within the week.
14. A traffic study will be conducted by the LTSP Facilities group to look at solutions for parents who drop off students in the street causing them to run through traffic, including:
 - Determine a plan to create an alternative drop off site for students by parents- Currently the police department is ticketing those dropping in the red zones.
 - Possibility for student drop off further up and adjacent to the football field parking lot to prevent back up on Temescal.
 - Considering training, newsletters, letters home, education about alternate routes.
 - Cut off and change area where people typically make U-turns on Bowdoin and Temescal.
 - Utilizing the parking lot differently.
 - Develop a route through the neighborhood.
 - Traffic study to make traffic lights more efficient.
 - Cut off morning parking on the side of Temescal adjacent to the pool.
 - Increase LA Motor Cop presence.
 - Pass out summons and/or detention.
 - Split drop zone based on school entry.
 - a. Coming down Temescal = drop off by the pool.
 - b. Coming up Temescal = At top of Bowdoin.
 - Study a Sunset option drop which includes creating another opening on the fence by the baseball field and install an additional new staircase.
15. Restroom upgrades to begin shortly:
 - Estimate in for stall dividers in girl's restrooms.
 - Privacy screens for locker room showers.
 - New mirrors are being added, full length as well various areas.
 - Hand driers for G-building are in. Dyson air-blades to be installed next week.
 - Renovation for C building girl's restroom to begin shortly - Tearing out the granite.
 - Tampon dispensers have arrived and have been installed. Tampax requires a 25 cent payment.

[Our Mission:](#)

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



16. Faculty Business Center:

- Faculty cafeteria renovation on hold till winter break.

17. Steam Shop:

- Welding bay soon to be implemented
- Donation from “Snap On Tools”
- Auto Shop will return in a few weeks.
- Mr. Williams currently resides in the Steam Shop but will be moved to D202 once the room is split

18. Pool access: Issue of the swim and polo team coming in from the Temescal gate and bringing friends causing the lifeguards to have to monitor who is coming in going in addition to watching the pool, creating distractions. Suggesting adding a body to monitor that.

19. Gate on Temescal: Looking into adding a gate between pool and gym to limit congestion while providing an emergency exit. This will also help reduce issue of people cutting through pool.

20. Hydration Station expected on the blacktop soon

21. ANTI-LITTER CAMPAIGN: Talk to EAST kids about devising a plan to reduce litter on campus. Possibility using the same campaign from the 70's that stated, “Keep America Beautiful.”

Ideas include:

- Announcements at lunch.
- Leaving the trash for a day pile up somewhere.
- Replicate water bottle project with trash.
- Slogans around trash cans.
- Zero-Waste school programs.
- Cutting lunch time.
- Additional trash cans.
- Surveying heaviest spots where trash collects.
- Forming a student committee

Our Mission:

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Human Resources Board Report
November 15, 2016

Elections/New Hires: (Temporary/Contract)

Name	Classification/Position	Funding Source	Effective Date
Jonathan Nimitz	Substitute Teacher	General	October 28, 2016

Leave of Absence:

Name	Classification/Position	Funding Source	Effective Date
Nicole Newble	Counselor	General	November 10,, 2016 thru December 1, 2016

Resignations/Retirement/Release:

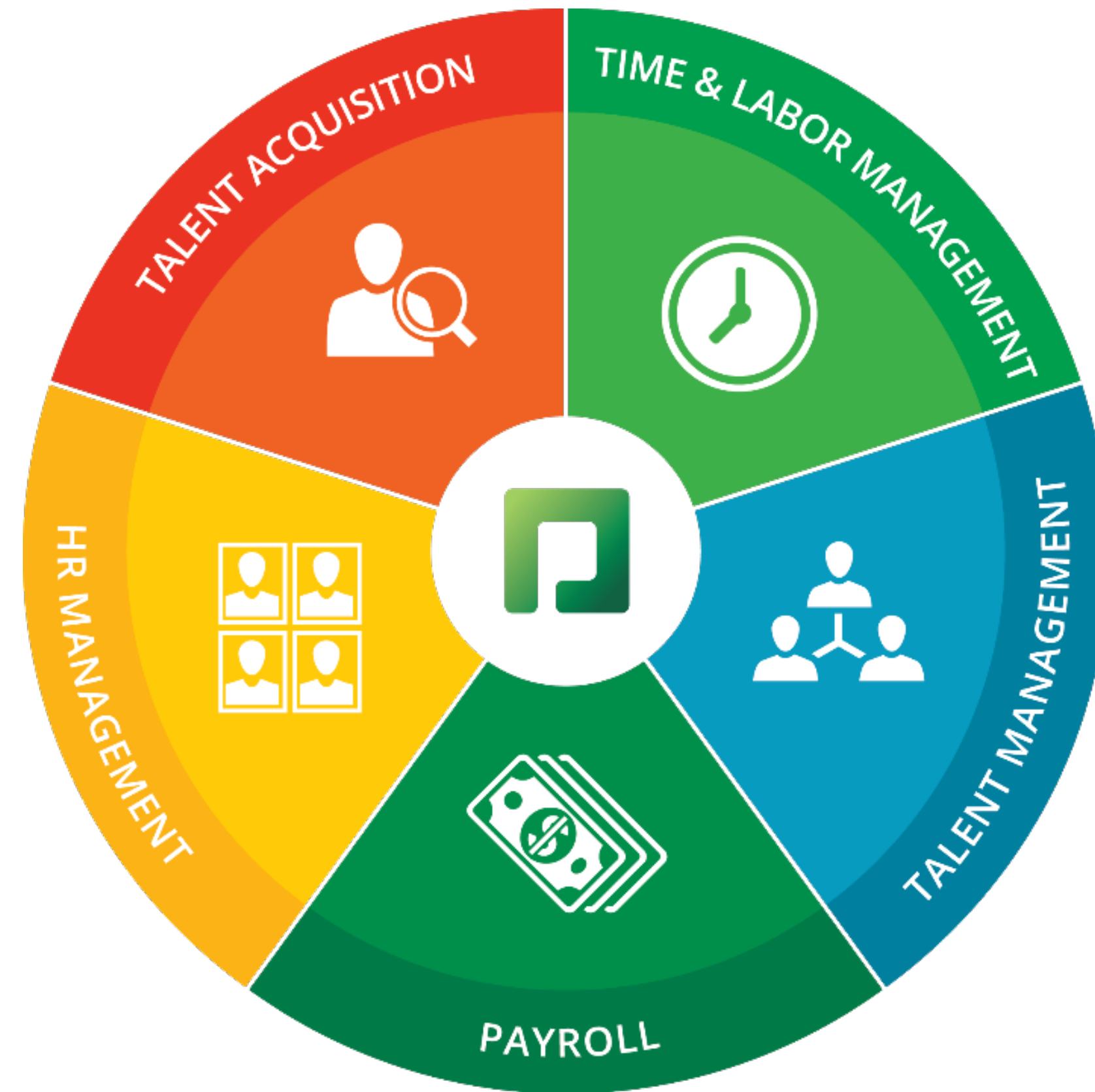
Name	Classification/Position	Funding Source	Effective Date
Mat Brooks	Manager – Facilities, Grounds, and Maintenance	General	November 10, 2016

Worker’s Compensation Claims - The number of Workers Compensation cases has declined from previous years. Workers compensation claims tend to increase due to either worker dissatisfaction and/or grounds in need of repair. We are encouraged by the lower incident of injuries on campus. Both the incredible work by facilities & maintenance as well as the increase in employee morale has helped this.

ACA – Affordable Care Act reporting - Ms. Harris is preparing the data and reports needed for the state and federal government. PCHS currently uses ACA Track as the company to provide our ACA forms to both the IRS and Employees. Ms. Nguyen has sourced and received quotes from other companies that also provide the ACA tracking service. Materials and Information are attached for quotes from 1. ADP – full system, payroll, timeclock, and ACA tracking; 2. Paycom – full system, payroll, timeclock and ACA tracking; 3. Timeclock Plus biometric (thumb print) timeclock and timekeeping system.

Lifetime Health Benefits - The Lifetime Health Benefits committee met and reviewed the Actuarial report on the current funding for the plan. The committee is charged with planning ahead for future availability of the benefits. Susan Frank will be meeting with the HR Director to review all costs and advantages with our current benefits plans for retirees.

