



# Palisades Charter High School

## Board Meeting

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### **Date and Time**

Tuesday January 17, 2017 at 5:00 PM PST

### **Location**

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

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*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.*

**DIAL-IN NUMBER: (605) 475-5900. ACCESS CODE: 660-0134**

*Please note that the conference dial-in number above is only active when a Board Trustee has indicated they will calling from an off-site location to participate.*

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### **Agenda**

## I. Opening Items

### Opening Items

#### A. Call the Meeting to Order

#### B. Record Attendance and Guests

##### Trustees:

Emilie Larew (Chair)	Emily Hirsch
Leslie Woolley (Vice Chair)	Rocky Montz
Dara Williams (Secretary)	Andrew Paris
Susan Ackerman	Ellen Pfahler
Amanda Campbell	Robert Rene
Deanna Hamilton	

Student Liaison: Ben Makhani

##### PCHS Management:

Dr. Pamela Magee, Executive Director / Principal  
Greg Wood, Chief Business Officer

#### C. 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. 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.*

#### D. Approve Minutes

December 13, 2016 Regular Meeting

Approve minutes for Board Meeting on December 13, 2016

## II. Facilities

#### A. Visual and Performing Arts (VAPA) Presentation

#### B. Track & Football Field Status & Replacement Plan

### **III. Academic Excellence**

#### Academic Excellence

- A.** PCHS School Calendar: 2017-2018 School Year and Beyond  
Including Survey Updates & Process Updates
- B.** PCHS Alternative Programs
- C.** Update on Schoolwide Goal #4
- D.** Potential New Policies/Resolutions - Safe Zone & Suicide Prevention

### **IV. Finance**

#### Finance

- A.** College Readiness Block Grant Budget Approval
- B.** First Interim Financial Report
- C.** Consolidated Application (CONAPP)  
Approval for EDP to sign CONAPP
- D.** Aligning PCHS Mileage Rate with Federal/IRS Standards
- E.** PCHS Purchasing Procedures & Accounting Procedures

### **V. Governance**

#### Governance

- A.** Approval Of Updated Membership for Board Committees
- B.** LAUSD Charter School Division (CSD) - Compliance Monitoring Checklist
- C.** PCHS Student Attendance Policies and School Attendance Review Board (SARB) Possibilities

### **VI. Other**

- A.** Non-School Sponsored Field Trip Policies & Procedures

### **VII. Organizational Reports**

- A. Executive Director / Principal (EDP) Report
- B. Chief Business Officer (CBO) Report
- C. Director of Operations Report
- D. Human Resources Director (HR) Report
- E. Director of Development Report
- F. Student Report
- G. Parent Report
- H. Classified Staff Report
- I. Faculty Report

**VIII. Board Committees (Stakeholder Board Level Committees)**

- A. Budget and Finance Committee Report
- B. Academic Accountability Committee Report
- C. Charter Committee Report
- D. Election Committee Report
- E. Post-Retirement Healthcare Benefits Committee Report

**IX. Board Committees (Board Members Only)**

- A. Audit Committee
- B. Survey Committee
- C. Grade Appeal Committee

**X. Consent Agenda**

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

**XI. New Business / Announcements**

- A. Next Regular Board Meeting is on Tuesday, February 21, 2017
- B. Board Chair to announce items for closed session, if any.

**XII. Closed Session**

- A. Conference with Legal Counsel: Anticipated Litigation  
(Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9)
- B. Conference with Legal Counsel: Existing Litigation  
(Paragraph (1) of subdivision (d) of Government Code Section 54956.9)  
OAH Case No. 2016110247

**XIII. Open Session**

- A. Return to Open Session
- B. Report Out on Action Taken In Closed Session, If Any.

**XIV. Closing Items**

- A. Adjourn Meeting

# Coversheet

## Approve Minutes

**Section:** I. Opening Items  
**Item:** D. Approve Minutes  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Board Meeting on December 13, 2016

APPROVED



## Palisades Charter High School

### Minutes

#### Board Meeting

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**Date and Time**

Tuesday December 13, 2016 at 5:00 PM

**Location**

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

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**Trustees Present**

Andrew Paris, Dara Williams, Deanna Hamilton, Ellen Pfahler, Leslie Woolley, Robert Rene, Rocky Montz, Susan Ackerman

**Trustees Absent**

Emilie Larew

**Trustees who left before the meeting adjourned**

Andrew Paris, Emilie Larew, Susan Ackerman

**Ex Officio Members Present**

Dr. Pam Magee

**Non Voting Members Present**

Dr. Pam Magee

**Guests Present**

Mo Zaidi

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**I. Opening Items**

**A. Record Attendance and Guests**

Called to order at 5:10

Amanda Campbell and Emily Hirsch are not present

**B. Call the Meeting to Order**

Emilie Larew called a meeting of the board of trustees of Palisades Charter High School to order on Tuesday Dec 13, 2016 at 5:10 PM.

**C. Public Comment**

PUBLIC COMMENTS:

1) Nancy Fracchiolla - Was a Pali parent but is also a teacher here. Saw a parent's post that said Pali was pushing for a earlier start date. Before we get crazy, no one was pushing for an earlier start date. There was a straw poll at a Faculty meeting about faculty preferences and discussions have been happening, but there is no secret Board agenda to push this through. Heard that there was an enclave of parents to attack the Board. Board members don't get paid and are not here to ruin public education, here to support students.



2) Beth Abrams - Appreciates what Nancy said. Want us to understand what the parents are seeing from the outside in. Parents assumed that Pali would align with LAUSD as has happened in the past. Received a survey asking about preference for a start date of August 7th or August 14th. Then a second survey came out giving three choices for a start date where the third choice was August 21st was in smaller font. Urge the Board not to do anything until an accurate survey goes out.

3) Beth Price - Has a Freshman here. Familiar with leadership because she is the Booster Club President at a school. Information coming was flawed. It seemed like it was biased. Many parents feel like they don't have enough information. Last weeks of school in middle school are simply spent turning in things so not much is getting done.

4) Randy Tenansnow - Agree with all the speakers so far. Concerned about our communication. Caught by surprise with the survey. The second survey that came out she didn't receive. Believes not everyone received it. And some people who received it didn't know what to do. We should look at all stakeholders and how it affects them. So we need to slow down to take a look.

5) Paige Saltzman - Took a lot for her to come here to verbalize this. When she moved her she looked at the school schedule and it didn't make sense to her. Got an email with regard to the schedule. Tremendously difficult time to stay connected with your kids. To have a chunk of time that is family time and to get them to unplug is very important to her and to other parents. Sees a really crazy schedule that doesn't make sense. Campaign to bring back summer. Sees a compromise of family values and practices which are rooted in summer vacation.

6) Nathalie Brouwer - Agrees with the other speakers. Does understand where we are coming from as she started a Booster Club at elementary school. But it is confusing to get a survey three months after LAUSD decided to start on August 22nd. Then there was a second survey that went out. Math is incorrect on the survey. Urges the Board to redo the survey

7) Tracy Kerkorian - Appreciates all the work that the Board does and understands the importance of academics. Understands that there needs to be time to study for finals and AP tests. Could start later and give the finals during finals week - half of finals this semester were during quiet week. What kids do during their summer time is also important when you talk to college counselors.

8) Phillip Giffin - Thanked the Board members. A lot of times there is a lot of passions in our opinion. Mentions that we all have bias. What they want to make sure of is that they are properly represented and that the voices of the students, parents, and others. Believes that the inaccuracies in the surveys were unintentional.

9) Jennifer Sommer - Has a freshman here. Also has a third grader at Pali Elementary. Considers it important to consider that parents have kids at other LAUSD schools, especially for parents that work. The long winter break is not valuable to the students' education in her opinion. Wants to align.

10) Melanie Speiser - Has two kids here and one at Pali Elementary. Pushed LAUSD with other parents to change the schedule. Assumed that Pali would align with that date. No one said that Pali was not going to align with that date. Parents should have been told that in September. Being in public school you assume that your kids are going to be aligned.

End of public comments.

Emilie Larew provided some clarifications in response to the public comments:

Ms. Larew pointed out that last school year we agreed that we would begin discussing the school calendar early this school year. In August of this year it was agreed that we wanted to begin discuss calendaring possibilities and assigned the Academic Accountability Committee to study this starting immediately. AA Committee agendas and minutes are posted on our website and there is notice in advance of all meetings. Each committee has its own section for postings.

AA Committee did a presentation to the Board on the pros and cons of different start dates at the November meeting. Links to the Dates of upcoming meetings are posted home page of our website under "Events" and the agendas for the Board Meetings and AA meetings get posted to our website in advance of the meetings. The intent has always been to gather stakeholder feedback. School calendar requires faculty approval because it is part of their contract with the school. The Board approves the calendar after the faculty votes. We are seeking to have survey results before there is a vote on the start date and providing results to faculty members and to the Board. Tonight there will be a discussion on the survey and about how we want to move forward. We are not voting tonight. The original plan was to vote in January; however, due to the challenges with the survey and our desire to get stakeholder input we may need to push the vote back until February.

Dr. Magee mentioned that she appreciates all the comments and the emails that we have received. Looking for a way to make sure we are collecting that feedback. Working to make sure that everyone understands what is happening. The first survey that went out was a survey monkey survey that could be filled out by parents at ANY school and had been shared with parents at other schools. The second survey went out through Infinite Campus. That is the best email database and we will able to control who gets the survey. Parents need to make sure that you are on Infinite Campus and that you are logging in

under your own login, not your student's and to make sure that your email address is accurate.

We want to make sure that everyone has access who should have access.

**D. Approve Minutes**

Leslie Woolley made a motion to approve minutes from the Board Meeting on 09-20-16 Board Meeting on 09-20-16.

Deanna Hamilton seconded the motion.

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

**Roll Call**

Rocky Montz	Aye
Ellen Pfahler	Aye
Andrew Paris	Aye
Emilie Larew	Aye
Robert Rene	Aye
Amanda Campbell	Absent
Emily Hirsch	Absent
Dara Williams	Aye
Susan Ackerman	Aye
Deanna Hamilton	Aye
Leslie Woolley	Aye

**E. Approve Minutes**

Leslie Woolley made a motion to approve minutes from the Board Meeting on 10-18-16 Board Meeting on 10-18-16.

Deanna Hamilton seconded the motion.

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

**Roll Call**

Leslie Woolley	Aye
Deanna Hamilton	Aye
Rocky Montz	Aye
Ellen Pfahler	Aye
Emily Hirsch	Absent
Dara Williams	Aye
Andrew Paris	Aye
Susan Ackerman	Aye
Amanda Campbell	Absent
Robert Rene	Aye
Emilie Larew	Aye

**F. Approve Minutes**

Leslie Woolley made a motion to approve minutes from the Board Meeting on 11-15-16 Board Meeting on 11-15-16.

Deanna Hamilton seconded the motion.