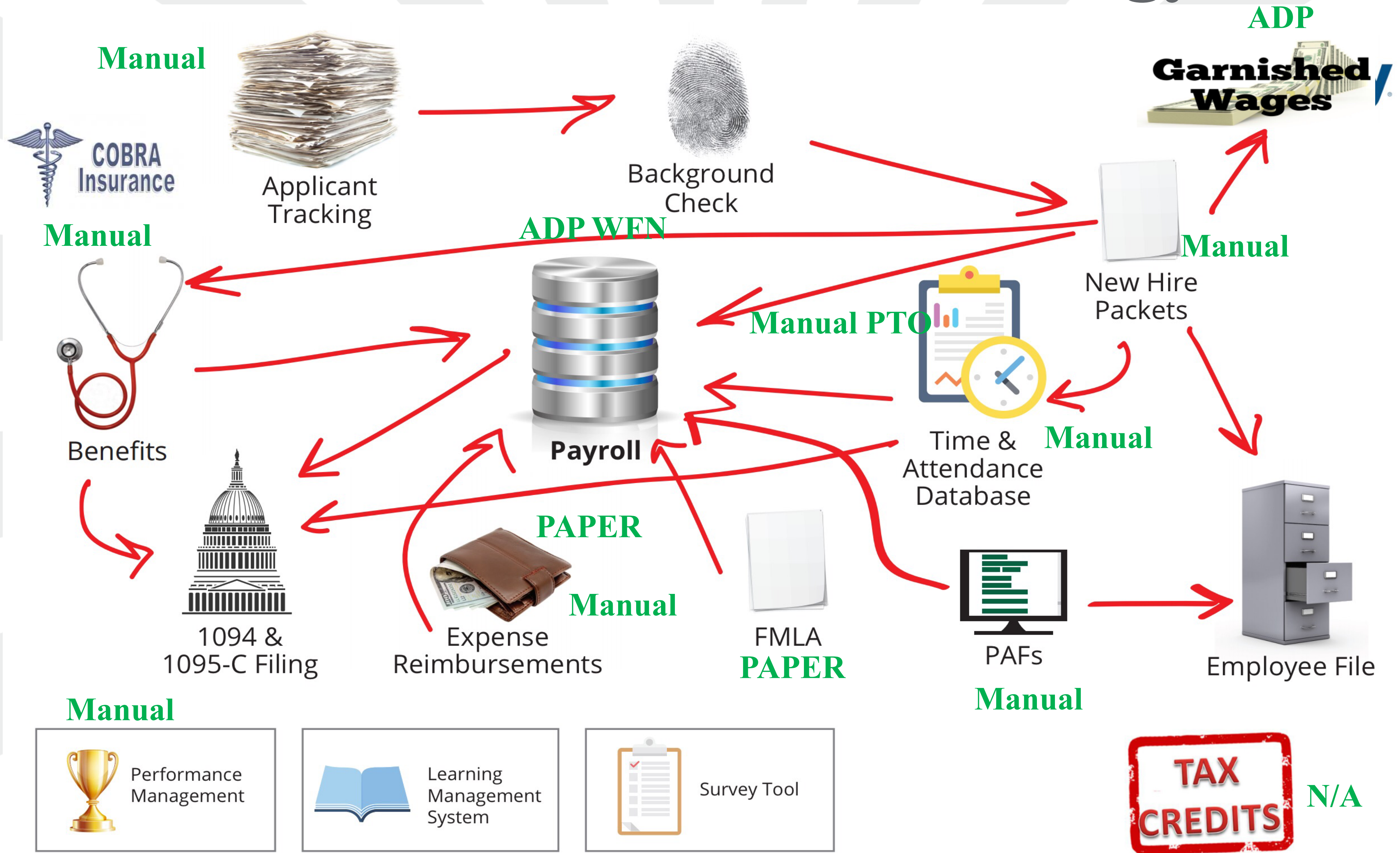
Palisades Charter High School



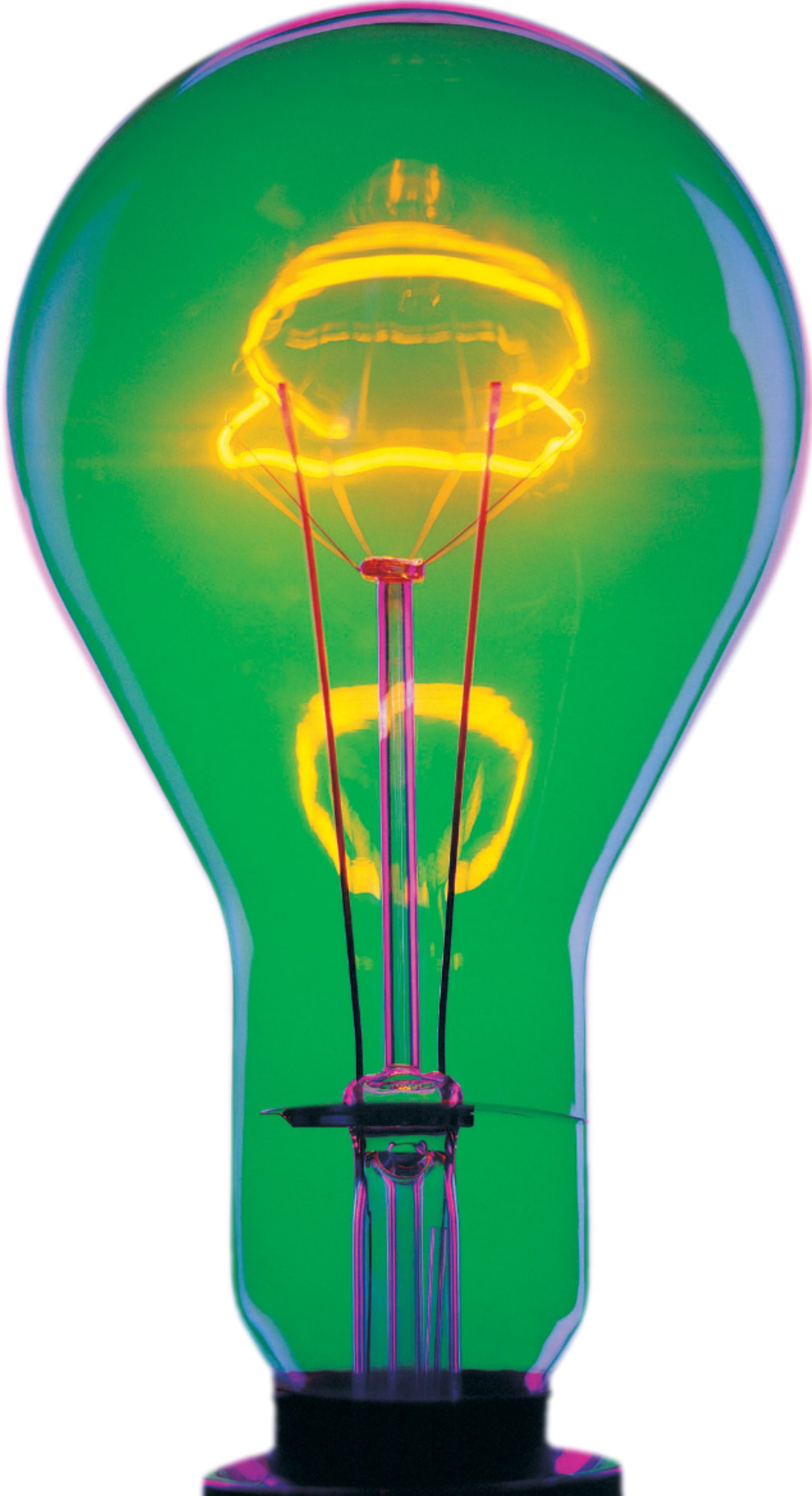
Presented by: Kendall Eberle
November 10th, 2016



Your Current Technology



Paycom Technology



Your Implementation Team

The Human Touch Behind the Technology



✓ Sales Representative

- Serves as the lead Project Manager for the implementation process
- Liaison between the onsite transition team and New Client Setup team
- Ensures a seamless transition from the sales process to the first payroll

✓ Transition Specialist Representative (TSR)

- Works with Sales Representative to ensure successful transition to Paycom
- Serves as on-site customer service resource during implementation
- Handles all client training, including payroll

✓ New Client Setup Specialist (NCS)

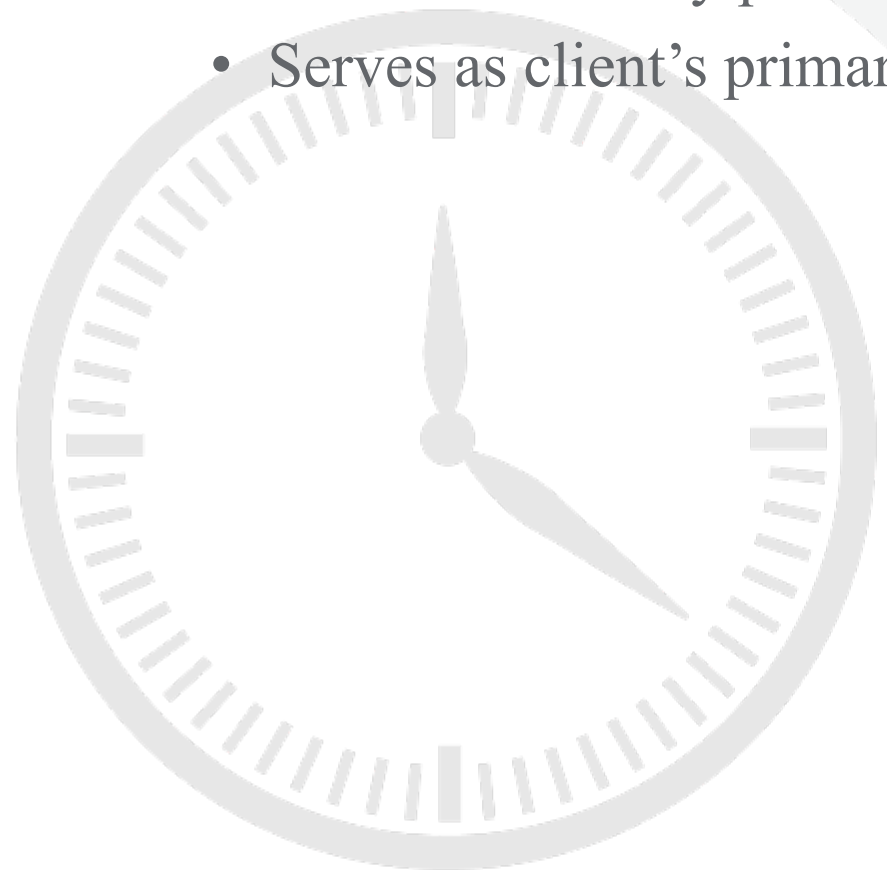
- Sets up client's company information in the Paycom system
- Assists with daily processing needs and questions
- Serves as client's primary contact throughout implementation

✓ Client Relations Representative (CRR)

- Serves as ongoing, in-person support and best-practices consultant
- Supplies up-to-date information on system enhancements and additional services
- Provides HRIS solutions to streamline manual processes

✓ Dedicated Paycom Specialist

- Serves as ongoing and primary point of contact
- Assists with daily processing needs and questions
- Offers continuous product training
- Ensures proper payroll processing and tax filing



Ready, Set

Paycom's Easy Transition Process



TBD
Kickoff Meeting



TBD
Manager Trainings



TBD
Process First Check



Satisfaction Survey



Overview/HR Training
TBD

Employee Trainings
TBD

First Check Date
TBD

Our Security Standards

Protecting Your Data

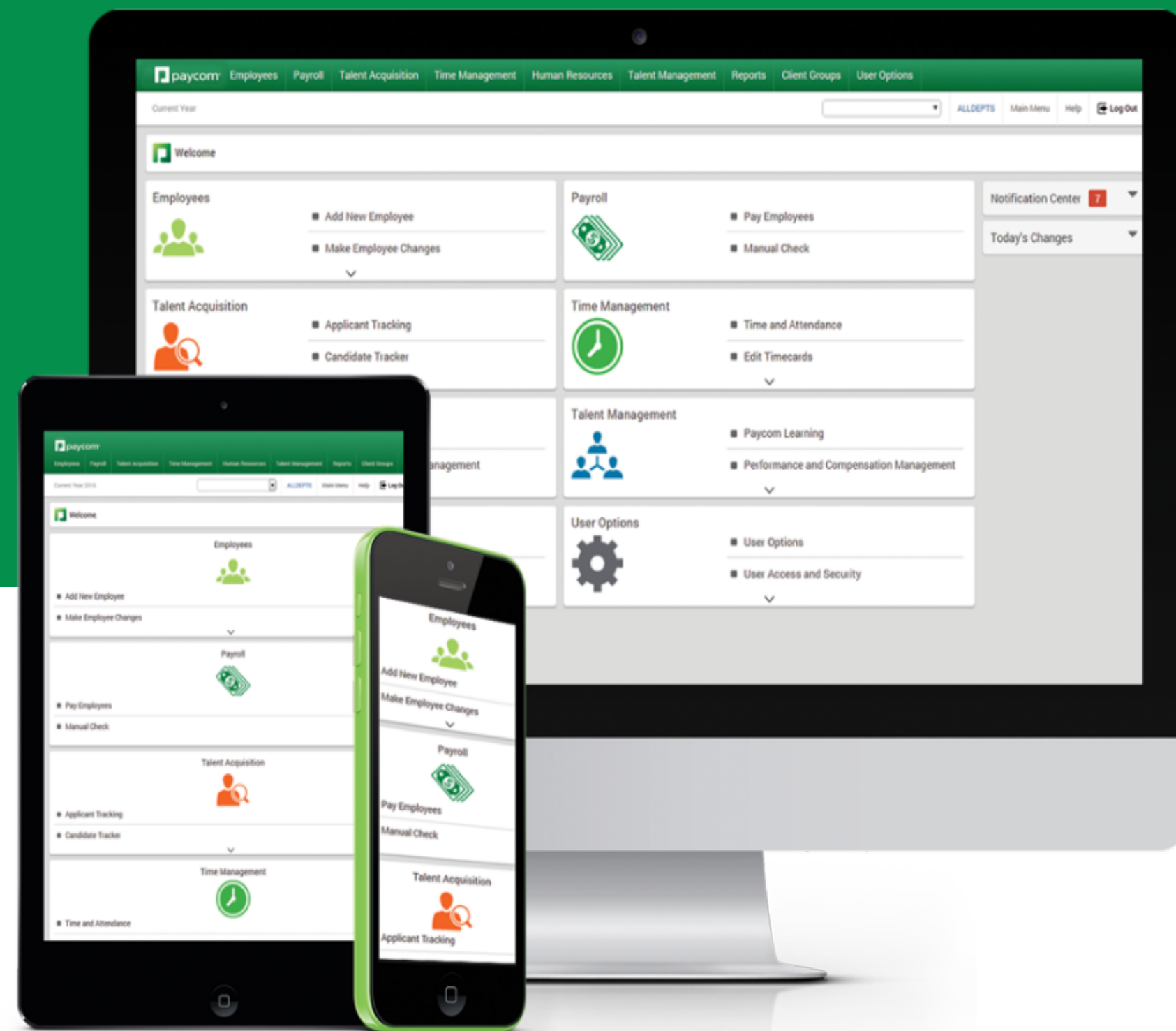


- ✓ **Data Integrity**
It's a part of our culture and we continually strive to set the standard for the best security practices in any industry.
- ✓ **256-bit Encryption Technology**
Approved by the National Security Agency, 256-bit encryption helps protect information transmitted over the Internet.
- ✓ **Multiple Offsite Backup Locations**
And 24/7 system monitoring means you don't have to worry about losing data or experiencing downtime.
- ✓ **ISO 27001 Certified**
Our information security management and quality management systems are formally audited and certified that we meet international standards.
- ✓ **Multi-level Logins**
Protects your users and data.

Commit Today

1. Signed Payroll Service Agreement
2. Setup Fee (credit card, wire, check)
3. Signed Proposal

(First Check Date)



Thank you, and we look forward to the partnership.



Time Clock Purchase Options:

- ❖ **Standard Time Keeping Terminal:**
\$1,695 per clock plus tax*
 - \$70 per month lease*/ \$339 security deposit*

- ❖ **Proximity Badge Time Keeping Terminal:**
\$1,995 per clock plus tax*
 - \$80 per month lease*/ \$399 security deposit*

- ❖ **Finger Scan Time Keeping Terminal:** (Limited to 400 ee's per clock storage)
\$3,795 per clock plus tax*
 - \$150 per month lease*/ \$759 security deposit*

- ❖ **Swipe Cards:**
\$3 per swipe card plus tax*

- ❖ **Bell Relay (Bell not included):**
\$215 plus tax*

- ❖ **Power Over Ethernet (POE) Adapter:**
\$215 plus tax*

*Tax Rate varies based on Local Tax Rate

*The monthly rental cost does not include sales tax. Local Sales Tax will apply

*The security deposit is refundable upon return of the clock(s)

Workforce Now Technology Solution Breakdown			
Essential Time & Attendance		Per Employee Per Month Fee	Monthly Fee (based on 60 employees)
Time Collection	Rule Based Calculations	\$3.00	\$180
PTO Management & Reporting	Scheduling		
Request & Approval Workflows	Mobile Access		
Essential Time & Attendance - Biometric Time Clocks		Per Clock Per Month Fee	Monthly Fee
InTouch Time Clock with Biometric Finger Punch - (Count = 3)		\$99.00	\$297
HCM Package Solutions: Enhanced HR/Benefits & ACA Administration		Per Employee Per Month Fee	Monthly Fee (based on 209 employees)
Compliance Reporting	HR Compliance Library	\$3.90	\$815
Policy Acknowledgement	Employee Development Tracking		
Multiple Language & Currencies	Custom Fields		
Country Specific Workflows & Processes	Organization Charting		
Country Specific Custom Fields & Formatting	Paid Time Off Accruals (for Exempt Employees)		
ADP Portal with Customized Content	Carrier Feed Functionality		
Multiple Benefit Plan Types	Benefits Open Enrollment Support		
Flexible Rate Structures	Dependent & Beneficiary Tracking		
Cobra Event Triggers	Employee Open Enrollment		
Notifications & Approvals	Invoice Auditing		
Benefit Plan Creation			

FEE SUMMARY

Monthly Recurring Fees

Current ADP Payroll Spend \$13,467
Annual Subtotal of New Recurring Fees \$20,869 (includes 40% discount)
New Total Annual ADP Spend \$34,336

Implementation Fees (One Time)

Workforce Now HCM Solutions \$2,500 (Includes 75% Discount)
Workforce Now Time & Attendance \$975 (Includes 75% Discount)
Total One Time Fees \$3,475

Workforce Now® HR & Benefits

The challenges of managing your workforce, either under one roof or around the world are formidable. Doing business in multiple states and across several countries can reduce visibility into your personnel and increase your organization's complexity, while also introducing new risks. The pressures are real, but ADP Workforce Now HR & Benefits can help.

A robust Human Resource Management Solution helps companies comply with applicable government regulations, increase efficiencies and improve employee satisfaction.

Here are some of the ways in which ADP's unified approach to global human capital management (HCM) can help you identify and extract the value that's there in the people you already have:

Focus on Your Business

Workforce Now's suite of leading edge HR tools strengthen how important HR functions are managed and delivered:

- Allow employees to make online inquiries and receive immediate responses concerning company policies and other employment-related information
- Customize to fit your hiring process and the way you work
- Receive on-demand access to HR compliance reporting

Effectively manage the employee life cycle

Workforce Now helps you stay compliant across the employee life cycle, putting you in control from HR to payroll to ever changing employer-related compliance administration. You can:

- Access, manage and analyze sensitive or complex HR information, like salaries and pay grades for performance reviews
- Improve employee recordkeeping
- Gain convenient access to standard reports that help you maintain compliance with government regulations concerning COBRA, EEO administration and OSHA events

Global HR System of Record

Workforce Now helps you manage HR data, through one consolidated and consistent view to track, audit, report and gain insight and control of your global workforce:



- Support multiple pay rate currencies through a global currency tool
- Create custom fields and processes specific to an individual country that only display when needed
- Provide easy access to global employee data for consolidated reporting such as headcount, cross currency compa ratio and full compensation analysis
- Ensure data accuracy with global formatting of tax identifier, addresses and phone numbers so all data entered has valid characters and is the proper length

Key Benefits of Automating Human Resource Activities

- **Do More With Less**
Productivity no longer has to come with a steep price tag. With tools to optimize nearly every aspect of your staff's productivity, ADP Workforce Now helps you do more, know more, grow more — all without boosting your headcount or your budget.
- **Improve Your Bottom Line**
If you're like most businesses, information is the key to a better-looking financial statement. With ADP Workforce Now, you'll find just what you need to manage HR-related expenses more effectively and help to make smarter fiscal decisions.
- **Help Minimize Compliance Risks**
With the U.S. Department of Labor's renewed focus on wage and hour enforcement, accurate and accessible records are a must. Let ADP® handle the data details and help reduce your administrative burden as well as your compliance worries.
- **Find, Grow, And Keep Great People**
From attracting the best candidates to keeping them engaged and productive, ADP Workforce Now works the way you work. In a single system, you gain the tools to leverage your most powerful competitive advantage — your people.

Workforce Now® at Work

Workforce Now HR & Benefits module is a full-featured benefits administration system that gives you increased control over benefits processes:

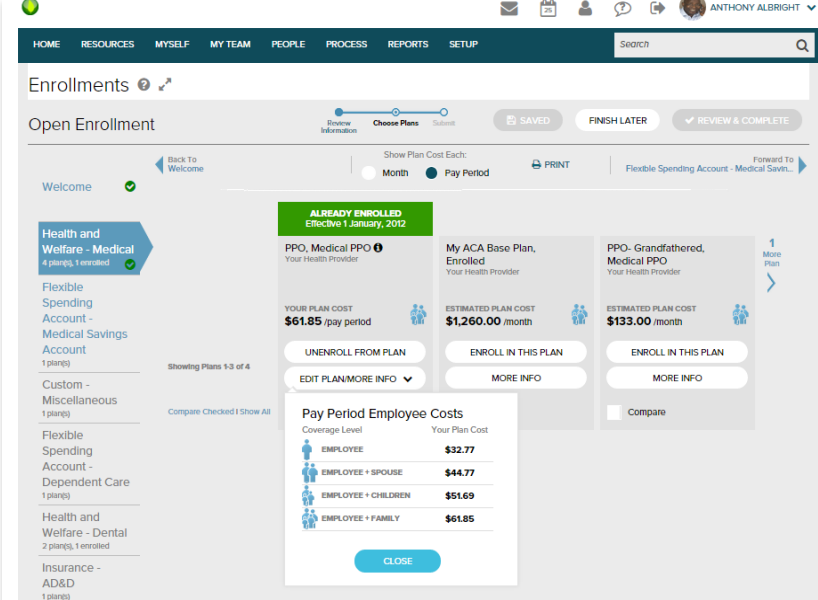
- Controls benefits costs by avoiding unnecessary benefit and premium payments, while also reducing the cost of benefits administration and communication
- Reduces labor costs by empowering employees to make benefit changes as a result of life changes or during open enrollment
- Helps to ensure tax and regulatory compliance with easy-to-generate Employee Summary reports
- Protects your organization against premium leakage with electronic carrier connections and invoices

Other key Workforce Now features to note:

- Insurance carrier connectivity availability (additional fees apply)
- Flexible rate structures
- Eligibility drivers
- Dependent age-limit rules
- Medicaid & Medicare entitlement
- Access to informative audit

Enrollment Tools

Workforce Now HR & Benefits module simplifies the open enrollment process. You'll enjoy reduced labor costs when employees can make their own benefit elections during open enrollment, and change elections whenever a life event occurs. You can also customize the open enrollment experience based on the specific requirements of your employees and your organization.



The screenshot displays the 'Open Enrollment' interface. At the top, there's a navigation bar with 'HOME', 'RESOURCES', 'MYSELF', 'MY TEAM', 'PEOPLE', 'PROCESS', 'REPORTS', and 'SETUP'. A search bar is on the right. The main content area is titled 'Enrollments' and 'Open Enrollment'. It shows a progress bar with 'Choose Plans' selected. Below this, there are buttons for 'SAVED', 'FINISH LATER', and 'REVIEW & COMPLETE'. A 'Welcome' message is visible. The main area displays three plan options: 'PPO, Medical PPO' (already enrolled), 'My ACA Base Plan, Enrolled', and 'PPO- Grandfathered, Medical PPO'. Each plan shows its cost and options to 'UNENROLL FROM PLAN' or 'ENROLL IN THIS PLAN'. A 'Pay Period Employee Costs' pop-up window is open, showing a table of costs for different coverage levels.

Coverage Level	Your Plan Cost
EMPLOYEE	\$32.77
EMPLOYEE + SPOUSE	\$44.77
EMPLOYEE + CHILDREN	\$51.69
EMPLOYEE + FAMILY	\$61.85

Benefits Reporting

The system provides a number of pre-defined reports such as Eligibility Status, Employee & Dependent Enrollments, Employee Enrollment Activity, Benefit Plan Summary and much more. Workforce Now's comparison reporting tool will enable you to compare benefits report data from different points-in-time to identify any changes, additions and/or deletions. For more customized reporting, use the system's user-friendly point-in-time reports to assist with compliance, decision-making and forecasting.

Carrier Invoicing Tools

Carrier Invoicing Tools can help you identify billing discrepancies on the carrier list bill. Additionally, Workforce Now's invoicing tools can produce time saving self-billing reports. With these tools, you can efficiently reconcile carrier invoices, and ensure that you are paying the correct amount for your employee enrollment.

Workforce Now® Essential ACA

Managing the complex world of the Affordable Care Act (ACA) compliance is easier with a partner who is an expert in compliance. Workforce Now® Essential ACA solutions can help companies, who are impacted by the ACA, have peace of mind that they are collecting the right data required for compliance reporting.

Because Workforce Now is built on a single database, all of your Human Resources, Payroll, and Benefits data are in one place. It's accurate and easily accessible which is imperative when it comes to being able to report on your employees' Benefit offerings and fulfilling the ACA annual reporting requirements.

ADP is your trusted partner. You can count on us to help you with the challenges of ACA and providing you with products and services to help keep you compliant.

ACA Compliance

ADP Workforce Now Essential ACA provides you with the information to certify that the benefit plans you are offering

- Qualify as meeting the Minimum Essential Coverage
- Are affordable as defined by the ACA guidelines
- Meet the minimum value for coverage

Workforce Now Essential ACA provides you with easy to read dashboards, screens and reports that prominently highlight ACA information. Our screens produce an automated view of your employees' every day changes to salary, life events and dependents that impact ACA without manual intervention. You can view each employee and see how the ACA impacts them.

The screenshot displays the ADP Workforce Now Essential ACA interface. On the left, there is a sidebar for 'ACA Benefit Offerings' for employee 'Albright, Anthony'. The main area is divided into several sections:

- Offered Medical Coverage:** A table listing various health plans (ACA Base Plan, HMO, Medical PPO) with their respective providers and MEC status (indicated by a green checkmark).
- Elected Medical Coverage:** A table showing the employee's selected plan (HMO - HMO) and coverage level (Employee + Family).
- Dependents:** Information for 'Alice Albright', including her date of birth (04/01/1956) and spouse status.
- ACA Measurement Periods:** A dashboard with a 'Standard Measurement Periods' section showing 0 'Require Action' and 2 'Active' employees. It also includes an 'Employee Categories' pie chart and an 'ACA Benefit Status' bar chart.

ACA Annual Filing

When it comes to completing the IRS forms 1094 and 1095 annual reporting, ADP has a comprehensive, integrated and affordable solution. We are dedicated to solving your ACA reporting needs and helping you avoid any issues or fees for non-compliance. ADP will handle the annual reporting requirements for IRS forms 1094-C and 1095-C including distribution of the notice of coverage to your employees so you don't have to worry about completing and filing these forms.

Workforce Now[®] Essential Time

Workforce Now[®] Essential Time is an automated employee time and labor management solution that can help you tighten control over your labor costs by proactively reducing overtime through real-time labor tracking and scheduling forecasts, in addition to improved wage and hour compliance and payroll accuracy. Enable supervisors to complete routine tasks and simplify employee scheduling in a fraction of the time so your managers can spend more time analyzing labor data and addressing issues that impact productivity and profits.

Integrating time & attendance with payroll – this leads to a cost efficiency of 14% over a manual approach or an approach that is not integrated. – PriceWaterhouseCoopers LLP

Focus on Your Business – Leave the Time & Labor Management to ADP

With continued pressure to reduce costs, employers need to take a more proactive approach to managing employee time and maximizing productivity. Automating time and labor management can be one of the fastest ways for you to improve your bottom line.

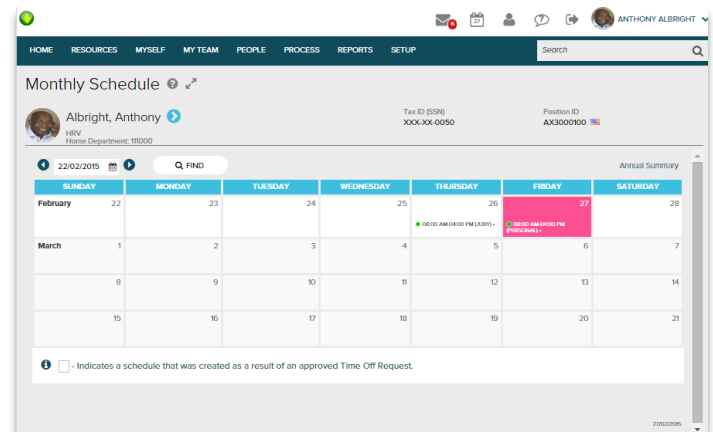
ADP's Workforce Now[®] Essential Time Module is an ideal time and labor management solution. It provides a complete set of tools to schedule, track, and measure workforce performance. Through seamless integration of time and attendance, scheduling, and absence management, you'll have access to accurate, up-to-the-minute information, eliminating the need for duplicate data entry and enabling you to make informed workforce management decisions.

Compatible and Flexible Solution – No Installation or Maintenance of Hardware or Software

With Workforce Now[®] Essential Time, your time and labor management solution is hosted at our secure data center – eliminating the need for you to install or maintain any software or hardware. You enjoy complete peace of mind knowing that ADP takes care of everything – data backups, software updates, and network security measures that include 24/7 monitoring of unauthorized access attempts, plus industry leading 128-bit encryption Secure Socket Layer (SSL) and firewall protection.

Collection and Calculation

Workforce Now[®] Essential Time automates the error-prone process of collecting and tracking employee time manually. Its parameter-driven, rules-based engine accommodates complex pay policies, such as multiple pay codes, rounding rules, overtime calculations, and multiple wage rates. Accurate time calculation with Workforce Now[®] Essential Time begins with flexible, intelligent data collection via PC, biometric, telephone, wireless, and ID badge card devices. You enjoy accurate data collection wherever your workforce is located.



Your employees will welcome access to data, such as hours worked, accrual balances, schedules, and ability to request time off. Your managers will have all the real-time data they need to make better decisions and keep a tight control over labor costs. Also reduced is the time employees spend on payroll-related matters, and administrative time that managers spend grappling with time and labor management questions and issues.

Automate the Scheduling Process

Workforce Now Essential Time helps companies to streamline their scheduling process and schedule adequate staffing coverage. By automating the scheduling process you:

- Prevent unauthorized work
- Highlight attendance issues before they impact morale and profitability
- Manage groups that work rotating or variable shifts more easily
- Identify potential over and understaffing issues

Make Better Decisions with Better Information

Workforce Now Essential Time does more than supply you with accurate, real-time data. It makes data available in a variety of ways, providing you with actionable insights to make better decisions concerning your most important – and most expensive – resource...your people.