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

**Roll Call**

Robert Rene	Aye
Ellen Pfahler	Aye
Leslie Woolley	Aye
Dara Williams	Aye
Susan Ackerman	Aye
Emilie Larew	Aye
Deanna Hamilton	Aye
Andrew Paris	Aye
Rocky Montz	Aye
Amanda Campbell	Absent
Emily Hirsch	Absent

**G. Approve Minutes**

Leslie Woolley made a motion to approve minutes from the Special Board Meeting on 12-07-16 Special Board Meeting on 12-07-16.

Deanna Hamilton seconded the motion.

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

**Roll Call**

Leslie Woolley	Aye
Emilie Larew	Aye
Rocky Montz	Aye
Robert Rene	Aye
Emily Hirsch	Absent
Andrew Paris	Aye
Amanda Campbell	Absent
Dara Williams	Aye
Deanna Hamilton	Aye
Susan Ackerman	Aye
Ellen Pfahler	Aye

**II. Academic Excellence**

**A. PCHS School Calendar Survey Results (2017-18 & Beyond)**

Robert Rene the elected representative of parents who has 2 children here and another at Paul Revere. The restraint being exercised because of laws and the Brown Act. So when we don't engage in conversation it is to comply with the legal requirements. This process is about advocating for all of the stakeholders. The Board is making a zealous attempt to gather as much information as possible and to balance all of the interests.

Was the process right the first time? No. But the Board will access as much information

as possible prior to making a decision. No discussion is done behind the scenes and doesn't know of the other Board members pushing for one particular decision.

Ben discussed collecting data from the students. More leaning toward the later start date. We just need to work more toward getting as much data as possible. Needs to be done more efficiently and faster.

Emilie Larew stated that we need to look at how to move forward. We need to do another survey and to make sure that we communicate in advance by email blast or other ways to communicate and also in the newsletter. Parents should check their email address in Infinite Campus to make sure it is there and it is accurate. Do another survey that has accurate dates and information. There are pros and cons regarding the start dates and the earlier Board meeting where AA presented has those materials. Best way to do it with a ranking such as 1st and 2nd choice so that it is not an all or nothing scenario and so that it is clear we are seeking preferences and that it is not a vote.

Deanna Hamilton mentioned that we should have an explanation with the survey so that parents understand that it's not a vote and the reasons why we are taking a survey. We could also use the phone system to notify parents to update their Infinite Campus to let them know that the survey is coming. Asked the parents in the audience to let people know. Email addresses for all Board members are on the Pali website under Governance. It was pointed out by Emilie and Dara that questions could be emailed to the entire Board or to individual Board members. Dara reminded Board members not to reply all if a stakeholder address an email to the entire Board. The member can respond to the email and copy Emilie so that she knows the response but replying all can violate the Brown Act.

#### **B. Update on Schoolwide Goal #4**

Goals are adopted at the annual retreat. Review goals from the previous year and then adopt goals for the new school year.

Goal is in the materials. Discussion we had tonight shows that we can improve on this goal. But we are making progress. We need to continue to build trust with stakeholders.

Dr. Magee has a 'How Are We Doing' Meeting, which is a way for faculty and staff to check in. The Culture and Climate facilitators are coming to address the two year plan that the administration has to improve culture and climate. The students are also involved as Ben mentioned. This exam week there has been a focus on wellness especially for students who are feeling a lot of stress - yoga and a mindfulness/meditation class. Focus on being thoughtful and respectful and to mitigate stress from activities and of course waiting to here from colleges. More to come on culture and climate updates.

### **III. Finance**

#### **A. College Readiness Block Grant**

Greg Wood presented. This is a grant we recently received. A budget needs to be done for it. We are required to report on how the school intends to measure success. Greg Wood received input from some of the administrators.

Dr. Magee spoke about some way to measure impact are:

- POP Online Program
- Summer School
- Math Lab
- College Center Staff
- Parent Training such as Pique and FAFSA Training
- Teacher AP Training

Curriculum council will gather information on plan to spend funds and what funds have been expended.

Deanna inquired as to whether this is a continuous block grant. Greg indicated that this is new and it's the first time we received it so it is unknown whether it will be available in the future. Governor Brown will be releasing financial information for the next school year later including whether there will be continuous funding of this program.

## **B. LACOE Certificate of Signatures**

LACOE requires this from all of the Board members to vote on the people who can sign the LACOE warrants, also known as checks. It's on a calendar year basis so it has to be approved and signed by each Board member. For one account the authorized signatories are Pam Magee, Monica Ianessa, and Greg Wood. Dara Williams has to sign twice as Board member and as the Secretary.

Robert Rene made a motion to Approve the LACOE certificate of signatures authorizing Pamela Magee, Monica Ianessa, and Greg Wood as signatories.

Leslie Woolley seconded the motion.

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

### **Roll Call**

Andrew Paris	Aye
Rocky Montz	Aye
Amanda Campbell	Absent
Emilie Larew	Aye
Robert Rene	Aye
Deanna Hamilton	Aye
Dara Williams	Aye
Ellen Pfahler	Aye
Emily Hirsch	Absent

## **C. Authorized Signatories for Cathay Bank**

Hoping to have four possible signatories with the necessity of having two signatures on each check.

Pamela Magee, Gregory Wood, Monica lanessa, and Chris Lee.

Rocky Montz inquired as to why these four signatories were chosen and why is it limited. Convenience is why these people were chosen.

Ellen Pfahler pointed out that it is common to limit it.

Ellen Pfahler made a motion to authorize Greg Wood, Pam Magee, Monica lanessa, and Chris Lee as Cathay Bank signers.

Andrew Paris seconded the motion.

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

**Roll Call**

Ellen Pfahler	Aye
Amanda Campbell	Absent
Deanna Hamilton	Aye
Dara Williams	Aye
Leslie Woolley	Aye
Robert Rene	Aye
Emily Hirsch	Absent
Emilie Larew	Aye
Andrew Paris	Aye
Susan Ackerman	Aye
Rocky Montz	Aye

**D. Accounting Procedures Update**

Greg Wood presented. Guidelines attached. State standards are taken into consideration and incorporated into the guidelines. The flow chart incorporate procedures that were discussed at the Budget and Finance Meeting. Ellen Pfahler mentioned that step 3 needs to be edited to state that its a request form rather than a P.O., which will be generated later.

Not listed as having a vote but Greg Wood indicated that we should vote on it next month so it will be on the agenda.

**E. 2015-16 Audit Results**

Alan Tsou presented the audit, which is included in the materials. Supervisor at independent auditors at Vavrinek, Trine, & Day.

Summary of results on page 45. Clean audit report with no material weaknesses or significant deficiencies.

Cash collections, cash disbursements and payrolls all audited.

Audited balance sheet items as well.

Clean Audit in all areas.

They review attendance and ASB as well.

Ellen Pfahler and Dara Williams participated in a phone call prior to the Audit being submitted and the auditors commented that Pali Administration was easy to work with. The Pool loan is specifically addressed in the audit as well. As the loan gets paid out, the balance will be adjusted. All the information is in the Audit Report. Audit results show that the surplus from last year offset the deficit we had from the earlier year. The front of the report has all of the financials and towards the end the ASB balances are separated out from the school's. ASB has a healthy balance.

Robert Rene made a motion to Accept the 2015-2016 Audit Report.  
Deanna Hamilton seconded the motion.  
The board **VOTED** unanimously to approve the motion.

**Roll Call**

Emily Hirsch	Absent
Andrew Paris	Aye
Rocky Montz	Aye
Dara Williams	Aye
Susan Ackerman	Aye
Amanda Campbell	Absent
Deanna Hamilton	Aye
Ellen Pfahler	Aye
Leslie Woolley	Aye
Robert Rene	Aye
Emilie Larew	Aye

**IV. Governance**

**A. Approval Of Updated Membership for Board Committees**

Three new members for this committee Mystic Thompson, Blaine Gorelik, and Crystal Adams.

Also the next meeting is January 25th and it conflicts with the LTSP committee meeting. So Dara Williams requested that Amy Nguyen attend that this committee meeting but that we will push it to 4:30.

Rocky Montz will try to arrange for this committee to meet in the cafeteria.

Dara Williams made a motion to add Mystic Thompson, Blaine Gorelik, and Crystal Adams as committee members.

Susan Ackerman seconded the motion.

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

**Roll Call**

Rocky Montz	Aye
Susan Ackerman	Aye
Dara Williams	Aye
Ellen Pfahler	Aye
Leslie Woolley	Aye
Amanda Campbell	Absent



**Roll Call**

Robert Rene        Aye  
 Emilie Larew       Aye  
 Andrew Paris       Aye  
 Deanna Hamilton   Aye

**B. 2017 California Charter School Association Conference in Sacramento**

Inquiry as to who is interested in going. Tuesday and Wednesday have a "governance academy," which includes presentations directed at governance. Leslie Wooley and Susan Ackerman expressed an interest in going. Rocky Montz may also be interested but the issue may be the ALICE drill. Emilie Larew will attend. Ms. Larew encouraged Board members to think seriously about attending and ensured that all Trustees know that this is something that all Board members have access to if they are interested in professional development to help support their ability to govern effectively. All facets of education are addressed and it allows for attendees to develop knowledge and learn about resources in a variety of areas. Dara Williams inquired as to when the early sign ups are due to get a discount. It is in January. Generally the conference alternates between southern and northern California. Last year it was in Long Beach and this year it is in Sacramento.

**C. Potential Excusal of Board Meeting Absences for Trustee Amanda Campbell**

Amanda Campbell is absent due to attending a childbirth preparation class. Because she will be on leave we need to decide if we will excuse her absences, otherwise she will be automatically removed from the Board per our bylaws.

Discussion included various possibilities such as excusing her for several meetings and then getting an update from her or just excusing her until the end of the year. If Amanda resigns or is removed due to absences when there are less than 6 months left on her term then we don't have to fill the seat and it can be filled at the next regular election. Ellen Pfahler inquired as to what the teachers think about her absence. This past year there were two teachers seats and both had only one candidate running unopposed.

The consensus was that Amanda should not be removed from the Board due to meeting absences related to her pregnancy and having baby. Members believed excusing some absences and allowing her the opportunity to return and attend meetings in a few months if she chooses to do so would be an appropriate course of action.

Robert Rene made a motion to excuse Amanda Campbell through the March regular meeting and all special meetings.

Susan Ackerman seconded the motion.

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

**Roll Call**

Andrew Paris        Aye  
 Amanda Campbell   Absent

**Roll Call**

Rocky Montz	Aye
Robert Rene	Aye
Ellen Pfahler	Aye
Emily Hirsch	Absent
Leslie Woolley	Aye
Susan Ackerman	Aye
Emilie Larew	Aye
Dara Williams	Aye
Deanna Hamilton	Aye

**V. Other**

**A. Non-School Sponsored Field Trip Policies & Procedures**

Tabled. Will be addressed in January.

**VI. Organizational Reports**

**A. Executive Director / Principal (EDP) Report**

Stands as submitted.  
Directed us to the PLC report that AA prepared.  
They have accomplished some impressive things.