ADP's automated time and labor management solution:

- Uses one centralized collection, calculation, and tracking tool, so the information you need to access is always up-to-date
- Provides you with daily visibility to costs and budget impacts
- Enables you to share information with your managers, empowering them to help you lower your organization's labor costs
- Provides information to help you comply with government labor reporting requirements

Improve Productivity with Self Service

Self service enables you to provide better service to your employees, while freeing your managers and administrators to focus on core business matters. Employees and supervisors can get the answers themselves. Authorized users will be able to view hours worked, schedules and paid time off balances online 24 hours a day prior to initiating time off requests. Supervisors and managers can readily access their own information, as well as that of employees who report to them so critical requests such as time off can be acted upon in a timely manner. In addition, with online help at your fingertips, you and your employees can get answers to questions in minutes and quickly take advantage of new features as they become available.

Employees:

- Can access hours, schedules, and accrual balances without manager or HR interface
- Use tools such as built-in templates to request time off or shift coverage

Managers:

- Gain easy access to scheduling, accrual balances, and total hours worked to make better and faster decisions in response to employee requests
- Can spend more time focusing on core responsibilities

Self-Service can also significantly enhance communication and productivity within your organization by reducing the cost of HR transactions, improving employee satisfaction, and contributing to reduced employee turnover

DATE	IN	OUT	IN	OUT	TOTAL
Mon 05/07	7:00am	11:00am	11:30am	3:30pm	8:00
Tue 05/08	6:53am	11:00am	11:27am	4:30pm	8:00
Wed 05/09	7:06am	11:00am	11:30am	3:30pm	8:00
Thur 05/10	7:00am	11:00am	11:29am	3:30pm	8:00

Earnings	rate	hours	gross pay	year to date	Other Benefits and Information	his period	total to date
Regular	15.00	56.00	840.00	15,846.00	Information	8.51	27.00
Overtime	18.00	1.00	18.00	780.00	Group Term Life		840.00
Holiday	15.00	8.00	120.00	4,260.00	Loan And Fund		160.00
Tuition			170.00*	1,340.00	Vol. Hrs		40.00
				25,226.00	Stat. Hrs		16.00
					Time		Other
Gross Pay			978.00				

Deductions	rate	amount	year to date	Important Notes
Federal Income Tax	- 45.22	2,361.44		Important Notes YOUR HOUR RATE HAS BEEN CHANGED FROM \$8.00 TO \$10.00 PER HOUR. WE WILL BE STARTING OUR LIMITED WAY FUND DRIVE soon and look forward to your participation.
Social Security Tax	- 28.85	1,500.67		
Medicare Tax	- 6.98	362.89		
NY State Income Tax	- 17.37	893.34		
NYC Income Tax	- 8.23	427.96		
NYC BARDET Tax	- 4.80	25.20		
Voluntary		1,000.00		
401(k)	- 28.80	1,500.00		
Health Plan	- 15.00	750.00		
Life Insurance	- 4.00	200.00		
Loan	- 30.00	150.00		
Retirement				
Car Allowance	+ 13.50			
Net Pay			\$ 406.43	

Workforce Now Essential Time is the Labor Management Solution for Your Company

When you select Workforce Now Essential Time from ADP, you benefit from the stability and resources of a recognized industry leader. From implementing your system to delivering ongoing support, ADP is constantly there for you. You'll benefit from a totally unified system with these added advantages:

- Start using Workforce Now Essential Time without a major capital investment.
- Because there is no long term contract, ADP has a powerful incentive to continually provide upgrades and Service Excellence.
- Unlike other time & attendance vendors, ADP doesn't require you to purchase equipment. Simply add hardware as your needs change.
- Data can be electronically transferred to and from your payroll service without having to re-key it — whether you have an ADP payroll product or not.
- With ADP payroll, employees can view their in-and-out punches directly on their ADP pay stubs.
- Upgrades and changes are always compatible with ADP payroll services.

By automating your time and attendance, Workforce Now Essential Time gives your company a tremendous efficiency boost. You can save money through improved accuracy and reduced labor expenses, while accelerating your payroll process in the bargain.

Workforce Now Essential Time summarizes year-to-date attendance information such as total hours worked, vacation and sick time, plus exception information. This makes it a tremendous help for performance evaluations! Workforce Now Essential Time also compiles easy-to-retrieve records of employees' actual in-and-out punches. This helps you comply with government regulations, including the provisions of the FLSA, while eliminating the need to store most paper files.

The screenshot shows the 'Individual Timecard' interface for an employee named Berry, Lawrence. The interface includes a navigation menu at the top with options like HOME, RESOURCES, MYSELF, MY TEAM, PEOPLE, PROCESS, REPORTS, and SETUP. Below the navigation, there are tabs for 'Totals', 'Schedule', 'Supplemental Earnings', and 'Time Off Balances'. The main content area displays a table with columns for 'WEEK 1', 'WEEK 2', 'PAY CODE', 'HOURS', 'LOCATION', 'DEPARTMENT', 'DAILY TOTALS', 'REGULAR', 'OVERTIME', and 'DOUBLETIME'. The table shows data for two weeks, with Week 1 starting on Monday 26/01/2015 and Week 2 starting on Monday 03/02/2015. The 'DAILY TOTALS' column shows 8.00 hours for each day, and the 'WEEK 1 TOTALS' and 'WEEK 2 TOTALS' columns show 40.00 hours each. The 'REGULAR' column shows 8.00 hours for each day, and the 'OVERTIME' and 'DOUBLETIME' columns show 0.00 hours. The interface also includes a search bar, a refresh button, and a 'PREFERENCES' dropdown menu.

Reporting – Manage Labor more effectively

Workforce Now Essential Time provides valuable management reports so you can easily analyze labor costs and make better decisions. Standard reports can be scheduled in advance and include:

Timecard Reports: Review in and out times, as well as daily totals for each employee (supervisors and payroll administrators)

Payroll Reports: Verify payroll totals by reviewing each employee's hours for the pay period

Attendance Reports: Analyze absences and late punches for evaluations and performance reviews

Schedule Reports: Helps ensure that you have appropriate coverage for each shift



TimeClock Plus® RDTg

Touch Screen

Our RDTg with touch screen is a clock device that allows your employees to clock in and out by entering a Personal Identification Number (PIN) on a 7-inch capacitive touch screen. The employee can clock in and out, change job code, go on break, and more by simply entering in the number you've assigned as their TimeClock Plus ID number.

Setup is simple. Just hang the clock on the wall, give everyone an ID number, and that's it. The RDTg is also completely modular. You can choose from a number of features to suit your organization's needs.

Optional Features

Biometrics

Eliminate buddy punching by having employees clock in using their fingerprint.

Camera

Employee pictures can be captured and stored on every clock transaction.

Proximity Reader

Employees can perform clock operations by waving a proximity badge in front of the reader.

Card Swipe

Employee IDs can be entered by swiping a card with a magnetic strip or barcode.

Fallback Mode

The clock can record and store punches when it is not connected to the network and upload them to your database once the network connection has been restored.

Battery Backup

Provides power to the clock when the primary source of power is unavailable.

Digital Output

Triggers a device such as an electronic door lock or external bell after a clock operation or at certain times of the day.



*Features shown: Touch RDTg with Biometric and Proximity Readers.

Employee Self-Service Features

- Go on break during a shift
- Choose/change departments during a shift
- Choose/change tasks worked during a shift
- Receive messages from management
- Track multiple shifts each day
- View hours for any pay period
- View hours this shift
- View schedule this period & next
- Make time off or schedule requests
- Approve hours
- View accruals

Data Management, Inc.

1 TimeClock Dr., San Angelo, TX 76904

Tel: (325) 223-9500 Sales: (800) 749-8463 Fax: (325) 223-9104

www.timeclockplus.com



TimeClock Plus®
a better sense of time.™

TimeClock Plus[®] RDTg Specifications

Display	7" 800x480 TFT LCD with PWM LED backlight, 16x9 Aspect Ratio Touchscreen: Capacitive with nontouch available
Processor	Freescale iMX6 Solo @ 1GHz
Memory	1GB DDR3 RAM, 512MB NAND Flash; expandable via uSD slot
Clock	Battery backed RTC, 12- or 24-hour format
Keypad	27 keys with tactile feedback; #0-9, 12 defined function keys, 5 navigation keys
Operating System	Linux OS
Diagnostics	Onboard diagnostics
Interface	Standard 10/100/1000 ethernet Optional WiFi/modem via USB installed device Standard (3) USB 2.0 ports, 1 external, 2 internal
Indicators	3 on Front Panel; Power, Battery, Link Status
Enclosure	ABS; secured with keylock
Power	Standard 12VDC at 1.25A maximum Optional Li-Polymer Battery Pack with 3 hour run-time Optional PoE (802.2af)
Environment	Operating temperature: 0 to 50C (32 to 122F) Storage temperature: -20 to 80C (-4 to 176F)
Dimensions	Base Display Module: 5.25"H x 7.75"W x 2.75"D With Optional Keypad Module: add 3.69"W With Optional Biometric Module: add 1.875"W With Optional Prox Card Reader Module: add 1.75"W; (Note: must be placed on end of assembly) With Optional Swipe Reader Module: add 1.19"W; (Note: must be placed on end of assembly)
Certifications	CE Mark, FCC Part 15 Class A
Accessories (Optional)	Biometric Readers: Digital Persona, Cogent Magnetic Stripe Reader Optical (BarCode) Swipe Reader HID Proximity Reader Relay Board: 2 Relays, 2 Inputs, Serial Interface, External Wiegand Reader connections via terminal block Audio/Video: VGA Low- light Camera with LED illumination light source Audio codec + PWM Beeper/Transducer 1W speaker

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TimeClock Plus
 by Data Management, Inc.
 1 Time Clock Drive, San Angelo, TX 76904
 325 223-9500 800 749-8463
 sales@timeclockplus.com

Quote	Customer	Quote Date
411259	218584	10/26/2016

CUSTOMER
Palisades Charter High School Amy Nguyen (310) 230-6623 15777 Bowdoin St Pacific Palisades, CA 90272-3523

Rep	Entry	Method of Shipment	Method of Payment
AMARKEE	JAMES	N/A	Pre-Paid

Stock No.	Ordered	Description	Unit Cost	Total
Annual License (includes hosting, support, and upgrades) (\$1,623.84)				
26-135	50	Annual Employee License Per District	24.00	1,200.00
1099-250	1	Hardware Maintenance (Expedited Depot Repair) ↳ Includes 1 year Parts and Labor Warranty	423.84	423.84
ADP Payroll Interface Module Package				
30-313	1	ADP Payroll Interface (Export Module) ↳ AutoImport Module (Versions 5/6/7) ↳ Benefits Status Monitor ↳ Substitute Tracking Module ↳ Mandated Leave Accrual ↳ Contract Hours Module	0.00	0.00
Optional Remote Configuration and Training (\$875.00)				
800-814	5	Dedicated Support Services (Per hour)	175.00	875.00
Clocking Hardware (\$2,649.00)				
244-200	1	BIO RDT Touch 400	2,649.00	2,649.00
		Tax and Shipping TBD		
Valid for 14 days. Expires 11/09/2016.				





TimeClock Plus[®]
a better sense of time.SM

Feature Highlights

Fully Customizable Dashboards

Make critical business decisions (check leave requests, time approvals, missed punches, and so forth) on the fly with interactive and customizable dashboard widgets.

Leave Banks

Do you need to track vacation or leave time? Leave banks allow you to track and store multiple types of accrued leave.

Streamlined User Interface

Clean lines and an intuitive layout offer a modern and approachable user experience.

Fully Browser-Based

The speed and performance of a client/server application, but displayed in your favorite Web browser.

Company-Based Schedule Templates

An easy way to align scheduling needs with your staffing requirements.

Dynamic Employee Roles

Flexibility in adding and assigning employee-specific rules.

To Learn More Call: 800-749-8463

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TimeClock Plus[®]
v7

MY DASHBOARD Matching 100 of 251 Employees

REMINDER + 2

Delete	Description	Date
<input type="checkbox"/>	Applicant interviews	11/14
<input type="checkbox"/>	Planning committee meeting	11/19

CLOCK EXCEPTION 15

Name	Type	Time
Fletcher Rhodes	Tardy2	12/16 09:00 A - 12:00 P
Fletcher Rhodes	Manager Approval	12/16 09:00 A - 12:00 P
Fletcher Rhodes	Other Approval	12/16 09:00 A - 12:00 P
Fletcher Rhodes	Schedule Late In	12/16 09:00 A - 12:00 P
Fletcher Rhodes	Manager Approval	12/16 12:30 P - 05:00 P
Fletcher Rhodes	Other Approval	12/16 12:30 P - 05:00 P
Fletcher Rhodes	Manager Approval	12/17 09:00 A - 05:00 P
Fletcher Rhodes	Other Approval	12/17 09:00 A - 05:00 P
Jack Kelly	Manager Approval	12/15 09:00 A - 09:00 A
Jack Kelly	Other Approval	12/15 09:00 A - 09:00 A
Jack Kelly	Long Shift	12/15 09:00 A - 09:00 A
Jack Kelly	Manager Approval	12/16 02:36 P - 02:37 P
Jack Kelly	Other Approval	12/16 02:36 P - 02:37 P
Jack Kelly	Manager Approval	12/16 02:47 P - 02:48 P
Jack Kelly	Other Approval	12/16 02:47 P - 02:48 P

EMPLOYEE EVENTS 4

Name	Type	Date
Becky Smith	Birthday	12/19
Willy Potts	Birthday	12/19
Jim Smith	Birthday	12/10

INDIVIDUAL HOURS Daniel Jacobs

Showing 11 records of 11

Break	Regular	OT1	OT2	Leave	Total
	4000	84.26	0.00	0.00	124.26

Showing 9 records of 9 Selected 0 records

Break length	Time in	Time out	Hours	Shift total	Week total	Job Code	Rate
60u	11/2/2014 09:00 AM	11/2/2014 12:00 PM	3:00			7-Shipping	0.00
60u	11/2/2014 01:00 PM	11/2/2014 05:00 PM	4:00	7:00		7-Shipping	0.00
60u	11/3/2014 09:00 AM	11/3/2014 12:00 PM	3:00			7-Shipping	0.00
60u	11/3/2014 01:00 PM	11/3/2014 05:00 PM	4:00	7:00		7-Shipping	0.00
60u	11/4/2014 09:00 AM	11/4/2014 12:00 PM	3:00			7-Shipping	0.00
60u	11/4/2014 01:00 PM	11/4/2014 05:00 PM	4:00	7:00		7-Shipping	0.00
60u	11/5/2014 09:00 AM	11/5/2014 12:00 PM	3:00			7-Shipping	0.00
60u	11/5/2014 01:00 PM	11/5/2014 05:00 PM	4:00	7:00		7-Shipping	0.00

EMPLOYEE ROLES

Showing 2 records of 2

PARTTIME

Job Code

Edit	Unassign	id#	Description	Rate	Cost Code	Clockable	Counts Overtime	Earns Overtime	Time sheet
<input type="checkbox"/>	<input type="checkbox"/>	201	Clerical Work	Default	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	300	Receptionist	Default	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	1000	Vacation	Default	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Assignment clears non-role job codes
 Assignment resets role job codes



TimeClock Plus[®] OnDemand

Software-as-a-Service

TimeClock Plus OnDemand is a hosted web-based solution that utilizes the latest technology in Cloud Computing. Your organization may subscribe to TimeClock Plus OnDemand applications and services rather than install a perpetual license. That means there is no installation! All software is maintained by TimeClock Plus at our data center. Implementation is easy; all that is needed is a compatible web browser and a broadband connection to the internet.

Employees clock in and out through our “web-based” WebClock . Your employees are able to perform needed timeclock transactions, as well as employee self-service functions from the convenience of their own computer workstation.

Managers may log into TimeClock Manager to access vital employee information needed to control labor costs, job tracking, and overtime without delay. TimeClock Plus OnDemand includes a variety of labor management tools such as the Employee Status list which offers management a “real time” snapshot of current labor operations.

Benefits of TimeClock Plus OnDemand

OnDemand Benefits:

- No long term commitment. Low “Pay As You Go” monthly charges.
- Minimal startup fees
- Free software updates and upgrades - New versions of TimeClock Plus OnDemand are deployed right away, which means you are always on the latest version.
- Rapid implementation
- 100% web-based allows managers or employees to log in from anywhere or anytime with the right security credentials.
- Free email/live chat support

Our Secure Environment:

- Secure SSAE 16 Data Center
- 24x7x365 availability and monitoring
- Encrypted and secured web sessions, data storage and data transmission
- Full protection of personally identifiable information
- Daily managed backups
- A multi-tenant architecture allows for high scalability

Using TimeClock Plus in an OnDemand environment allows your organization to implement an employee time tracking application with availability and performance safeguards:

- business continuity
- data recovery
- scalability management
- rapid response time
- data back-up and restore
- failover procedures
- load balancing

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Palisades Charter High School
Tech Equity Campaign 2016

Participation by Group:

	% Part.	Ave. Gift	% of Goal
Board Members	72.7%	\$241.12	19.3%
Faculty	100.0%	\$13.16	135.9%
Parents	8.2%	\$319.38	21.8%

Participation by Zip Code:

	% of Total	% of Families in Zip Code	Ave. \$ Gift	Highest	Lowest
90024 - 9	4.5%		\$316.67	\$700.00	\$50.00
90025 - 11	5.5%		\$377.73	\$1,000.00	\$5.00
90049 - 34	17.0%		\$335.44	\$1,000.00	\$25.00
90064 - 12	6.0%		\$252.08	\$500.00	\$50.00
90066 - 13	6.5%		\$239.23	\$700.00	\$10.00
90077 - 4	2.0%		\$400.00	\$1,050.00	\$100.00
90272 - 83	41.5%		\$372.55	\$5,000.00	\$10.00
90290 - 7	3.5%		\$171.43	\$350.00	\$25.00
90291 - 10	5.0%		\$265.00	\$700.00	\$15.00
Out of District	5.0%		\$192.05	\$1,000.00	\$5.00

Participation by Class:

	# of Families	% of Total
Class of 2020	108	50.9%
Class of 2019	41	19.4%
Class of 2018	40	19.0%
Class of 2017	23	10.7%

Total Donors in Campaign: 311

Net Cost per Donor: \$5.57

Cost to raise \$1: \$0.025/\$1

Return on Investment:

Total Funds Raised: \$69,324.21

Total Letters Mailed: 2,850

Total Letters Resent: 131

Total Thank You Letters: 206

Total Returns: 57

Total Undeliverable: 77

Paper Cost = \$104.87 (0.0118/piece)

Postage = \$1,481.96 (0.465/piece)

Ink Cost = \$142.19 (0.016/piece)



ACADEMIC ACCOUNTABILITY COMMITTEE
MINUTES
THURSDAY, SEPTEMBER 15, 2016
3:30PM, ACADEMIC ACHIEVEMENT ROOM

I. PRELIMINARY:

- A. CALL TO ORDER at 3:35
- B. ROLL CALL

In attendance: Chris Lee, Monica Iannessa, Taylor Torgerson, Emma Agripino, Michael Friedman, Steve Klima, Susan Ackerman, Lisa Saxon, Emilie Larew

II. APPROVAL OF THE MINUTES:

- A. Tabled till next month.

III. PUBLIC COMMENT:

Non-agenda items: No individual presentation shall be for more than two (2) minutes and the total time for this purpose shall not exceed sixteen (16) minutes. The Committee will not respond to presentations and no action can be taken. However, the Committee may give direction to staff following a presentation. Speakers may choose to speak during the public comment segment and/or at the time an agenda item is presented.

There were no public speakers.

IV. DISCUSSION AND ACTION ITEMS:

- A. Review of Brown Act Requirements
Emilie Larew reviewed the Brown Act
- B. Update Committee Membership
Teacher members: Michael Friedman, Steve Klima (UTLA), Susan Ackerman (Board), Lisa Saxon
Administrative member: Monica Iannessa
Student members: Taylor Torgerson, Ben Mahkani
At-large member: Chris Lee
- C. Elect Committee Officers
Susan Ackerman was selected chair; Taylor Torgerson was selected vice-chair; Lisa Saxon was selected secretary. All three were voted in unanimously and ran unopposed.
- D. CAASPP Results & Comparison to Similar Schools/Districts
Ms. Larew said that the Board has requested that the committee put together a report comparing PCHS CAASPP scores to scores of like schools. The Board would also like to see a comparison of PCHS scores results from 2014-15 and 2015-16.
Ms. Iannessa has the data presented last year, comparing PCHS with Santa Monica High School, El Camino Charter School, and Granada Hills Charter High School.

Taylor will lead the subcommittee tasked with putting the information together. She will send an email informing the school community when the meeting will be held. We hope to have the information by the October Board meeting.

E. 2017-18 School Calendar Possibilities - Potential Start Dates, Length of Winter and Spring Break, & Possible Impacts on Student Achievement

LAUSD will make a decision regarding the district's 2017-18 calendar during their October Board meeting. LAUSD is considering starting school after Labor Day. LAUSD and PCHS currently start in mid-August. We need to decide if we want to align our 2017-18 calendar with LAUSD, which includes Paul Revere, our traditional feeder school.

Emilie Larew presented an LA Times article ("LA Unified board approves school calendar but only for one year/Jan. 13, 2016) and the LAUSD Board Resolution, which detailed factors involved in determining the school calendar. She reminded us that this committee is to focus its attention on collecting information regarding how the calendar may influence academic outcomes.

Committee members discussed the pros and cons of differing start dates.

Dr. Lee will look at how the early start date has affected attendance during the first few weeks.

V. NEW BUSINESS:

A. Date for next meeting

The next meeting will be held at 3:30 p.m. on October 13 in the Academic Achievement Room.

Meeting adjourned at 4:57 p.m.

Palisades Charter High School

REQUEST FOR APPROVAL OF SCHOOL-ORGANIZED TRIP FOR STUDENTS

Check the appropriate box: Field Trip School Journey Curricular Trip Athletic Trip Curricular Buss Tour OTHER (Describe) _____

Name of School: Palisades Charter High School Employee Supervising trip: Steven W. Burr Certified Non-Cert.
Telephone Number: (310) 230-6623 Grade levels (Circle 9, 10, 11, 12) OTHER _____ all grade

- 1. Destination Washington D.C. Are admission fees charged? Yes _____ No _____
- 2. Dates of Trips Jan 18, 2017 - Jan 22, 2017 3. Number of Students _____ Number of adults _____
- 4. Name and employee number of employee who will go on trip: Steven W. Burr 595707 Sandra Martin 672516
- 5. Substitute required? Yes No _____ How Many? 2 Source of funds _____
- 6. Time schedule required by school: Leave School _____ Arrive destination _____
Leave destination _____ Return school _____
- 7. Duration of trip: Less than one day _____ One day _____ Overnight (if overnight, how many days?) 4
- 8. Method of transportation: School bus (indicate number required) _____ Walking _____ Automobile _____
Public Carrier: airplane boat _____ bus _____ train _____ other _____ (explain) _____

9. Brief description of educational benefit to be derived from this activity. Please state specifically as an instructional objective (not required for athletic trips of Youth Services Activities) The students will witness first hand the historical significance of the Presidential Inauguration, the historic oath of office, and the Inaugural Parade. Students will explore major American historical landmarks such as the U.S. Capitol.

10. Source of funds for trip students self funded. Capitol.

NOTE: It is illegal to charge students or parents for participation in any activity for which ADA will be taken.

- 11. Have the locations of the nearest emergency facilities been obtained? Yes No _____
- 12. Have forms for parent's or guardian's permission been obtained? Yes No _____
- 13. If hiking or camping activity:
 - a. Have the ranger, sheriff, police or other emergency personnel been notified of intent to be in the area? Yes _____ No _____
 - b. Has the area been checked for potential hazards? Yes _____ No _____
 - c. Has the School Police Department been notified of the trip? Yes _____ No _____

APPROVALS:
Principal or Asst. Principal _____ Date: _____
Board of Trustees* _____ Date: _____

* ONLY TRIPS INVOLVING SITES NOT ON APPROVED LIST MUST BE PROCESSED THROUGH THE PALISADES CHARTER HIGH SCHOOL BOARD OF TRUSTEES.

Supporting Educational Travel

A Guide for School Administration

Our History and Our Mission

Our History In 1964, a middle school social studies teacher from Chicago discovered the incredible educational experience of traveling to Washington, D.C., with his students. He was so encouraged by the powerful effects travel had on his students' eagerness and ability to learn, that he left teaching in 1967 to found Lakeland Tours. His vision to make educational travel easy, fun, and safe for teachers and students came to fruition as Lakeland Tours grew and became the leader in educational student travel.

Who We Are Today For nearly 50 years, WorldStrides has set itself apart as the premier student travel organization in the nation. From 1998 to 2000, Lakeland Tours joined forces with other leaders in the educational student travel field – American Student Travel, Bowl Games of America, Educational Field Studies, Heritage Festivals, and Wider Horizons – to form WorldStrides, an organization that provides the highest quality educational travel programs available in the country. Since then, WorldStrides has continued to expand its program offerings by bringing Classic Festivals, the Field Studies Center of New York, the Accent Travel Group, TravelMBA, New Century Tours, Casterbridge Tours, NETC, WorldPass, and Trekset into the WorldStrides family. When you choose WorldStrides, you can feel confident that you've made the best choice for your students.

WorldStrides DiscoverNow! programs WorldStrides' travel opportunities for elementary, middle, and high school students are grouped under the name WorldStrides DiscoverNow! programs. WorldStrides offers a range of educational travel programs for students of all ages that focus on history, science, music, dance, cheer, and even global business at the university level. For that reason, in 2011 WorldStrides created the name DiscoverNow! to better describe our lineup of exciting history, science, and career-focused programs.

Our Mission All WorldStrides programs are united under our mission, "enriching students' lives through experiential travel." We strive to extend education into the worldwide classroom for students of all ages and to provide the best opportunity for learning through seeing, experiencing, and interacting.

Financial Strength and Stability WorldStrides is backed by the financial strength of The Carlyle Group, Charlesbank Capital Partners, and Silverhawk Capital Partners. In addition, WorldStrides' stability and commitment to excellence are shown through our membership in the United States Tour Operators Association (USTOA) Travelers Assistance Program, which provides the best consumer protection plan in the industry.