**B. Chief Business Officer (CBO) Report**

Stands as submitted.

**C. Director of Operations Report**

Nothing to report.

**D. Human Resources Director (HR) Report**

Stands as submitted.

**E. Director of Development Report**

Purchasing Chromebooks with the net proceeds from the Tech Equity Campaign. Only fees incurred were credit card fees that were taken from the donations. Will be purchasing over 200 Chromebooks. Will first be distributing to the sophomore class. Booster Club has funded over \$106,000 in grants \$93,246 from Holiday Boutique, with half going to Pali.

Pali Cares Program is something the Lewis A. Kingsley Foundation would want to fund. The Ahmanson Foundation is only giving to low income organizations so they declined to contribute to us.

Joseph Drown Foundation said we had a compelling program and encouraged us to reapply.

Alumni Pizza party to engage our alumni and to make connections with our students through college information and career opportunities.

February 2nd for a STEAM night to get information out to parents

Met with Marquez today and has met with the other elementary feeder schools to discuss working collaboratively within the community. Will probably be meeting with the feeder schools early next year. The feeder schools are excited to be working with us.

Robert Rene had some questions. Do we have a sense as to how many students at Pali need a Chromebook that do not have one. We could do a survey but the problem is sometimes the lack of response. But Donna Mandosa and the teachers who work directly with the students have a good idea as to who needs one. Seniors are really covered so if there is a gap it may be among the juniors.

Inquired as to whether we have set up a process to automate following up for his efforts.

Looking for grant writers

We do have access to a database

He can create a template for grant writers on google docs for other grant writers to use.

Wants to create a development committee to network out in the community.

Hall of Fame meeting to honor and acknowledge alumni. Not just athletes but others who have given back to the community.

Talking about other ideas. Maybe a carnival for the community so that we can communicate what the school is doing.

The Lewis A. Kingsley Foundation was impressed with what we are doing and that we do have 34% of our students who are on free and reduced lunch. Was also impressed with Special Education.

Ellen Pfahler brought up that a way to identify kids without a device would be through the counseling office.

#### **F. Student Report**

Puppy day for stressed out students.

Yoga and mindfulness.

Working to improve the quality of student messages on campus

Unity Day and Cultural Day being planned.

Winter Formal and Basketball Bash being planned.

#### **G. Parent Report**

Nothing other than the survey regarding the school start date for next year.

#### **H. Classified Staff Report**

Classified want to know why the staff was not included in the discussion about signing in and signing out especially when the faculty does not have to. The staff would like to know that they have a say in the matter. The lawyer for the union is even saying that

they should have been included in this. Amy Nguyen indicated that she did bring this up with two of the four union representatives and that their feedback was positive. She indicated that additional information will be provided to classified staff.

**I. Faculty Report**

Informal baby shower for Amanda Campbell on Thursday afternoon during 6th period.

**VII. Board Committees (Stakeholder Board Level Committees)**

**A. Budget and Finance Committee Report**

Nothing else to report.

**B. Academic Accountability Committee Report**

Nothing else to report. Meeting this week on CAASPP.

With regard to the survey, the administration will be doing it.

Survey is taking on its own life. People want to participate in the "vote" even though it is not a vote.

Robert Rene inquired as to whether parents should be involved. Dara Williams suggested sending any emails regarding the survey to Pam Magee so that she has that information available to her to include if necessary.

Mo Zaidi pointed out that less than 1% complained and only about 10% responded.

**C. Charter Committee Report**

Nothing to report

**D. Election Committee Report**

Nothing to report but may need to review bylaws related to attendance at regular Board meetings and special meetings.

**E. Post-Retirement Healthcare Benefits Committee Report**

Meeting January 25th at 4:30.

**VIII. Board Committees (Board Members Only)**

**A. Audit Committee**

Audit presented earlier in the meeting. Nothing else to report.

**B. Survey Committee**

Nothing to report.

**C. Grade Appeal Committee**

Andy Paris has done many more grade appeals than Rocky Montz and Rocky Montz is willing to do more.

Amanda Campbell was the point person in the past. With her on leave, Susan Ackerman will now be the point person and Emilie Larew will be the back up.

**IX. Consent Agenda**

**A. Approval of reimbursements for Executive Director / Principal**

Dara Williams made a motion to approve all items on the consent agenda.

Robert Rene seconded the motion.

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

**Roll Call**

Leslie Woolley	Aye
Amanda Campbell	Absent
Robert Rene	Aye
Deanna Hamilton	Aye
Andrew Paris	Aye
Susan Ackerman	Aye
Emily Hirsch	Absent
Dara Williams	Aye
Ellen Pfahler	Aye
Emilie Larew	Aye
Rocky Montz	Aye

**B. Approval of Field Trips**

See above.

**X. New Business / Announcements**

**A. Next Regular Board Meeting is on Tuesday, January 17, 2017**

**B. Board Chair to announce items for closed session, if any.**

In closed session at 7:31 p.m.

Emilie Larew, Susan Ackerman, and Andy Paris participated until their departure at 8:05 p.m.

**XI. Closed Session**

**A. Conference with Legal Counsel: Anticipated Litigation**

No reportable action was taken.

**B.**

**Public Employee Discipline/Dismissal/ Release**

Emilie Larew left.

Andrew Paris left.

Susan Ackerman left.

Non-management employees recused themselves and left the meeting.

**XII. Open Session**

**A. Return to Open Session**

At 8:24 the Board went back into open session.

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

No reportable action taken in closed session.

**XIII. Closing Items**

**A. Adjourn Meeting**

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:24 PM.

Respectfully Submitted,  
Leslie Woolley

# Coversheet

## Track & Football Field Status & Replacement Plan

**Section:** II. Facilities  
**Item:** B. Track & Football Field Status & Replacement Plan  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:**  
II\_B Facilities\_Report\_1-17-17 (1).pdf  
II\_B\_2\_Facilities Report \_ Board Presentaion - Board Meeting 1\_17\_17.pdf



# PALISADES CHARTER HIGH SCHOOL

*More Than 50 Years of Innovation and Excellence*

## **Palisades Charter High School Facilities & Operations Office New Track & Field Replacement Preliminary Report Board Meeting – January 17<sup>th</sup>, 2017**

### **Current State of the Facility**

The PCHS Track currently has cracks, holes, and rippling. A majority of the track is completely delaminated from the concrete base. The High-Jump pit (south-end of field) has several sections where only concrete is currently showing. This summer, roughly \$50,000.00 of repair work will need to be done to the facility.

PCHS Football/Soccer/Lacrosse/Softball field has seams ripped, patches missing, sections of the field around the logo detached. The base of the field has sections compromised and is showing rippling and dimpling. The fibers of the turf have reached the end of their lifespan with the fibers matted down. Between the breakdown of the turf fibers and the base, the field is currently way above recommended G-max measurements.

### **General Life-Expectance for a Track & Field**

Average Expected Life-Span of a Turf Field = 8-10 Years

Average Expected Life-Span of a Track = 10 Years before a resurface is needed; 18-20 years before a full replacement is required

Based upon these numbers, we are currently on-schedule for our turf replacement and way ahead of schedule for our track replacement. Instead of completely replacing the track, we should be resurfacing our track and saving several \$100,000 of dollars.

### **Replacement Options**

Several members of the PCHS Athletics & Operations Offices have met with representatives from the following companies regarding installation of a new track and/or a new turf field: AstroTurf, TurfMasters, FieldTurf, Beynon, and Free Form.

### **Concerns & Requests for the Board**

The Facilities & Operations Office would like the PCHS Board of Trustees to approve a budget of up to \$1,500,000.00 for the complete replacement of the track and field at the PCHS Stadium by the Sea.

The Facilities & Operations Office would also like to give the PCHS Board of Trustees an option to recommend to the school whether or not an organic vs an inorganic infill (ie. use of black crumb rubber) should be used.

**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



# PCHS Track & Field Replacement Presentation

## Facilities & Operations Board Report 1.17.17



**PALISADES CHARTER HIGH SCHOOL**

*More Than 50 Years of Innovation and Excellence*

# Background

- Track & Field completed in November 2007
- Average Life Expectancy of Turf field  
8-10 Years = Replacement\*
- Average Life Expectancy of Track  
10 Years = Resurfacing  
20 Years = Full Replacement