Professional Affiliations WorldStrides maintains various professional partnerships to guarantee our reputation of quality, including:

Educational Organizations

- Center for Civic Education
- Colonial Williamsburg
- Monticello
- Mount Vernon
- United State Holocaust Memorial Museum
- Students Against Destructive Decisions (SADD)
- National Wildlife Federation

Academic Associations

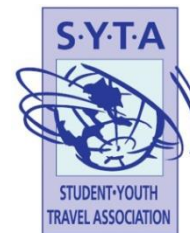
- National Council for the Social Studies (NCSS)
- Association for Middle Level Education (AMLE)
- National Science Teachers Association (NSTA)
- International Baccalaureate Organization (IBO)
- National Association of Elementary School Principals (NAESP)
- National Association of Secondary School Principals (NASSP)
- International association for K-12 Online Learning (INACOL)

Approved Professional Development Providers

- Georgia Department of Education
- Illinois State Board of Education
- Michigan Institute for Educational Management
- New Jersey Department of Education
- Pennsylvania Department of Education
- Texas State Board of Education
- Washington State Board of Education (Approved provider for the FLAG Foundation)

Travel Associations

- United States Tour Operators Association (USTOA)
- Student and Youth Travel Association of North America (SYTA)
- National Tour Association (NTA)
- Washington, D.C. Convention and Visitors Association
- American Society of Travel Agents (ASTA)
- International Airlines Travel Agent Network (IATAN)
- Airlines Reporting Commission (ARC)



Our History and Our Mission

Accreditation

WorldStrides satisfies the same educational standards as public and private schools across the country, and is accredited by regional accrediting bodies across the United States:

- AdvancED (parent organization for the Northwest Accreditation Commission, the North Central Association Commission on Accreditation and School Improvement, and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement)
- Western Association of Schools and Colleges
- Middle States Association of Colleges and Schools

The WorldStrides Team

Your group's leader will have a passionate and professional team of travel experts who will work closely with your group from the time you decide to lead a WorldStrides DiscoverNow! program, until your group returns home safely. Our primary goal is to provide a safe and secure travel experience. Without a focus on safety, our programs could not exist. Next, we strive to enrich lives by taking students beyond classroom walls and inspiring student travelers by providing a unique and experiential educational program. WorldStrides has a staff of more than 700 professionals, many of whom are former educators, and all of whom are dedicated to making sure every aspect of your program is a success.

Our Customers Say it Best...

"Thank you for employing individuals like [my Account Manager] so that teachers like me have the confidence to take young adults safely across the country and back! Thank you again for the fine program you offer."
Ronda Knapp-Douglas, Teacher, CA

"It is [your] steadfastness to duty, attention to detail, and friendly, courteous, and solicitous demeanor that keeps me coming back year after year with WorldStrides." *Michael B. Riemer, Teacher, LA*

"I'm impressed with Stephen [Course Leader] because he doesn't just give the students information, he makes it fun." *Mrs. Newman, Parent, IN*

"As a U.S. History teacher, I was singularly impressed with our tour guide. She enriched the experience with her exemplary demeanor, character, and professionalism. When coupled with the high degree of skill and motivation in sharing our nation's capital with a group of eighth grade students, you have a one-in-a-million tour guide." *Dave Taylor, Teacher, CA*



WorldStrides at a Glance

EXPERIENCE WITH YOUTH GROUPS	
Number of years in student travel business	<input checked="" type="checkbox"/> Nearly 50
Number of participants during this period	<input checked="" type="checkbox"/> 6 million+
Number of participants last year	<input checked="" type="checkbox"/> 300,000
Number of groups last year	<input checked="" type="checkbox"/> 3,000+
Number of full-time staff dedicated to youth group travel programs	<input checked="" type="checkbox"/> 700+

Be sure your organization has the experience you deserve.

QUALIFICATIONS TO COORDINATE YOUR PROGRAM	
Does the organization have a 24/7 Tour Central office?	<input checked="" type="checkbox"/> Yes
Does the organization have its own year-round staff at arrival airports?	<input checked="" type="checkbox"/> Yes
Does the organization have its own night security personnel?	<input checked="" type="checkbox"/> Yes
Will every room be monitored throughout the night?	<input checked="" type="checkbox"/> Yes
Does the organization employ and train its own Course Leaders?	<input checked="" type="checkbox"/> Yes
Will a staff member stay at the hotel with the group?	<input checked="" type="checkbox"/> Yes
Does the organization provide student training for its staff on how to best work with students?	<input checked="" type="checkbox"/> Yes

Your group is at risk without appropriate contingency plans.

EDUCATIONAL FOCUS	
Does the organization employ a full-time education team?	<input checked="" type="checkbox"/> Yes
Does the organization offer students the opportunity to earn school credit?	<input checked="" type="checkbox"/> Yes
Does the organization offer teachers the opportunity to earn professional development?	<input checked="" type="checkbox"/> Yes
Is the organization accredited by regional accrediting bodies across the United States?	<input checked="" type="checkbox"/> Yes
Who issues accreditation for the organization? Western Association of Schools and Colleges Middle States Association Commissions on Elementary and Secondary Schools AdvancED (parent organization for the Northwest Accreditation Commission, North Central Association Commission on Accreditation, and School Improvement and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement)	<input checked="" type="checkbox"/> WASC <input checked="" type="checkbox"/> MSA <input checked="" type="checkbox"/> AdvancED (NWAC, SACS CASI, and NCA CASI)

A focus on education makes your travel experience more valuable.

INSURANCE AND CONSUMER PROTECTION	
Does the organization maintain liability insurance?	<input checked="" type="checkbox"/> Yes
Does this coverage apply to the Program Leader (teacher)?	<input checked="" type="checkbox"/> Yes
What are the limits of this policy?	<input checked="" type="checkbox"/> \$50 million
What is the cost for supplemental medical and dental insurance?	<input checked="" type="checkbox"/> \$0
Who pays if an emergency mandates an itinerary change?	<input checked="" type="checkbox"/> WorldStrides
Does the organization maintain USTOA consumer protection?	<input checked="" type="checkbox"/> Yes
Amount of deposits covered by consumer protection	<input checked="" type="checkbox"/> \$1 million

Insurance and consumer protection are there to protect you.

For a group like yours, it is critical that your travel provider has the resources and experience necessary to smoothly and efficiently coordinate a youth group in the areas that you will visit. We are confident that nearly 50 years as a student travel specialist provides us with this level of experience. Educational travel requires special skills that go far beyond making simple hotel and airline reservations. When emergencies arise, this experience is important. We also realize that price is important, and our prices consistently provide the highest value for your students' money.

Not all companies are the same, have the same priorities, or provide the same experience. WorldStrides sets the bar high. In terms of safety, education, and passion for student travel, our team has consistently beaten all other competitors. WorldStrides is the standard by which every other company measures themselves.

Value: WorldStrides DiscoverNow! Programs

- All-Inclusive Price** WorldStrides offers inclusive travel packages for our DiscoverNow! programs:
- Teachers travel free with the first 15 students (ratio can be customized)
 - For each additional 15 students who travel, teachers can bring along another adult
 - Round-trip transportation to destination city
 - Deluxe motorcoach transportation at your destination
 - Quality hotel accommodations
 - On-site Coordinators when traveling on East Coast programs
 - Free high school credit for middle and high school students
 - College credit for high school students traveling on Dive In or Costa Rica programs (at an additional cost)
 - Professional development for educators
 - Knowledgeable Motorcoach Drivers
 - Specially trained Course Leaders
 - Educational tools to support your program before you leave, on your trip, and after you return
 - Professional Night Chaperones, in addition to hotel security
 - All reservations and logistical planning
 - Tour Central offices to assist 24 hours a day
 - Hearty meals
 - Comprehensive accident, illness, and accident-related dental insurance for all participants
 - 24-hour Doctors on Call program to provide in-hotel or phone consultations for participants
 - All admissions, fees, and gratuities (fees for checked luggage are the responsibility of each traveler)
- Quality Customer Service** WorldStrides provides all customer service:
- A personal Account Manager to assist you in planning your program every step of the way
 - An Account Support Representative to assist you in the rare case that your Account Manager is unavailable
 - A personal Financial Services Representative to handle all accounting and invoicing services for your group and assist in allocating fundraising monies
 - Customer Service Department to handle all parent inquiries
 - Online resources for educators and parents at www.worldstridesdiscovernow.org
- Fundraising Assistance** Your group's personal Financial Services Representative will assist you in any fundraising that you or your school decide to do. WorldStrides offers \$1 million in FLAG financial assistance annually, as well as the unique Gift of Education program, which has helped thousands of students raise millions of dollars over the years. Additionally, you will receive WorldStrides' fundraising flyer, and can also access our fundraising website at www.worldstridesfundraising.com for ideas, tips on grant writing, a list of outside companies that participate in fundraising efforts, and forms to help you keep track of the money you raise.
- We Take Care of the Billing** WorldStrides directly handles all financial responsibility. We set up an individual payment plan for each participant and bill each family directly. If requirements with the group differ, other payment plans can be arranged. In the event that a parent is having difficulties with a final payment, please encourage them to call our customer service department. We may be able to make special payment arrangements on a case by case basis. The school and the Program Leader do not need to collect money or worry about payment deadlines.
- Benefits of Traveling with the Industry Leader** For nearly 50 years, WorldStrides has been enriching students' lives by providing top quality educational travel programs. Our staff of more than 700 professionals is dedicated to serve you. Our accredited programs and commitment to excellence make us the leader in educational student travel.

A World of Difference: Safety and Security

24/7 Tour Central Office	We maintain a Tour Central office that can be reached 24 hours a day, because safety is our first priority. Should your group require an extended stay due to an airline problem or weather-related issue, our Tour Central office will make arrangements to accommodate your group (hotel, meals, re-booking airline seats, and providing additional bus usage) at no additional charge to you or your students.
Extensive Emergency Manual	We have developed an extensive emergency manual that details how we will deal with all types of emergency situations (including contingency plans for dealing with extreme situations such as acts of terrorism and airline disasters), and all of our on-site staff members have been trained to carry out these plans. Set procedures, checklists, and immediate access to correct phone numbers will result in faster and more accurate responses, which is critical when dealing with an emergency situation.
Night Chaperones	Our Night Chaperones (evening security) are given extensive training on how to supervise student groups. We also complete criminal background checks on all new applicants before they begin work. Night Chaperones are available on all East Coast, West Coast, Illinois history, and Florida programs. High-quality Night Chaperones are an integral part of our safety net and allow you to get the rest you need while on tour.
On-site Coordinators	WorldStrides On-site Coordinators stay with your group at each hotel on East Coast, West Coast, and Illinois history programs. These individuals will assist with hotel check-in and check-out, be available to answer questions and make necessary adjustments to individual group itineraries, assist with any emergency that may arise, and host an adult hospitality suite each evening with refreshments and snacks. WorldStrides will have additional staff members who will meet your group upon arrival to the East Coast, as well as when the group departs for home. This helps ensure that all facets of airport arrival and departure run smoothly.
Liability Insurance	We maintain an industry-leading multi-million dollar level of liability coverage. Our insurance automatically covers teachers, chaperones, and the school. WorldStrides' insurance is truly geared to protect you. Additionally, accident, illness, and accident-related dental insurance coverage are provided for WorldStrides DiscoverNow! program participants. Limits per single occurrence are \$7,500 for accident, \$1,500 for illness, and \$750 for accident-related dental.
United States Tour Operators Association	As an Active Member of USTOA, WorldStrides is required to post \$1 million with USTOA to be used to reimburse, in accordance with the terms and conditions of the USTOA Travelers Assistance Program, the advance payments of WorldStrides customers in the unlikely event of WorldStrides' bankruptcy, insolvency or cessation of business. Further, you should understand that the \$1 million posted by WorldStrides may be sufficient to provide only a partial recovery of the advance payments received by WorldStrides. Complete details of the USTOA Travelers Assistance Program may be obtained by writing to USTOA at 275 Madison Avenue, Suite 2014, New York, New York 10016, or by e-mail to information@ustoa.com or by visiting their website at www.ustoa.com .
Full Refund Program	The Full Refund Program protects the investments of your students, their families, and the community. If the participant, the teacher, the school, or the school's administration cancels prior to trip departure, the participant will receive a refund of the money they've paid (less the cost of the Full Refund Program) – regardless of the reason. Participation in this program is optional, though highly recommended. Through this program, WorldStrides has returned millions of dollars to thousands of families who were forced to cancel for countless unexpected situations. Additionally, our Full Refund Program has been enhanced to include job loss or layoff protection, and all funds paid to WorldStrides by the family will be returned, even the cost of the Full Refund Program.



Planning for a Safe Experience before Departure

- Behavior Contract** Safety is the number one priority at WorldStrides. All participants are expected to demonstrate high standards of conduct, courteousness, and consideration toward others. Students and their parent/legal guardian must sign a Behavior Contract so everyone understands the proper rules of conduct. Students behaving inappropriately while on the program may be sent home at the parent's expense.
- Medical Release Form** A parent/legal guardian for each participant must complete a medical release form and provide emergency contact information and authorization for treatment in the event of an emergency. Teachers carry all Medical Release Forms throughout the trip.

Ensuring Students' Safety While on the Program

- Adult Supervision** With a chaperone-to-student ratio of 1:15 (can be customized to fit your group's needs), students receive proper attention and supervision. The Program Leader will identify the adult chaperones for the program. WorldStrides suggests selecting adults who are flexible, helpful, and comfortable with the students. Please note that at selected sites, students may be allowed the freedom to explore on their own.
- Course Leaders** A specially trained Course Leader guides each group throughout your WorldStrides DiscoverNow! program. Course Leaders devote 100% of their attention to the students, challenging them to assess and apply what they learn through firsthand experience so they take the most away from the program. Students also follow a busy schedule, so their days are full of planned activities with adult supervision.
- On-Site Coordinator** On East Coast, West Coast, and Illinois history programs, a WorldStrides staff member stays with the group at the hotel to ensure the group's hotel preparations are in order. Rooms will be checked for cleanliness and to ensure that all room keys function properly. Most importantly, On-site Coordinators assist with any urgent situations that may arise during the night.
- Night Chaperones** In addition to hotel security, WorldStrides provides Night Chaperones who ensure the safety and security of the students by monitoring the hallways throughout the night so Program Leaders and chaperones can rest safe and sound. Night Chaperones are available on all East Coast, West Coast, Illinois history, and Florida programs.

Emergency Services

- Tour Central** WorldStrides' Tour Central offices are located in Washington, D.C., New York City, and Williamsburg, VA, and are staffed by full-time WorldStrides employees. These individuals are available 24 hours a day during the tour season to handle emergencies and accommodate the needs of teachers and students.
- WorldStrides Name Tags** Throughout the trip, all students wear WorldStrides Name Tags with WorldStrides' emergency contact information. The back of this badge contains the Tour Central phone number, giving every student quick access to a WorldStrides employee. In the unlikely event of a problem, help is never more than a phone call away.
- Doctors on Call Program** WorldStrides has an exclusive partnership with The George Washington University Department of Emergency Medicine. A George Washington University doctor serves on our staff as the WorldStrides Medical Director, overseeing medical response planning for the organization and providing direct case management in the event of a medical response issue anywhere in the world. Our partnership gives us access to doctors who are available 24 hours a day to provide in-hotel emergency care to all our traveling students, parents, and teachers in the Washington, D.C. area and phone consultations for travelers in other locations. This program offers teachers and students the unparalleled benefit of receiving care in the comfort of their own hotel rooms while minimizing the disruption to the entire traveling group.

WorldStrides Selects Its Suppliers with Safety in Mind

Hotels	WorldStrides pre-screens its properties and selects only those which are safe, comfortable, and high quality. WorldStrides typically uses hotels such as Marriott, Holiday Inn, Ramada Inn, or comparable. For added security, WorldStrides books only hotels with inside corridors and hallways and provides additional night security (except in Costa Rica or Florida or if the group or the program specifies otherwise).
Travel Arrangements	WorldStrides contracts with major airlines such as American Airlines, Delta Airlines, Southwest Airlines, United Airlines, or comparable. Typically, WorldStrides meets the group upon arrival at their destination.
Suppliers	WorldStrides only works with companies who share WorldStrides' high safety and quality standards. WorldStrides thoroughly screens and regularly evaluates Motorcoach Drivers, hotels, and restaurants by periodically visiting these venues and relying on program evaluation surveys completed by teachers after returning from their program. All participating enterprises maintain their own insurance coverage.

Our Customers Say It Best ...

"The real unsung heroes are the night security team. Without them, this trip would be impossible and they deserve recognition for their polite professional services." *Sheryl Corke, Teacher, CA*

"As a parent it is reassuring to know the rooms are being watched and that there are guards in the halls at night. We have complete confidence that our daughter will be safe and secure during the trip." *Dan and Pat Barberini, Parents, MI*

Doctors on Call Program



WorldStrides has an exclusive partnership with The George Washington University Department of Emergency Medicine and a George Washington doctor serves on staff as our WorldStrides Medical Director. This means travelers in Washington, D.C., have access to in-hotel emergency medical care 24 hours a day. The Doctors on Call Program offers teachers, parents, and students the unparalleled benefit of receiving care in the comfort of their own hotel rooms while minimizing the disruption to the entire traveling group. We are also able to provide phone consultations to those groups traveling to other locations. The doctors will evaluate the situation, injury, or illness over the phone and make recommendations for treatment accordingly.

How does it work?

George Washington's Emergency Physicians will accept our phone calls, determine whether the patient can be treated at the hotel or should go directly to the hospital, and assist us from there all the way through the process. If someone needs to go to the hospital, they will expedite the process and help save valuable time for the patient, the Program Leader, and the On-site Coordinator or Course Leader.

The On-site Coordinator (or Course Leader for Florida and Costa Rica programs) and Program Leader, with the help of Tour Central, will initiate the process when it becomes necessary. The doctor on-call will contact the Program Leader and patient and determine the next steps to be taken. In Washington, D.C., if coming to the hotel makes the most sense, billing will be taken care of immediately and the patient will be treated. The insurance paperwork will be completed at the hotel and the On-site Coordinator/Course Leader will take care of the rest. If the doctor on-call determines that the patient needs to go to the hospital, then our standard emergency plan is activated.



Beyond Classroom Walls: Education

- Accreditation** WorldStrides was the first accredited student travel organization in the nation. Accreditation recognizes educational institutions for performance, integrity, and quality and entitles them to the confidence of the educational community and the public. WorldStrides is accredited through multiple regional accrediting bodies across the nation, including AdvancED (parent organization for the Northwest Accreditation Commission, North Central Association Commission on Accreditation, and School Improvement and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement), Western Association of Schools and Colleges, and Middle States Association of Colleges and Schools. This accreditation means that we have met or exceeded safety and educational standards established for schools all over the world. Accreditation means more educationally sound programs and better value for parents and students. All certificates of accreditation are available upon request.
- Discovery for Credit for Students** All middle and high school students who participate on WorldStrides DiscoverNow! programs are eligible to receive high school credit through our Discovery for Credit program. College credit is available for high school students at an additional cost. Students who travel on a WorldStrides program and complete pre- and post-trip online coursework requirements are eligible to receive this credit. This academic record helps students fulfill graduation requirements, open up their course schedules to be able to take upper-level courses, and distinctively showcase themselves to colleges and universities.
- Professional Development** WorldStrides DiscoverNow! programs comply with states' requirements for professional development. WorldStrides will help educators identify opportunities to earn professional development in their state, assist in the development of a portfolio, as needed, and issue a certificate free of charge.
- Course Leaders** Programs are led by caring and dynamic experts in the field who help students achieve key learning objectives through activities and group discussions. Each Course Leader uses WorldStrides's unique brand of educational power or LEAP- "Learning through Exploring and Actively Participating." Through this method, learning becomes a real-world experience for students and adults alike. By seeing, experiencing, and interacting on a WorldStrides DiscoverNow! program, students have the unique opportunity to apply knowledge gained in the classroom. Our Course Leaders have rich and varied backgrounds that lend themselves to superlative educational experiences for students, fresh perspectives, and engaging interaction during our programs. WorldStrides Course Leaders have a passion for helping students discover a love of learning that will last a lifetime!
- Education Team** WorldStrides employs a full-time education team, which is responsible for maintaining our accreditation, developing curriculum materials, training our Course Leaders, assessing student learning, and providing educators with opportunities to grow through our professional development program.
- Tour Components** In addition to safety, security, and educational content, we have also invested in the quality of our tour components, which remain consistently strong and continue to deliver exceptional service.



The Educational Value of Student Travel

Educational Value of Student Travel

Learning through personal experience takes education beyond classroom walls. Through educational travel, students use knowledge acquired in the classroom to analyze the world around them and make a personal connection by applying their knowledge to their understanding and view of the future.

For example, in the classroom students learn the fundamentals of how a bill becomes a law. When students come to Washington, D.C. they take learning to a higher level as they walk through the Capitol and sit in the Congressional or Senate galleries, where our laws are made. In the classroom, students start to understand the tragedy of an assassination of an American president, yet the power of these events become “real” when standing in Ford’s Theatre or at Kennedy’s grave in Arlington National Cemetery. Focused activities guided by a WorldStrides Course Leader help learning come to life.

Value for the Teacher

Only an accredited organization can help you grow professionally and allow the Program Leader and chaperones to earn professional development. Many educators teach about Colonial America, the Civil War, or the Civil Rights Movement without having been to the major historical locations where the events took place. WorldStrides DiscoverNow! programs provide every teacher with full immersion in the curriculum and professional development opportunities. Seasoned Program Leaders agree that they learn something new and meaningful each time they travel.

What do Students Learn?

WorldStrides DiscoverNow! programs take students back in time to deepen their understanding of our nation’s foundational events. Students learn about different cultural rules and experience how human needs were met in our country’s earlier years. Students compare historical lifestyles and norms with their own lives and gain a deeper understanding of the hardship earlier generations faced when settling and forming our nation. Students will gain a new appreciation for history as they see historic artifacts, analyze art, explore historic landmarks, and watch theatrical productions. Additionally, students realize how the diversity of people from different lands shaped our history and return home with new perspectives on their surroundings and situations.

Accreditation Sets WorldStrides Apart

WorldStrides is independently accredited by regional accrediting bodies across the country. We maintain both school accreditation, which verifies the high academic quality of our programs, and corporate accreditation, which assures our organization’s commitment to safety, security, and financial stability. Our accredited status attests to our high academic standards. Traveling with an accredited organization means that your program is centered around a structured curriculum that meets state standards.

Discovery Journals and High School Credit

Each student is provided with an interactive Discovery Journal filled with educational activities, fun facts about the sites, and thought-provoking questions. The journals are designed to stimulate critical thinking and creativity, while enhancing the quality of your educational travel program. Students can earn high school credit by completing online coursework through our Discovery for Credit program after they return from your trip.

Intangible Benefits of our Programs

These trips impact the students’ lives forever because they:

- ◆ Create lifelong memories
- ◆ Provide cultural and educational opportunities
- ◆ Teach teamwork and goal-setting
- ◆ Encourage financial responsibility, independence, and self-discipline
- ◆ Promote social skills

Our Customers Say it Best

“It was very fun and interesting. All the things are so much better in real life.” *Rachel Hieston, Student, IN*

“It was really fun learning about the history. I know more about history now than I ever had.” *Ashley Furrer, Student, OR*

“I believe WorldStrides puts children first. They go out of their way to provide the best experiences for children.” *Janet Smith, Teacher, KS*

“My trip taught me how hard so many people worked to help make our nation what it is today and why they worked so hard. They wanted a better world and helped make America just that.” *Jayme McNeill, Student, OR*

Educational Travel Programs vs. School Field Trips

Because WorldStrides DiscoverNow! programs are typically non-school-sponsored/affiliated, they do not follow the traditional model of a school field trip. When you let your administration know about your plans to travel, it may be helpful for you to highlight the points outlined below. These points will ensure that they don't confuse your program with a school field trip that would require an approval process.

Non-School-Sponsored Status Unlike a school field trip, a WorldStrides DiscoverNow! educational travel program is not sponsored by the school and does not require the school or school district to allocate funds.

Programs Don't Happen during School Time Just like a part-time job or a camp or youth sport/activity that a student chooses to participate in, a WorldStrides DiscoverNow! program does not result in lost class time for students or the need for a substitute instructor when a teacher leads a program.

Voluntary Student Participation Since the trip is not paid for by the school and does not take place during school time, neither the school nor the students are obligated to participate. Similar to summer camp, this program is available for all students, but only some will decide to go.

Summer camps, supplemental enrichment programs, Boy Scouts and Girl Scouts, and even the Little League are all non-school sponsored programs that are embraced by the community and promoted in schools. Most administrators are very supportive of WorldStrides DiscoverNow! educational travel programs. Below is a simple approach many of our Program Leaders have found easy and successful.

A Simple Approach to Presenting Your Program

1. Present the CD that was sent to you by your WorldStrides representative. This shows your administrator the quality of our programs and the strengths that have made WorldStrides the nation's leader in student travel. If your administration is still concerned about liability, the CD will also answer any questions they may have about our unmatched safety record and extensive liability coverage. In fact, WorldStrides can name you and your school as co-insured, protecting you with the power of the most comprehensive insurance policy in the student travel industry.
2. Explain which accredited program you have chosen and the educational value of the experience. Include the dates you plan to travel, so your administration understands that the trip won't happen during school time and will not result in missed classes for you or your students. Since the trip is not paid for by the school and is non-school-sponsored, students are never obligated to attend.
3. Offer to connect administrators with WorldStrides references so they can hear first-hand from teachers and administrators in your area who have enriched students' lives through travel with WorldStrides DiscoverNow! programs. If your administrator needs any other documentation from WorldStrides, we have additional materials to help explain the merits of the program you have chosen to offer your school community.

	School Field Trip	WorldStrides Program
When the trip occurs	During school time	During summer or school holidays
How the trip is funded	With school or school district money	By individual parents and students
Who attends	All students	Only students who choose to go
How funds are collected	Teachers and school administration collect money from students	Billing and payment collection is done completely outside of school by WorldStrides
How parents' questions & concerns are handled	Calls flow through the school secretary and school office	Calls are directed to the teacher after school hours or are answered by WorldStrides' Customer Service department

Free High School Credit with Discovery for Credit

Your WorldStrides DiscoverNow! program is so much more than a typical field trip. Each itinerary is built around WorldStrides' accredited curriculum that allows students to earn high school credit. The type of credit earned is based on the grade level and travel program and is contingent upon the successful completion of online coursework before and after they travel.

What is involved?

Discovery for Credit is an online learning course offered in conjunction with WorldStrides DiscoverNow! travel programs. Content and assessment for all courses are developed and maintained by the WorldStrides Education Team, eliminating the teacher's need to provide additional instruction or grading. Discovery for Credit is an optional benefit and is available free of charge for interested students.



High School Credit Details

- Free of charge
- Deadline for completing coursework is six months from the return date of travel
- Upon successful completion of coursework, WorldStrides will mail an official transcript to the student.

To best facilitate the transfer of credit earned, WorldStrides recommends that students and parents inquire what their high school's transfer credit policy is, in case additional paperwork is requested prior to beginning coursework.