\* Technology has changed Current Timetable for Replacement



# Current State of Track & Field



# Track



## Chips & Cracks



# Track



# Track



# Holes

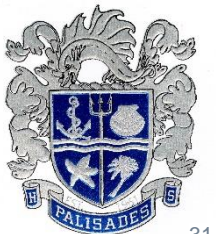


# Track



Track Material is delaminated from base

Water gets between the Polyurethane layer and the base causing dimpling



# Track





# Track



# Track

## Repair (vs. replacement) is a possibility



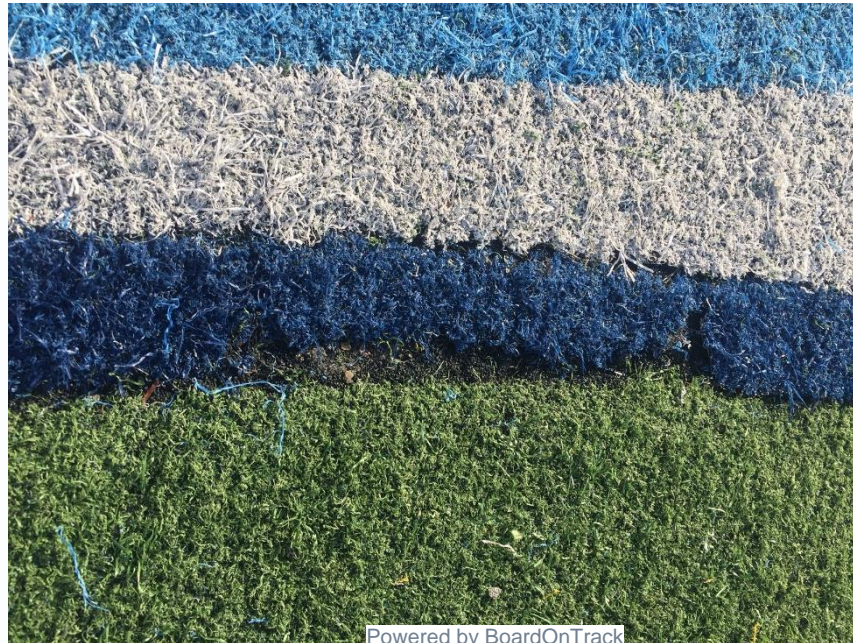
# Field



## Seams Splitting



# Field



Powered by BoardOnTrack



# Field



# Holes



# Field



## Edge Issues

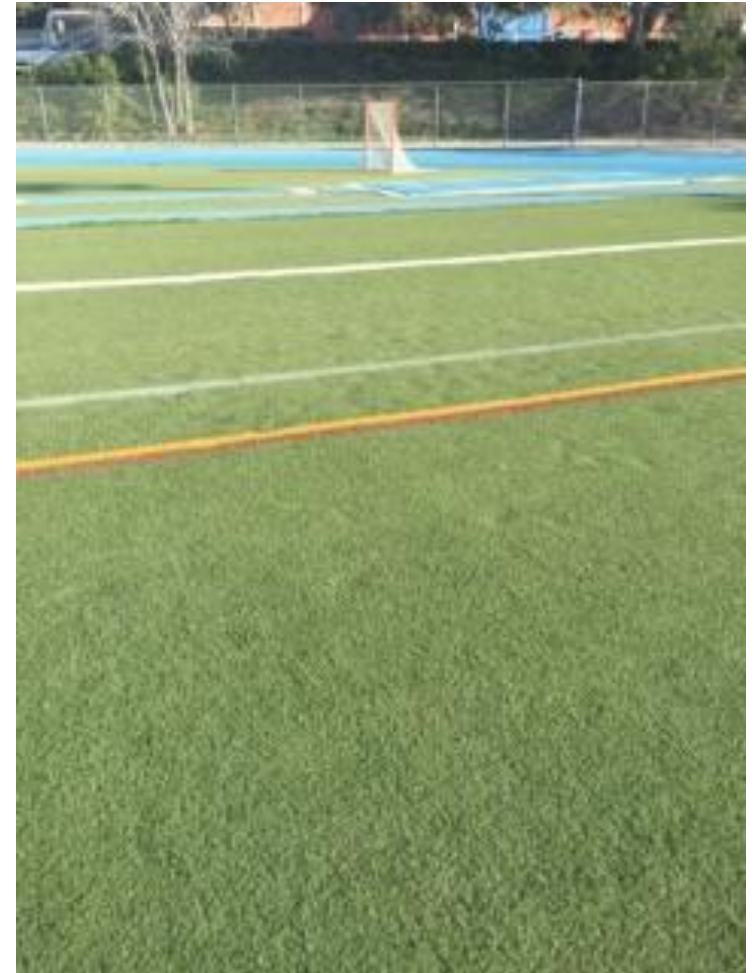


# Field



## Rippling & Dimpling

# Field



Most Likely due to  
a compromised  
base





# Field

## G-Max Measurements (Impact Scores)

- Testing is done to measure shock-attenuation performance of sport surfaces; result is your G-Max
- Higher the G-Max – the harder the field
- *De Facto* Standard = 200g



# Field

PCHS had G-Max testing done in July 2014

- 4 out of 10 areas measured 200g + prior to maintenance
- 3 out of 10 areas measured 200g + post maintenance
- Matted fibers + compromised base = Replacement Necessary, Maintenance not possible



# Replacement Options



# Replacement Options

- 1) Go back to a grass system (field only)
- 2) Partial replace/repair areas on field & track that need attention
- 3) Completely replace field & track



# Replacement Options

## Field Replacement

- Price Range

Low: \$650,000

High: \$950,000

- Companies

AstroTurf

FieldTurf

TurfMaster

Free Form



# Replacement Options

## Board Recommendation

Would you like PCHS to look into using only organic infill (ie. no crumb rubber) in the new field?



# Replacement Options

## Track Replacement

- Price Range  
    Low: \$250,000      High: \$450,000
- Companies  
    APT Sports  
    Beynon  
    Free Form



# Funding





# Funding Available

## Deferred Maintenance Funds Available

### 2015-2016 Budget

- \$200,000 Approved as Deferred Maintenance (Track & Field Only)

### 2016-2017 Budget

- \$300,000 Deferred Maintenance request was denied



# Funding Available

## Deferred Maintenance Funds Available

By the 2017-2018 budget, approx.  
\$600,000 available in General Deferred  
Maintenance Fund

\$800,000 available immediately



# Funding Available

## Options for Remaining Balance

- Fundraising (naming rights, charitable donations, etc.)
- Prior Payment Plans for current Permit Groups
- Bank Loan



# Funding Available

## Request to the Board

The Facilities & Operations Office would like the PCHS Board of Trustees to approve a budget of up to \$1,500,000.00 for the complete replacement of the track & field at the PCHS Stadium by the Sea



# Coversheet

## Potential New Policies/Resolutions - Safe Zone & Suicide Prevention

**Section:** III. Academic Excellence  
**Item:** D. Potential New Policies/Resolutions - Safe Zone & Suicide Prevention  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:**  
III D\_2 Executive Director Model School District Suicide Prevention 01-17-17.pdf  
III D\_1 Executive Director Resolution Authorizing watermark 01-17-17.pdf

# MODEL SCHOOL DISTRICT POLICY ON SUICIDE PREVENTION

Model Language,  
Commentary, and  
Resources



AMERICAN FOUNDATION FOR  
Suicide Prevention



# MODEL SCHOOL DISTRICT POLICY ON SUICIDE PREVENTION

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### KEY:

Model Policy Language

Commentary

**The American Foundation for Suicide Prevention (AFSP)** is the leading national not-for-profit organization exclusively dedicated to understanding and preventing suicide through research, education and advocacy, and to reaching out to people with mental disorders and those impacted by suicide. To fully achieve its mission, AFSP engages in the following Five Core Strategies: 1) fund scientific research, 2) offer educational programs for professionals, 3) educate the public about mood disorders and suicide prevention, 4) promote policies and legislation that impact suicide and prevention, and 5) provide programs and resources for survivors of suicide loss and people at risk, and involve them in the work of the Foundation. Learn more at [www.afsp.org](http://www.afsp.org).

**The American School Counselor Association (ASCA)** promotes student success by expanding the image and influence of professional school counseling through leadership, advocacy, collaboration and systemic change. ASCA helps school counselors guide their students toward academic achievement, personal and social development, and career planning to help today's students become tomorrow's productive, contributing members of society. Founded in 1952, ASCA currently has a network of 50 state associations and a membership of more than 33,000 school counseling professionals. Learn more at [www.schoolcounselor.org](http://www.schoolcounselor.org).

**The National Association of School Psychologists (NASP)** represents more than 25,000 school psychologists who work with students, educators, and families to support the academic achievement, positive behavior, and mental wellness of all students. NASP promotes best practices and policies that allow school psychologists to work with parents and educators to help shape individual and system wide supports that provide the necessary prevention and intervention services to ensure that students have access to the mental health, social-emotional, behavioral, and academic supports they need to be successful at home, at school, and throughout life. Learn more at [www.nasponline.org](http://www.nasponline.org).

**The Trevor Project** is the leading national organization providing crisis intervention and suicide prevention services to lesbian, gay, bisexual, transgender and questioning (LGBTQ) young people ages 13-24. Every day, The Trevor Project saves young lives through its accredited, free and confidential phone, text and instant message crisis intervention services. A leader and innovator in suicide prevention, The Trevor Project offers the largest safe social networking community for LGBTQ youth, best practice suicide prevention educational trainings, resources for youth and adults, and advocacy initiatives. Learn more at [www.thetrevorproject.org](http://www.thetrevorproject.org).



# MODEL SCHOOL DISTRICT POLICY ON SUICIDE PREVENTION

## INTRODUCTION

This document outlines model policies and best practices for school districts to follow to protect the health and safety of all students. As suicide is the third leading cause of death among young people ages 10-19, it is critically important that school districts have policies and procedures in place to prevent, assess the risk of, intervene in, and respond to youth suicidal behavior.<sup>1</sup>

This document was developed by examining strong local policies, ensuring that they are in line with the latest research in the field of suicide prevention, and identifying best practices for a national framework. The model is comprehensive, yet the policy language is modular and may be used to draft your own district policy based on the unique needs of your district. The language and concepts covered by this policy are most applicable to middle and high schools (largely because suicide is very rare in elementary school age children). Model policy language is indicated by shaded text on white background, and sidebar language – to provide additional context that may be useful when constructing a policy – is indicated by white text on shaded background.

Protecting the health and well-being of students is in line with school mandates and is an ethical imperative for all professionals working with youth. Because it is impossible to predict when a crisis will occur, preparedness is necessary for every school district. In a typical high school, it is estimated that three students will attempt suicide each year. On average, a young person dies by suicide every two hours in the US. For every young person who dies by suicide, an estimated 100-200 youth make suicide attempts.<sup>2</sup> Youth suicide is preventable, and educators and schools are key to prevention.

As emphasized in the National Strategy on Suicide Prevention, preventing suicide depends not only on suicide prevention policies, but also on a holistic approach that promotes healthy lifestyles, families, and communities. Thus, this model policy is intended to be paired with other policies and efforts that support the emotional and behavioral well-being of youth.

Please refer to the included Resources Section for additional information. If you would like support in writing a policy for your own district or you have questions, please contact the Government Affairs Department at The Trevor Project (202-204-4730 or [Advocacy@thetrevorproject.org](mailto:Advocacy@thetrevorproject.org)), or Nicole Gibson, Senior Manager of State Advocacy at the American Foundation for Suicide Prevention (202-449-3600, [ngibson@afsp.org](mailto:ngibson@afsp.org)).

## PURPOSE

The purpose of this policy is to protect the health and well-being of all district students by having procedures in place to prevent, assess the risk of, intervene in, and respond to suicide. The district:

- recognizes that physical, behavioral, and emotional health is an integral component of a student's educational outcomes,
- further recognizes that suicide is a leading cause of death among young people,
- has an ethical responsibility to take a proactive approach in preventing deaths by suicide, and
- acknowledges the school's role in providing an environment which is sensitive to individual and societal factors that place youth at greater risk for suicide and one which helps to foster positive youth development.

Toward this end, the policy is meant to be paired with other policies supporting the emotional and behavioral health of students more broadly. Specifically, this policy is meant to be applied in accordance with the district's Child Find obligations.

## PARENTAL INVOLVEMENT

Parents and guardians play a key role in youth suicide prevention, and it is important for the school district to involve them in suicide prevention efforts. Parents/guardians need to be informed and actively involved in decisions regarding their child's welfare. Parents and guardians who learn the warning signs and risk factors for suicide are better equipped to connect their children with professional help when necessary. Parents/guardians should be advised to take every statement regarding suicide and wish to die seriously and avoid assuming that a child is simply seeking attention.

Parents and guardians can also contribute to important protective factors – conditions that reduce vulnerability to suicidal behavior – for vulnerable youth populations such as LGBTQ youth. Research from the Family Acceptance Project found that gay and transgender youth who reported being rejected by their parents or guardians were more than eight times as likely to have attempted suicide. Conversely, feeling accepted by parents or guardians is a critical protective factor for LGBTQ youth and other vulnerable youth populations. Educators can help to protect LGBTQ youth by ensuring that parents and guardians have resources about family acceptance and the essential role it plays in youth health.<sup>3</sup>

# MODEL SCHOOL DISTRICT POLICY ON SUICIDE PREVENTION

## DEFINITIONS

1. **At risk** A student who is defined as high risk for suicide is one who has made a suicide attempt, has the intent to die by suicide, or has displayed a significant change in behavior suggesting the onset or deterioration of a mental health condition. The student may have thought about suicide including potential means of death and may have a plan. In addition, the student may exhibit feelings of isolation, hopelessness, helplessness, and the inability to tolerate any more pain. This situation would necessitate a referral, as documented in the following procedures.