College Credit Details

- Discounted tuition rate based on the number of credits the student wishes to earn
- Deadline for completing coursework varies based on the partner university's semester timeline
- The participant can request an official transcript via the partner university

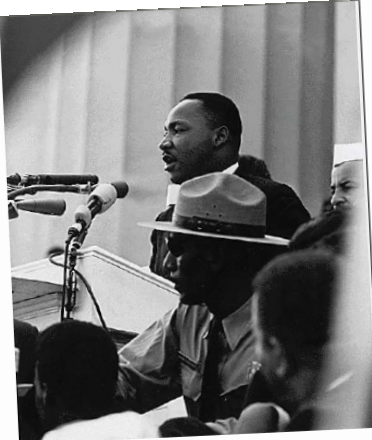
For more information about Discovery for Credit, call your WorldStrides representative or visit www.worldstridesdiscovernow.org.

Washington, D.C. Discovery Journal

Washington Monument

The Art of Social Protest

On August 28, 1963, an estimated 250,000 people gathered at the Washington Monument to demonstrate against racial discrimination and for freedom and equality. This protest, the March on Washington, was the largest public demonstration held in the nation's capital at the time. Protesters peacefully marched across the Mall to the Lincoln Memorial, where Dr. Martin Luther King, Jr. gave his most famous speech. One year later, the Civil Rights Act prohibiting racial discrimination was passed.



Orator

Below is an excerpt from Dr. King's "I have a dream" speech. Divide the speech into parts within your team and take turns reciting it for your Course Leader. Focus on effectiveness, sincerity, and power to convince.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a dream today.

Signs of the Times: Notable National Mall Protests
Can you determine the cause and group of people each of these protest signs represents?



1963 _____

1969 _____

1995 _____

2004 _____



Washington Monument



Washington Monument

The Art of Social Protest *continued*

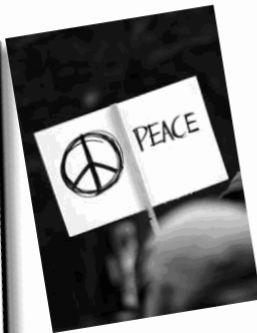
Fight for Your Rights! Organize!

In your team, decide on an example of injustice or inequality that you believe deserves attention. In the spirit of King's non-violent philosophy, create signs to use in a peaceful demonstration for your cause. Identify the injustice, your goal, and advocate for your desired outcome. Once finished, engage in a non-violent, mini-demonstration.

Your Course Leader will distribute blank protest signs

Guidelines:

- Create an appealing phrase
- Write concisely
- Avoid offensive or accusatory language
- Be fair



Examples:

- Treatment of boys vs. girls in school
- Teachers who don't listen to students
- Families who cannot afford housing, food, or health care
- Continued inequality among races
- Lack of freedom in a certain country
- Bullying in school
- Children with overprotective parents

On a WorldStrides DiscoverNow! program, students are immersed and engaged in their own learning. *The Art of Social Protest* Discovery lesson in Washington, D.C., exposes students to the life and legacy of Dr. Martin Luther King, Jr., the most prominent leader in the Civil Rights Movement. Imagine your students standing at the base of the Lincoln Memorial, reading King's famous "I Have a Dream" speech and learning about other famous and impacting marches on our nation's capital. Through the guidance of your WorldStrides Course Leader, students study how to communicate their own message "to the masses" and create their own sign of personal action. It is **WorldStrides' unparalleled commitment to experiential learning** that is demonstrated in our on-site Discovery Journals.

Ask your WorldStrides Representative about the Washington, D.C. Discovery Journal today!

WORLD STRIDES®
DISCOVER YOUR WORLD

www.worldstridesdiscovernow.org

CURRICULUM GUIDE TO A WORLDSTRIDES DISCOVERNOW! PROGRAM: WASHINGTON, D.C.

All WorldStrides DiscoverNow! programs are developed following a rigorous educational process. This document highlights the standards we follow and the high educational goals we set for our programs. Our unique approach to education is recognized through our accreditation as a supplemental school by multiple regional accrediting bodies throughout the country. We believe that, together, we make a world of difference through hands-on learning.

The Foundation of a WorldStrides DiscoverNow! Program

SUBJECTS	Students will use key questions of inquiry to learn concepts of history, geography, literature, and culture. The interrelatedness of these subjects is emphasized.
SKILLS	Students will develop tools needed to acquire, organize, and communicate knowledge. These include thinking, research, and self-management.
ATTITUDES	Students will be encouraged to make connections within their studies and learn to reflect on their experiences as they relate to the real world.
ACTIVITIES	Students will learn to take appropriate actions and become actively involved in their own education. Through this program, they will explore how they can make a difference in their school or community.

SUBJECTS: Learning About History

Cultural History	Students will compare cultures and study ethics and creative ideas in the arts, such as fine arts, literature, musical arts, and dramatics.
Economic History	Students will understand basic economic terms, study currency development, and be able to compare major economic theories such as feudalism, capitalism, and free markets.
Intellectual History	Students will study key historical events in American history. They will recognize historical cause and effect and the importance of individual choices, actions, and character.
Political History	Students will compare and contrast diverse forms of governments and they will evaluate authority and civic responsibility. Foreign policy will be addressed as it relates to geography and key historic events.
Social History	Students will study and compare different ways of life throughout time as well as in current day. They will evaluate the ideas of authority and power as it relates to key people and past and current events.

SKILLS: Learning How to Apply Knowledge

Reading	Students will practice reading skills in various formats. Critical analysis of selected reading passages and comprehension of directions and maps will be developed.
Writing	Students will give thoughtful insight and use reasoning to write about their experiences. They will learn the art of writing about travel and personal experiences.
Listening	Students will display sensitivity in hearing other people’s viewpoints and ideas. They will deepen their respect for the traditions of others.
Research	Students’ natural curiosity will be nurtured. They will acquire the skills necessary to pose well-formulated questions and to conduct purposeful, constructive research.
Communication	Students will express their ideas and information with confidence and clear articulation.

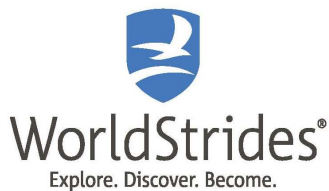
ATTITUDES: Learning Beyond the Textbook

Respect	Students will develop empathy and caring for others.
Responsibility	Students will be equipped with the ability to apply knowledge appropriately.
Curiosity	Students will be stimulated to inquire, thus fostering the spirit of discovery and excitement in learning.
Cooperation	Students will be encouraged to develop diversity and flexibility of thinking, and develop sensitivity towards other people and events.
Confidence	Students will build and reinforce a sense of identity and independence.

WASHINGTON, D.C.: BECOMING AN HISTORIAN AND A WORLD CITIZEN

A WorldStrides DiscoverNow! program is an inquiry-based travel program encouraging **critical thinking**. Students are engaged and stimulated through key **discovery questions** explored in their Discovery Journals and in the field. Students will critically **examine** historical facts as they travel. It is **reflective thinking** that will lead students to responsible action, cultural awareness, and self-identity.

Site / Location (not all sites will be seen on your program)	SUBJECTS					ACTIVITIES Curriculum for Washington, DC (the following provides an overview of the educational activities included in a WorldStrides DiscoverNow! program – changes may be made by WorldStrides at its own discretion without notice)	SKILLS				
	Cultural	Economic	Intellectual	Political	Social		Reading	Writing	Listening	Research	Communication
Air & Space Museum			•		•	<i>Test Pilot</i> : trace the development of flight through the most influential pioneers and flying machines and test different paper airplane designs.	•			•	
Arlington Cemetery	•				•	<i>Unsung Heroes</i> : presentation of personal stories of individuals buried in the cemetery, selected for their variety of achievements and service to the U.S.	•		•		
Capitol Building		•		•		<i>Vested Interests</i> : being a good citizen requires more than just voting. Working in teams, predict how legislators will be influenced by special interest groups.	•				•
Bureau of Engraving & Printing		•			•	<i>Consumers, Clerks, and Counterfeiters</i> : test your knowledge of U.S. currency by working in teams to outsmart each other and make more money.			•	•	•
FDR Memorial			•		•	<i>Freedom by the Fireside</i> : using FDR's "Four Freedoms" speech, discuss which freedoms are most essential and whether his vision of freedom is universal.	•				•
Ford's Theater			•	•		<i>Conspiracy Theory</i> : search the museum to "arrest" the suspects in Lincoln's assassination and debate evidence of other possible conspirators.			•	•	•
Holocaust Museum			•	•	•	<i>Responsibility and Remembrance</i> : verbal discussion and written reflection on different causes and responsibilities of citizens during this time in history.		•		•	•
Inauguration	•		•	•	•	<i>Reflection and Respect</i> : Reflect on the leadership qualities that the role of the President should embody. What qualities were embodied in the President's address?			•		•
International Spy Museum				•	•	<i>Cryptology 101</i> : a challenge to decipher encrypted quotations of famous spies throughout history.	•			•	
Iwo Jima Memorial	•		•			<i>The Power of War Photography</i> : study famous war images of World War II and guess the story behind each picture and photographer.				•	•
Jefferson Memorial	•				•	<i>Democratic Design</i> : imagine the year is 2026, the 200 th anniversary of Jefferson's death. Design a mini-memorial dedicated to one of his many personal pursuits.		•		•	
Kennedy Center	•				•	<i>Kennedy Center Honors</i> : team challenge to "honor" a chosen artist by creating a performance for classmates.		•	•		
Korean War Memorial		•		•		<i>Two Koreas</i> : participate in a simulation of divided Korea 50 years after the war with descriptions of life on each side of the DMZ.			•		•
Library of Congress	•					<i>Fire! Saving American Treasures</i> : students work in teams to choose which treasured documents in the American Treasures collection to save from destruction.				•	•
Lincoln Memorial	•		•			<i>Four Score and Seven Years Ago</i> : a fun scavenger hunt that studies the memorial and the life and legacy of Abraham Lincoln.	•			•	
Mount Vernon	•			•	•	<i>Colonial House</i> : role-play of life in early American history; could you live by these rules?				•	•
National Archives				•	•	<i>But it's my Right</i> : teams study the Bill of Rights and debate the rights that are essential to a life of liberty and happiness in school or at home.	•	•			•
National Museum of the American Indian	•				•	<i>The Many Faces of Us</i> : step into one of eight native communities and compare their culture to others.	•			•	
National Zoo					•	<i>Extinction</i> : in zookeeper teams, students solve clues to revive one of the zoo's species from extinction in the wild.	•			•	
Natural History Museum					•	<i>Survival of the Strangest</i> : a quirky team scavenger hunt to find unique survival characteristics among the exhibits in the museum.	•			•	
Newseum	•		•	•	•	<i>Extra! Extra!</i> : The media plays a huge role in public perception of the president and our government. Explore exactly what that means through the museum's interactive exhibits.	•		•	•	
Supreme Court				•	•	<i>Free Speech for All</i> : learn about key court cases on student free speech and debate school uniform policies.	•				•
Vietnam Memorial			•	•		<i>A Nation Divided</i> : read and listen to various viewpoints about the Vietnam War and discuss the purposes and politics of war memorials.	•		•		•
Washington Monument			•	•	•	<i>The Art of Social Protest</i> : listen to and recite MLK's "I have a Dream" speech and learn how to communicate an effective message to the masses.	•		•		•
White House				•	•	<i>Powerful Parents, Paparazzi, and the Press</i> : You are the President's child. Decide how far the press can go in reporting about you and your family.		•			•
WWII Memorial	•		•			<i>Code Talkers</i> : learn about the secret Navajo code talkers program and work in teams to decipher famous quotes from WWII history.	•			•	



2017 Washington, D.C. Trip

Dear Parents and Students,

I am excited to announce that I will lead a group of Palisades Charter High School students on a WorldStrides program to experience one of our nation's most significant moments. This program is **a once-in-a-lifetime opportunity** to discover the concepts of democracy as students experience the culminating event of the American electoral process, **the Presidential Inauguration.**

This is a trip that your child will be talking about for years to come!

We will witness first-hand the excitement and historical significance of the Presidential Inauguration, the historic Oath of Office, and the Inaugural Parade. During this engaging adventure, we will explore major historical landmarks, such as the U.S. Capitol, the Washington Monument, and Ford's Theatre. We'll also reflect on the achievements of great Americans at the Jefferson, Lincoln, and FDR Memorials, and honor our nation's heroes at the Vietnam Veterans Memorial, World War II Memorial, and Arlington National Cemetery.

I have chosen to travel with WorldStrides programs because of their exceptional service, their nearly 50 years of experience, their safety record, and their preventive measures that ensure learning occurs in a safe and fun environment. I will chaperone the program with other teachers as needed, and throughout the program our group will be guided by a WorldStrides-certified Course Leader. This trip will enrich the learning experience of students, however, it is not a school activity or a school sponsored trip. We will not be attending as representatives or employees of the school.

Please read the enclosed brochure, check out the sample itinerary on the back of this page, and visit www.worldstrides.com/discoveries for more details about WorldStrides and our group's trip. If you have any questions, you can contact me at (310) 230-6623, or via email at sburr@palihigh.org. **There will be a trip information meeting to discuss this wonderful opportunity on March 9, 2016 at 6:00 PM in Mr. Burr's classroom.**

I would love for your child to join us on this unforgettable trip!

Sign up by March 11, 2016

Steve Burr
Program Leader

Join our Adventure!

Call 800-468-5899 or visit worldstrides.com/signup
to learn more and sign up today!