2. **Crisis team** A multidisciplinary team of primarily administrative, mental health, safety professionals, and support staff whose primary focus is to address crisis preparedness, intervention/response and recovery. These professionals have been specifically trained in crisis preparedness through recovery and take the leadership role in developing crisis plans, ensuring school staff can effectively execute various crisis protocols, and may provide mental health services for effective crisis interventions and recovery supports.

3. **Mental health** A state of mental and emotional being that can impact choices and actions that affect wellness. Mental health problems include mental and substance use disorders.

4. **Postvention** Suicide postvention is a crisis intervention strategy designed to reduce the risk of suicide and suicide contagion, provide the support needed to help survivors cope with a suicide death, address the social stigma associated with suicide, and disseminate factual information after the suicide death of a member of the school community.

5. **Risk assessment** An evaluation of a student who may be at risk for suicide, conducted by the appropriate school staff (e.g., school psychologist, school counselor, or school social worker). This assessment is designed to elicit information regarding the student's intent to die by suicide, previous history of suicide attempts, presence of a suicide plan and its level of lethality and availability, presence of support systems, and level of hopelessness and helplessness, mental status, and other relevant risk factors.

6. **Risk factors for suicide** Characteristics or conditions that increase the chance that a person may try to take his or her life. Suicide risk tends to be highest when someone has several risk factors at the same time. Risk factors may encompass biological, psychological, and or social factors in the individual, family, and environment.

7. **Self-harm** Behavior that is self-directed and deliberately results in injury or the potential for injury to oneself. Can be categorized as either nonsuicidal or suicidal. Although self-harm often lacks suicidal intent, youth who engage in self-harm are more likely to attempt suicide.

8. **Suicide** Death caused by self-directed injurious behavior with any intent to die as a result of the behavior. Note: The coroner's or medical examiner's office must first confirm that the death was a suicide before any school official may state this as the cause of death.

9. **Suicide attempt** A self-injurious behavior for which there is evidence that the person had at least some intent to kill himself or herself. A suicide attempt may result in death, injuries, or no injuries. A mixture of ambivalent feelings such as wish to die and desire to live is a common experience with most suicide attempts. Therefore, ambivalence is not a sign of a less serious or less dangerous suicide attempt.

10. **Suicidal behavior** Suicide attempts, intentional injury to self associated with at least some level of intent, developing a plan or strategy for suicide, gathering the means for a suicide plan, or any other overt action or thought indicating intent to end one's life.

11. **Suicide contagion** The process by which suicidal behavior or a suicide influences an increase in the suicidal behaviors of others. Guilt, identification, and modeling are each thought to play a role in contagion. Although rare, suicide contagion can result in a cluster of suicides.

12. **Suicidal ideation** Thinking about, considering, or planning for self-injurious behavior which may result in death. A desire to be dead without a plan or intent to end one's life is still considered suicidal ideation and should be taken seriously.

# MODEL SCHOOL DISTRICT POLICY ON SUICIDE PREVENTION

## SCOPE

This policy covers actions that take place in the school, on school property, at school-sponsored functions and activities, on school buses or vehicles and at bus stops, and at school sponsored out-of-school events where school staff are present. This policy applies to the entire school community, including educators, school and district staff, students, parents/guardians, and volunteers. This policy will also cover appropriate school responses to suicidal or high risk behaviors that take place outside of the school environment.

## IMPORTANCE OF SCHOOL-BASED MENTAL HEALTH SUPPORTS

Access to school-based mental health services and supports directly improves students' physical and psychological safety, academic performance, cognitive performance and learning, and social-emotional development. School employed mental health professionals (school counselors, school psychologists, school social workers, and in some cases, school nurses) ensure that services are high quality, effective, and appropriate to the school context. School employed mental health professionals are specially trained in the interconnectivity among school law, school system functioning, learning, mental health, and family systems. This training ensures that mental health services are properly and effectively infused into the learning environment. These professionals can support both instructional leaders' and teachers' abilities to provide a safe school setting and the optimum conditions for teaching and learning.

Having these professionals as integrated members of the school staff empowers principals to more efficiently and effectively deploy resources, ensure coordination of services, evaluate their effectiveness, and adjust supports to meet the dynamic needs of their student populations. Improving access also allows for enhanced collaboration with community providers to meet the more intense or clinical needs of students.<sup>4</sup>

## RISK FACTORS AND PROTECTIVE FACTORS

**Risk Factors for Suicide** are characteristics or conditions that increase the chance that a person may try to take her or his life. Suicide risk tends to be highest when someone has several risk factors at the same time.

The most frequently cited risk factors for suicide are:

- Major depression (feeling down in a way that impacts your daily life) or bipolar disorder (severe mood swings)
- Problems with alcohol or drugs
- Unusual thoughts and behavior or confusion about reality
- Personality traits that create a pattern of intense, unstable relationships or trouble with the law
- Impulsivity and aggression, especially along with a mental disorder
- Previous suicide attempt or family history of a suicide attempt or mental disorder
- Serious medical condition and/or pain

It is important to bear in mind that the large majority of people with mental disorders or other suicide risk factors do not engage in suicidal behavior.

**Protective Factors for Suicide** are characteristics or conditions that may help to decrease a person's suicide risk. While these factors do not eliminate the possibility of suicide, especially in someone with risk factors, they may help to reduce that risk. Protective factors for suicide have not been studied as thoroughly as risk factors, so less is known about them.

Protective factors for suicide include:

- Receiving effective mental health care
- Positive connections to family, peers, community, and social institutions such as marriage and religion that foster resilience
- The skills and ability to solve problems

Note that protective factors do not entirely remove risk, especially when there is a personal or family history of depression or other mental disorders.

It is important for school districts to be aware of student populations that are at elevated risk for suicidal behavior based on various factors:

**1. Youth living with mental and/or substance use disorders.** While the large majority of people with mental disorders do not engage in suicidal behavior, people with mental disorders account for more than 90 percent of deaths by suicide. Mental disorders, in particular depression or bi-polar (manic-depressive) disorder, alcohol or substance abuse, schizophrenia and other psychotic disorders, borderline personality disorder, conduct disorders, and anxiety disorders are

# MODEL SCHOOL DISTRICT POLICY ON SUICIDE PREVENTION

important risk factors for suicidal behavior among young people.<sup>5</sup> The majority of people suffering from these mental disorders are not engaged in treatment, therefore school staff may play a pivotal role in recognizing and referring the student to treatment that may reduce risk.

**2. Youth who engage in self-harm or have attempted suicide.** Suicide risk among those who engage in self-harm is significantly higher than the general population. Whether or not they report suicidal intent, people who engage in self-harm are at elevated risk for dying by suicide within 10 years. Additionally, a previous suicide attempt is a known predictor of suicide death. Many adolescents who have attempted suicide do not receive necessary follow up care.

**3. Youth in out-of-home settings.** Youth involved in the juvenile justice or child welfare systems have a high prevalence of many risk factors for suicide. Young people involved in the juvenile justice system die by suicide at a rate about four times greater than the rate among youth in the general population. Though comprehensive suicide data on youth in foster care does not exist, one researcher found that youth in foster care were more than twice as likely to have considered suicide and almost four times more likely to have attempted suicide than their peers not in foster care.<sup>6</sup>

**4. Youth experiencing homelessness.** For youth experiencing homelessness, rates of suicide attempts are higher than those of the adolescent population in general. These young people also have higher rates of mood disorders, conduct disorders, and post-traumatic stress disorder. One study found that more than half of runaway and homeless youth have had some kind of suicidal ideation.<sup>7</sup>

**5. American Indian/Alaska Native (AI/AN) youth.** In 2009, the rate of suicide among AI/AN youth ages 15-19 was more than twice that of the general youth population.<sup>8</sup> Risk factors that can affect this group include substance use, discrimination, lack of access to mental health care, and historical trauma. For more information about historical trauma and how it can affect AI/AN youth, see [http://www.nctsn.org/nctsn\\_assets/pdfs/AI\\_Youth-CurrentandHistoricalTrauma.pdf](http://www.nctsn.org/nctsn_assets/pdfs/AI_Youth-CurrentandHistoricalTrauma.pdf).

**6. LGBTQ (lesbian, gay, bisexual, transgender, or questioning) youth.** The CDC finds that LGB youth are four times more likely, and questioning youth are three times more likely, to attempt suicide as their straight peers.<sup>9</sup> The American Association of Suicidology reports that nearly half of young transgender people have seriously considered taking their lives and one quarter report having made a suicide attempt.<sup>10</sup> Suicidal behavior among LGBTQ youth can be related to experiences of discrimination, family rejection, harassment, bullying, violence, and victimization. For those youth with baseline risk for suicide (especially those with a mental

disorder), these experiences can place them at increased risk. It is these societal factors, in concert with other individual factors such as mental health history, and not the fact of being LGBTQ which elevate the risk of suicidal behavior for LGBTQ youth.

**7. Youth bereaved by suicide.** Studies show that those who have experienced suicide loss, through the death of a friend or loved one, are at increased risk for suicide themselves.<sup>11</sup>

**8. Youth living with medical conditions and disabilities.** A number of physical conditions are associated with an elevated risk for suicidal behavior. Some of these conditions include chronic pain, loss of mobility, disfigurement, cognitive styles that make problem-solving a challenge, and other chronic limitations. Adolescents with asthma are more likely to report suicidal ideation and behavior than those without asthma. Additionally, studies show that suicide rates are significantly higher among people with certain types of disabilities, such as those with multiple sclerosis or spinal cord injuries.<sup>12</sup>

## PREVENTION

**1. District Policy Implementation** A district level suicide prevention coordinator shall be designated by the Superintendent. This may be an existing staff person. The district suicide prevention coordinator will be responsible for planning and coordinating implementation of this policy for the school district.

Each school principal shall designate a school suicide prevention coordinator to act as a point of contact in each school for issues relating to suicide prevention and policy implementation. This may be an existing staff person. All staff members shall report students they believe to be at elevated risk for suicide to the school suicide prevention coordinator.

**2. Staff Professional Development** All staff will receive annual professional development on risk factors, warning signs, protective factors, response procedures, referrals, postvention, and resources regarding youth suicide prevention.

The professional development will include additional information regarding groups of students at elevated risk for suicide, including those living with mental and/or substance use disorders, those who engage in self-harm or have attempted suicide, those in out-of-home settings, those experiencing homelessness, American Indian/Alaska Native students, LGBTQ (lesbian, gay, bisexual, transgender, and questioning) students, students bereaved by suicide, and those with medical conditions or certain types of disabilities.

# MODEL SCHOOL DISTRICT POLICY ON SUICIDE PREVENTION

## BEST PRACTICE: SUICIDE PREVENTION TASK FORCE

It is recommended that school districts establish a suicide prevention task force in conjunction with adopting a suicide prevention policy. Such a task force should consist of administrators, parents, teachers, school employed mental health professionals, representatives from community suicide prevention services, and other individuals with expertise in youth mental health, and be administered by the district suicide prevention coordinator. The purpose of such a task force is to provide advice to the district administration and school board regarding suicide prevention activities and policy implementation. In addition, the task force can help to compile a list of community resources to assist with suicide prevention activities and referrals to community mental health providers. Some school districts may choose to limit the activities of the task force to one or two years, as needed. Once the task force has expired, the district suicide prevention coordinator can assume the role of maintaining the list of community suicide prevention resources. Other school districts may choose to continuously maintain a core task force to maintain current standards and information and to educate new staff.

## REFERRALS AND LGBTQ YOUNG PEOPLE

LGBTQ youth are at heightened risk for suicidal behavior, which may be related to experiences of discrimination, family rejection, harassment, bullying, violence, and victimization. It is therefore especially important that school staff be trained to support at risk LGBTQ youth with sensitivity and cultural competency. School staff should not make assumptions about a student's sexual orientation or gender identity and affirm students who do decide to disclose this information. Information about a student's sexual orientation or gender identity should be treated as confidential and not disclosed to parents, guardians, or third parties without the student's permission. Additionally, when referring students to out-of-school resources, it is important to connect LGBTQ students with LGBTQ-affirming local health and mental health service providers. Affirming service providers are those which adhere to best practices guidelines regarding working with LGBTQ clients as specified by their professional association (e.g., <http://www.apa.org/pi/lgbt/resources/guidelines.aspx>).

Additional professional development in risk assessment and crisis intervention will be provided to school employed mental health professionals and school nurses.

### 3. Youth Suicide Prevention Programming

Developmentally-appropriate, student-centered education materials will be integrated into the curriculum of all K-12 health classes. The content of these age-appropriate materials will include: 1) the importance of safe and healthy choices and coping strategies, 2) how to recognize risk factors and warning signs of mental disorders and suicide in oneself and others, 3) help-seeking strategies for oneself or others, including how to engage school resources and refer friends for help.

In addition, schools may provide supplemental small-group suicide prevention programming for students.

4. **Publication and Distribution** This policy will be distributed annually and included in all student and teacher handbooks and on the school website.

## ASSESSMENT AND REFERRAL

When a student is identified by a staff person as potentially suicidal, i.e., verbalizes about suicide, presents overt risk factors such as agitation or intoxication, the act of self-harm occurs, or a student self-refers, the student will be seen by a school employed mental health professional within the same school day to assess risk and facilitate referral. If there is no mental health professional available, a school nurse or administrator will fill this role until a mental health professional can be brought in.

For youth at risk:

1. School staff will continuously supervise the student to ensure their safety.
2. The principal and school suicide prevention coordinator will be made aware of the situation as soon as reasonably possible.
3. The school employed mental health professional or principal will contact the student's parent or guardian, as described in the Parental Notification and Involvement section, and will assist the family with urgent referral. When appropriate, this may include calling emergency services or bringing the student to the local Emergency Department, but in most cases will involve setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider.
4. Staff will ask the student's parent or guardian for written permission to discuss the student's health with outside care, if appropriate.

# MODEL SCHOOL DISTRICT POLICY ON SUICIDE PREVENTION

## IN-SCHOOL SUICIDE ATTEMPTS

In the case of an in-school suicide attempt, the health and safety of the student is paramount. In these situations:

1. First aid will be rendered until professional medical treatment and/or transportation can be received, following district emergency medical procedures.
2. School staff will supervise the student to ensure their safety.
3. Staff will move all other students out of the immediate area as soon as possible.
4. If appropriate, staff will immediately request a mental health assessment for the youth.
5. The school employed mental health professional or principal will contact the student's parent or guardian, as described in the Parental Notification and Involvement section.
6. Staff will immediately notify the principal or school suicide prevention coordinator regarding in-school suicide attempts.
7. The school will engage as necessary the crisis team to assess whether additional steps should be taken to ensure student safety and well-being.

## RE-ENTRY PROCEDURE

For students returning to school after a mental health crisis (e.g., suicide attempt or psychiatric hospitalization), a school employed mental health professional, the principal, or designee will meet with the student's parent or guardian, and if appropriate, meet with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.

1. A school employed mental health professional or other designee will be identified to coordinate with the student, their parent or guardian, and any outside mental health care providers.
2. The parent or guardian will provide documentation from a mental health care provider that the student has undergone examination and that they are no longer a danger to themselves or others.
3. The designated staff person will periodically check in with student to help the student readjust to the school community and address any ongoing concerns.

## BULLYING AND SUICIDE

The relationship between bullying and suicide is highly complex, as is the relationship between suicide and other negative life events. Research indicates that persistent bullying can lead to or worsen feelings of isolation, rejection, exclusion and despair, as well as to depression and anxiety, which can contribute to suicidal behavior in those at risk.<sup>13</sup> Research also suggests that young people who are already at heightened risk for suicide (see page 3, Risk Factors and Protective Factors) are also at increased risk for involvement in bullying.

It is important to remember that most students who are involved in bullying do not become suicidal. While studies have shown that young people who are bullied and those who bully others are at heightened risk for suicidal behavior, youth who exhibit both pre-existing risk for suicide (namely the existence of depression, anxiety, substance use or other mental disorders) and who are concurrently involved in bullying or experiencing other negative life events are at highest risk. Individuals who are bullied in the absence of other risk factors have far fewer negative outcomes than those with pre-existing risk for suicide. Youth who bully are also at risk and their behavior may reflect underlying mental health problems.

It is imperative to convey safe and accurate messages about bullying and suicide to youth, especially to those young people who may be at risk for completing suicide. Suggesting that suicide is a natural response to bullying, or providing repeated opportunities for at-risk students to see their own experiences of bullying, isolation, or exclusion reflected in stories of those who have died by suicide, can increase contagion risk by contributing to thoughts that frame suicide as a viable solution. Idealizing young people who complete suicide after being bullied, or creating an aura of celebrity around them, may contribute to an at-risk youth's illogical thoughts that suicide is the only way to have a voice or to make a difference for others.

Whenever possible, discussions on bullying and suicide should center on prevention (not statistics) and encourage help-seeking behavior.

# MODEL SCHOOL DISTRICT POLICY ON SUICIDE PREVENTION

## RELEVANT STATE LAWS

There are numerous types of state laws, both positive and negative, that can affect risk factors for suicidal behavior among youth. A number of states limit the ability for young people to receive access to necessary mental health care. These laws can either limit access based on age, by requiring youth under 18 to receive parental permission before seeking mental health care, or by limiting mental health confidentiality – which can be an especially damaging problem for LGBTQ youth. Conversely, mandated suicide prevention training for school personnel can have a positive effect by ensuring that all school staff members have an understanding of suicide risk and the referral process. While currently less than half of all states require school personnel to receive suicide prevention training, the majority of the laws that are in existence were adopted during the 2012 and 2013 legislative sessions, suggesting a trend toward more state legislatures considering and adopting these laws moving forward.

Anti-bullying and nondiscrimination laws can also affect risk factors for suicidal behavior. While the majority of states have adopted some form of anti-bullying and harassment legislation, not all states specifically prohibit bullying and harassment on the basis of sexual orientation and gender identity. In addition, laws that stigmatize or isolate LGBTQ youth, often called “no promo homo” laws, can affect school climate in damaging ways. These laws prohibit educators from discussing LGBTQ people or issues in school or require these issues to be discussed in negative and stigmatizing ways. Research has shown that in states with these laws, LGBTQ students are more likely to hear homophobic remarks from school staff, less likely to report having supportive educators, and less likely to report that intervention by educators to prevent bullying and harassment is effective.<sup>14</sup>

## OUT-OF-SCHOOL SUICIDE ATTEMPTS

If a staff member becomes aware of a suicide attempt by a student that is in progress in an out-of-school location, the staff member will:

1. Call the police and/or emergency medical services, such as 911.
2. Inform the student’s parent or guardian.
3. Inform the school suicide prevention coordinator and principal.

If the student contacts the staff member and expresses suicidal ideation, the staff member should maintain contact with the student (either in person, online, or on the phone). The staff member should then enlist the assistance of another person to contact the police while maintaining verbal engagement with the student.

## PARENTAL NOTIFICATION AND INVOLVEMENT

In situations where a student is assessed at risk for suicide or has made a suicide attempt, the student’s parent or guardian will be informed as soon as practicable by the principal, designee, or mental health professional. If the student has exhibited any kind of suicidal behavior, the parent or guardian should be counseled on “means restriction,” limiting the child’s access to mechanisms for carrying out a suicide attempt. Staff will also seek parental permission to communicate with outside mental health care providers regarding their child.

Through discussion with the student, the principal or school employed mental health professional will assess whether there is further risk of harm due to parent or guardian notification. If the principal, designee, or mental health professional believes, in their professional capacity, that contacting the parent or guardian would endanger the health or well-being of the student, they may delay such contact as appropriate. If contact is delayed, the reasons for the delay should be documented.

# MODEL SCHOOL DISTRICT POLICY ON SUICIDE PREVENTION

## POSTVENTION

### 1. Development and Implementation of an Action Plan

The crisis team will develop an action plan to guide school response following a death by suicide. A meeting of the crisis team to implement the action plan should take place immediately following news of the suicide death. The action plan may include the following steps:

- a) **Verify the death.** Staff will confirm the death and determine the cause of death through communication with a coroner's office, local hospital, the student's parent or guardian, or police department. Even when a case is perceived as being an obvious instance of suicide, it should not be labeled as such until after a cause of death ruling has been made. If the cause of death has been confirmed as suicide but the parent or guardian will not permit the cause of death to be disclosed, the school will not share the cause of death but will use the opportunity to discuss suicide prevention with students.
- b) **Assess the situation.** The crisis team will meet to prepare the postvention response, to consider how severely the death is likely to affect other students, and to determine which students are most likely to be affected. The crisis team will also consider how recently other traumatic events have occurred within the school community and the time of year of the suicide. If the death occurred during a school vacation, the need for or scale of postvention activities may be reduced.
- c) **Share information.** Before the death is officially classified as a suicide by the coroner's office, the death can and should be reported to staff, students, and parents/guardians with an acknowledgement that its cause is unknown. Inform the faculty that a sudden death has occurred, preferably in a staff meeting. Write a statement for staff members to share with students. The statement should include the basic facts of the death and known funeral arrangements (without providing details of the suicide method), recognition of the sorrow the news will cause, and information about the resources available to help students cope with their grief. Public address system announcements and school-wide assemblies should be avoided. The crisis team may prepare a letter (with the input and permission from the student's parent or guardian) to send home with students that includes facts about the death, information about what the school is doing to

## DISTRICT LIABILITY

Schools have been sued and found liable for failing to take proper action, particularly for failing to notify parents/guardians, when a student was thought to be suicidal. The key issues in court cases have been foreseeability and negligence and have included cases in which schools did not warn parents/guardians about both verbal and written statements about suicide as well as cases in which the school failed to provide supervision and counseling for suicidal students.

Schools have also been sued over more complex issues, such as school climate and failure to reduce bullying, that were claimed to contribute to the suicide of a student. As the U.S. Department of Education Office for Civil Rights has emphasized, schools have legal obligations under anti-discrimination laws. Once a school knows or reasonably should know of possible student harassment, it must take immediate action to investigate, take steps to end the harassment, eliminate a hostile environment, and prevent its recurrence. These duties are a school's responsibility even if the misconduct also is covered by an anti-bullying policy and regardless of whether the student makes a complaint. For more information, including example cases, see: <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201010.pdf>.

support students, the warning signs of suicidal behavior, and a list of resources available.

- d) **Avoid suicide contagion.** It should be explained in the staff meeting described above that one purpose of trying to identify and give services to other high risk students is to prevent another death. The crisis team will work with teachers to identify students who are most likely to be significantly affected by the death. In the staff meeting, the crisis team will review suicide warning signs and procedures for reporting students who generate concern.
- e) **Initiate support services.** Students identified as being more likely to be affected by the death will be assessed by a school employed mental health professional to determine the level of support needed. The crisis team will coordinate support services for students and staff in need of individual and small group counseling as needed. In concert with parents or guardians, crisis team members will refer to community mental healthcare providers to ensure a smooth transition from the crisis



# MODEL SCHOOL DISTRICT POLICY ON SUICIDE PREVENTION

## MESSAGING AND SUICIDE CONTAGION

Research has shown a link between certain kinds of suicide-related media coverage and increases in suicide deaths. Suicide contagion has been observed when:

- the number of stories about individual suicides increases,
- a particular death is reported in great detail,
- the coverage of a suicide death is prominently featured in a media outlet, or
- when the headlines about specific deaths are framed dramatically (e.g., “Bullied Gay Teen Commits Suicide By Jumping From Bridge”).

Research also shows that suicide contagion can be avoided when the media report on suicide responsibly, such as by following the steps outlined in “Recommendations for Reporting on Suicide” at [www.reportingonsuicide.org](http://www.reportingonsuicide.org).

Contagion can also play a role in cases of self-harm behavior. These behaviors may originate with one student and can spread to other students through imitation. Because adolescents are especially vulnerable to the risk of contagion, in the case of a suicide death, it is important to memorialize the student in a way that does not inadvertently glamorize or romanticize either the student or the death. Schools can do this by seeking opportunities to emphasize the connection between suicide and underlying mental health issues such as depression or anxiety that can cause substantial psychological pain but may not be apparent to others (or that may manifest as behavioral problems or substance abuse).

However, schools should strive to treat all deaths in the same way. Having one approach for memorializing a student who died of cancer or in a car accident and a different approach for a student who died by suicide reinforces stigma and may be deeply and unfairly painful to the student’s family and friends. Refer to the American Foundation for Suicide Prevention’s “After a Suicide” resource listed in the Resources section for sample notification statements for students and parents/guardians, sample media statements, and other model language.

Finally, after a death by suicide it is important for schools to encourage parents/guardians to monitor their child’s social networking pages. Students often turn to social networking websites as an outlet for communicating information and for expressing their thoughts and feelings about the death. Parents/guardians should be advised to monitor the websites for warning signs of suicidal behavior.

intervention phase to meeting underlying or ongoing mental health needs.

f) **Develop memorial plans.** The school should not create on-campus physical memorials (e.g. photos, flowers), funeral services, or fly the flag at half-mast because it may sensationalize the death and encourage suicide contagion. School should not be canceled for the funeral. Any school-based memorials (e.g., small gatherings) will include a focus on how to prevent future suicides and prevention resources available.

2. **External Communication** The school principal or designee will be the sole media spokesperson. Staff will refer all inquiries from the media directly to the spokesperson. The spokesperson will:

- Keep the district suicide prevention coordinator and superintendent informed of school actions relating to the death.
- Prepare a statement for the media including the facts of the death, postvention plans, and available resources. The statement will not include confidential information, speculation about victim motivation, means of suicide, or personal family information.
- Answer all media inquiries. If a suicide is to be reported by news media, the spokesperson should encourage reporters not to make it a front-page story, not to use pictures of the suicide victim, not to use the word suicide in the caption of the story, not to describe the method of suicide, and not to use the phrase “suicide epidemic” – as this may elevate the risk of suicide contagion. They should also be encouraged not to link bullying to suicide and not to speculate about the reason for suicide. Media should be asked to offer the community information on suicide risk factors, warning signs, and resources available.

# MODEL SCHOOL DISTRICT POLICY ON SUICIDE PREVENTION

## RESOURCES

### GUIDEBOOKS AND TOOLKITS

“Preventing Suicide: A Toolkit for High Schools” – U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Administration Center for Mental Health Services  
<http://store.samhsa.gov/product/Preventing-Suicide-A-Toolkit-for-High-Schools/SMA12-4669>

“After a Suicide: A Toolkit for Schools” – American Foundation for Suicide Prevention and Suicide Prevention Resource Center [www.afsp.org/schools](http://www.afsp.org/schools)

“Guidelines for School-Based Suicide Prevention Programs” – American Association of Suicidology  
[http://www.sprc.org/sites/sprc.org/files/library/aasguide\\_school.pdf](http://www.sprc.org/sites/sprc.org/files/library/aasguide_school.pdf)

“Youth Suicide Prevention, Intervention, and Postvention Guidelines: A Resource for School Personnel” – Maine Youth Suicide Prevention Program  
<http://www.maine.gov/suicide/docs/Guideline.pdf>

“Trevor Resource Kit” – The Trevor Project  
[thetrevorproject.org/resourcekit](http://thetrevorproject.org/resourcekit)

“Supportive Families, Healthy Children: Helping Families with Lesbian, Gay, Bisexual & Transgender (LGBT) Children” – Family Acceptance Project  
<http://familyproject.sfsu.edu/publications>

National Center for School Crisis and Bereavement  
<http://www.stchristophershospital.com/pediatric-specialties-programs/specialties/690>

Adolescent and School Health Resources – Centers for Disease Control and Prevention, contains an assortment of resources and tools relating to coordinated school health, school connectedness, and health and academics  
<http://www.cdc.gov/healthyyouth/schoolhealth/index.htm>

### SCHOOL PROGRAMS

“Signs of Suicide Prevention Program (SOS) – Screening for Mental Health, Inc.  
<http://www.mentalhealthscreening.org/programs/youth-prevention-programs/sos/>

“American Indian Life Skills Development/Zuni Life Skills Development” – University of Washington  
<http://www.nrepp.samhsa.gov/viewIntervention.aspx?id=81>

“Lifeguard Workshop Program” – The Trevor Project  
[thetrevorproject.org/adulteducation](http://thetrevorproject.org/adulteducation)

“More Than Sad: Suicide Prevention Education for Teachers and Other School Personnel” – American Foundation for Suicide Prevention <http://morethansad.org>

### CRISIS SERVICES FOR STUDENTS

National Suicide Prevention Lifeline: The Lifeline is a 24-hour, toll-free suicide prevention service available to anyone in suicidal crisis or their friends and loved ones. Call 1.800.273.8255 (TALK). Callers are routed to the closest possible crisis center in their area.

<http://www.suicidepreventionlifeline.org>

The Trevor Lifeline: The only nationwide, around-the-clock crisis intervention and suicide prevention lifeline for lesbian, gay, bisexual, transgender, and questioning young people, 13-24, available at 1.866.488.7386.

TrevorChat: A free, confidential, secure instant messaging service that provides live help to lesbian, gay, bisexual, transgender, and questioning young people, 13-24, through <http://www.TheTrevorProject.org>

### RELEVANT RESEARCH

“Youth Risk Behavior Surveillance System” – Centers for Disease Control and Prevention. Monitors health-risk behaviors among youth, including a national school-based survey conducted by CDC and state, territorial, tribal, and local surveys conducted by state, territorial, and local education and health agencies and tribal governments.

<http://www.cdc.gov/healthyyouth/yrbs/index.htm>

2012 National Strategy for Suicide Prevention: A report by the U.S. Surgeon General and the National Alliance for Suicide Prevention outlining a national strategy to guide suicide prevention actions. Includes up-to-date research on suicide prevention.

[http://www.surgeongeneral.gov/library/reports/national-strategy-suicide-prevention/full\\_report-rev.pdf](http://www.surgeongeneral.gov/library/reports/national-strategy-suicide-prevention/full_report-rev.pdf)

### WORKING WITH THE MEDIA

“Talking About Suicide & LGBT Populations” – Gay & Lesbian Alliance Against Defamation, Movement Advancement Project, American Foundation for Suicide Prevention, The Trevor Project, et al.  
<http://www.afsp.org/understanding-suicide/for-the-media/reporting-on-suicide/talking-about-lgbt-suicide>

“Recommendations for Reporting on Suicide” – American Foundation for Suicide Prevention, et al.  
<http://reportingonsuicide.org/>

# MODEL SCHOOL DISTRICT POLICY ON SUICIDE PREVENTION

## END NOTES

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## SAMPLE LANGUAGE FOR STUDENT HANDBOOK

Protecting the health and well-being of all students is of utmost importance to the school district. The school board has adopted a suicide prevention policy which will help to protect all students through the following steps:

- Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, using support systems, and seeking help for themselves and friends. This will occur in all health classes.
- Each school will designate a suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources.
- When a student is identified as being at risk, they will be assessed by a school employed mental health professional who will work with the student and help connect them to appropriate local resources.
- Students will have access to national resources which they can contact for additional support, such as:
  - The National Suicide Prevention Lifeline – 1.800.273.8255 (TALK), [www.suicidepreventionlifeline.org](http://www.suicidepreventionlifeline.org)
  - The Trevor Lifeline – 1.866.488.7386, [www.thetrevorproject.org](http://www.thetrevorproject.org)
- All students will be expected to help create a school culture of respect and support in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they, or a friend, are feeling suicidal or in need of help.
- Students should also know that because of the life or death nature of these matters, confidentiality or privacy concerns are secondary to seeking help for students in crisis.
- For a more detailed review of policy changes, please see the district's full suicide prevention policy.





[naspweb.org](http://naspweb.org)



[schoolcounselor.org](http://schoolcounselor.org)



AMERICAN FOUNDATION FOR  
Suicide Prevention

[afsp.org](http://afsp.org)



# PALISADES CHARTER HIGH SCHOOL

*More Than 50 Years of Innovation and Excellence*

## BOARD OF DIRECTORS OF PALISADES CHARTER HIGH SCHOOL

### RESOLUTION AUTHORIZING ACTIONS TO MAKE PALISADES CHARTER HIGH SCHOOL A SAFE SCHOOL ZONE FOR ALL STUDENTS

**January 17, 2017**

**WHEREAS**, Palisades Charter High School, a California nonprofit public benefit corporation, boasts a diverse student body,

**WHEREAS**, Palisades Charter High School believes that all students, regardless of their demographics or background, will learn and achieve if given the right opportunities and support, and refuses to accept anything less than an excellent college-preparatory education for its students;

**WHEREAS**, The United States Supreme Court held in *Plyer v. Doe* (1982) that no public school district has a basis to deny children access to education based on their immigration status, citing that children have little control over their immigration status, the harm it would inflict on the child and society itself, and equal protection rights of the 14<sup>th</sup> Amendment;

**WHEREAS**, the Office of Immigration and Customs Enforcement (“ICE”) states in its 2011 policy that it will not conduct immigration enforcement activity at any sensitive location, which includes schools, without special permission by specific federal law enforcement officials unless exigent circumstances exist;

**WHEREAS**, Large-scale ICE operations have not yet been carried out in Southern California, but immigration enforcement affects Palisades Charter High School families every day, and a possible shift in ICE enforcement priority has created a climate of heightened fear and anxiety for many Palisades Charter High School students and their families;

**WHEREAS**, ICE activities in and around schools would be a severe disruption to the learning environment and educational setting for students;

**WHEREAS**, Palisades Charter High School prides itself on creating a safe, welcoming, inclusive environment for all its students, regardless of race, religion, or immigration status;

**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*

**NOW, THEREFORE, BE IT RESOLVED**, the Board of Trustees of Palisades Charter High School, (the “Board”) affirms the authority of Palisades Charter High School staff to continue to protect the data and identities of any student, alumnus, family member, or school employee who may be adversely affected by any future policies or executive action that results in the collection of any personally identifiable information to the fullest extent provided by the law;

**RESOLVED FURTHER**, that the Board affirms its support for every individual embracing education and that Palisades Charter High School campus will join in the tradition of the Los Angeles Unified School District and other districts across the country, by declaring the Palisades Charter High School campus as a safe place for students and families, and such students and families can visit the Palisades Charter High School campus to seek help, information, and safety if faced with fear and anxiety about immigration enforcement efforts;

**RESOLVED FURTHER**, in order to provide a public education, regardless of a child’s or family’s immigration status, absent any applicable federal, state, or local law, regulation, ordinance or court decision, Palisades Charter High School shall abide by the following conduct:

- Palisades Charter High School personnel shall treat all students equitably in the receipt of all school services, including but, not limited to, the free and reduced lunch program, transportation, and educational instruction;
- Palisades Charter High School personnel shall not inquire about a student’s immigration status, including that of family members;
- Any request by ICE for information or access to a school site shall be immediately forwarded to appropriate personnel at the SST (to be identified in the implementation plan referred to below) for review and a decision on whether to allow ICE access to the site, and/or the information to ensure Palisades Charter High School compliance with *Plyer* and other applicable laws;

**RESOLVED FURTHER**, that the officers of Palisades Charter High School shall establish all of Palisades Charter High School as resource and information sites for students and their families, and the Board encourages the officers of Palisades Charter High School to enhance partnerships with community-based and legal service organizations and directs the officers of Palisades Charter High School to provide the necessary outlets for expression, learning, communication, and

**Our Mission:**

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# PALISADES CHARTER HIGH SCHOOL

*More Than 50 Years of Innovation and Excellence*

information by the Palisades Charter High School family, which may include, among other actions:

- the institution of education fair days to provide Palisades Charter High School families with legal information to inform them of their rights; and
- the creation of a resource guide to provide assistance for families in need of assistance. **RESOLVED FURTHER**, that school leaders shall be directed to ensure all teachers, school administrators, and other staff will be trained on how to implement this policy and notification will be distributed to families to fully inform them of their rights; **RESOLVED FURTHER**, that Palisades Charter High School leadership shall prepare an implementation plan relating to the resolution and report back to the Board at its next regular meeting with respect to such implementation plan; and be it finally

**RESOLVED FURTHER**, that the Board remains focused on teaching the academic skills, fostering the intellectual habits, and cultivating the character traits needed for all of our students to thrive in high school, college, and life.

DRAFT

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



# Coversheet

## First Interim Financial Report

**Section:** IV. Finance  
**Item:** B. First Interim Financial Report  
**Purpose:** Discuss  
**Submitted by:**  
**Related Material:** IV-C -1st Interim Financial Report 16-17.pdf  
IV-C - Budget Updates as of 01.11.17.pdf

1879801 Palisades Charter HS				0.00	THIS SHOULD BE ZERO, PLS ZERO OUT BEFORE SUBMISSION
FY17 1ST INTERIM REPORT					
FI CHARTER SCHOOL - FUND 62					
DUE DATE - DECEMBER 09, 2016 - (FRIDAY)					
BALANCE SHEET - FULL ACCRUAL					
June 30, 2017 Estimated Actuals					
<b>A)</b>	<b>ASSETS</b>	<b>Object Codes</b>			
1)	Cash				
	a) in County Treasury	9110	8,601,506.41		<b>CHECK:</b>
	1) Fair Value Adjustment to Cash in County Treasury	9111	-		-
	b) in Banks	9120	846,722.99		-
	c) in Revolving Fund	9130	-		-
	d) with Fiscal Agent	9135	-		-
	e) collections awaiting deposit	9140	-		-
	2) Investments	9150	-		-
	3) Accounts Receivable	9200	501,996.83		-
	4) Due from Grantor Government	9290	237,060.57		-
	5) Due from Other Funds	9310	-		-
	6) Stores	9320	-		-
	7) Prepaid Expenditures	9330	295,672.35		-
	8) Other Current Assets	9340	-		-
	9) Fixed Assets:				
	a) Land	9410	-		-
	b) Land Improvements	9420			should more than Accum dep
	c) Accumulated Depreciation - Land Improvements	9425			input negative number
	d) Buildings	9430	11,096,794.52		should more than Accum dep
	e) Accumulated Depreciation - Buildings	9435	(5,110,436.64)		input negative number should more than
	f) Equipment	9440	2,017,964.10		Accum dep
	g) Accumulated Depreciation - Equipment	9445	(810,878.43)		input negative number
	h) Work in Programs	9450	-		
10)	<b>TOTAL ASSETS</b>		17,676,402.70		
<b>B.</b>	<b>DEFERRED OUTFLOWS OF RESOURCES</b>				
1)	Deferred Outflows Of Resources	9490	-		-
2)	<b>TOTAL DEFERRED OUTFLOWS</b>		-		
<b>C.</b>	<b>LIABILITIES</b>				
1)	Accounts Payable	9500	2,269,815.94		-
2)	Due to Grantor Governments	9590	-		-
3)	Due to Other Funds	9610	-		-
4)	Current Loans	9640	267,116.90		-
5)	Unearned Revenue	9650	-		-
6)	Long-Term Liabilities:		4,406,458.47		-
	a) Net Pension Liability	9663			-
	b) Net OPEB Obligation	9664	-		-
	c) Compensated Absences	9665	-		-
	d) COPS Payable	9666	-		-
	e) Capital Leases Payable	9667	-		-
	f) Lease Revenue Bonds Payable	9668	-		-
	g) Other General Long-Term Liabilities	9669	-		-
7)	<b>TOTAL LIABILITIES</b>		6,943,391.31		
<b>D.</b>	<b>DEFERRED INFLOWS OF RESOURCES</b>				
1)	Deferred Inflows of Resources	9690	-		-
2)	<b>TOTAL DEFERRED INFLOWS</b>		-		
<b>E.</b>	<b>NET POSITION, June 30</b>				
	Net Position, June 30		10,733,011.39		
	(must agree with line F2) (A10+B2) - (C7 +D2)				
	<b>DIFF BET. NET POSITION &amp; FUND EQTY ( this should be zero)</b>		<b>0.00</b>		-

1879801 Palisades Charter HS				0.00	THIS SHOULD BE ZERO, PLS ZERO OUT BEFORE SUBMISSION
FY17 1ST INTERIM REPORT					
FI CHARTER SCHOOL - FUND 62					
DUE DATE - DECEMBER 09, 2016 - (FRIDAY)					
				June 30, 2017 Estimated Actuals 12 months	Oct 31, 2016 Actuals (4 months)
		Object Codes			
<b>A. REVENUES (Summary- -See details below)</b>					
1)	LCFF Sources	8010-8099		25,666,020.20	7,365,891.79
2)	Federal Revenue	8100-8299		1,181,280.00	248,198.44
3)	Other State Revenue	8300-8599		3,823,418.00	1,019,721.83
4)	Other Local Revenue	8600-8799		1,376,147.00	482,167.02
5)	<b>TOTAL REVENUES</b>			<b>32,046,865.20</b>	<b>9,115,979.08</b>
<b>B. EXPENSES</b>					
1)	Certificated Salaries	1000-1999		13,925,811.50	3,417,317.01
2)	Classified Salaries	2000-2999		4,186,962.00	964,017.56
3)	Employee Benefits	3000-3999		6,671,832.03	1,844,901.49
4)	Books & Supplies	4000-4999		974,611.00	93,589.13
5)	Services and Other Operating Expenses	5000-5999		4,550,259.50	1,285,389.18
6)	Depreciation	6000-6999		629,645.00	387,392.91
7)	Other Outgo (excluding Transfers of indirect Costs)	7299, 7400-7499		291,261.00	94,348.96
8)	Other Outgo - Transfers of Indirect Costs	7300-7399		-	-
9)	<b>TOTAL EXPENSES</b>			<b>31,230,382.03</b>	<b>8,086,956.24</b>
<b>C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES &amp; USES</b>				<b>816,483.17</b>	<b>1,029,022.84</b>
<b>D. OTHER FINANCING SOURCES/USES</b>					
1)	Interfund Transfers				
a)	Transfers In	8900-8929			
b)	Transfers Out	7600-7629			
2)	Other Sources/Uses				
a)	Sources	8930-8979		-	-
b)	Uses	7630-7699		-	-
3)	Contributions	8980-8999		-	-
4)	<b>TOTAL OTHER FINANCING SOURCES/USES</b>			<b>-</b>	<b>-</b>
<b>E. NET INCREASE (DECREASE) IN NET ASSET</b>				<b>816,483.17</b>	<b>1,029,022.84</b>
<b>F. NET POSITION</b>					
1)	Beginning Net Position				
a)	As of July 1, 2016, unaudited	9791		9,916,528.22	9,916,528.22
b)	Audit Adjustments	9793		-	-
c)	As of July 1 - Audited (F1a + F1b)			9,916,528.22	9,916,528.22
d)	Other Restatements	9795		-	-
e)	Adjusted Beginning Net Position (F1c + F1d)			<b>9,916,528.22</b>	<b>9,916,528.22</b>
2)	<b>Ending Net Position, June 30 (E + F1e)</b>			<b>10,733,011.39</b>	<b>10,945,551.06</b>
Components of Ending Net Position					
a)	Net Investment in Capital Assets	9796		-	-
b)	Restricted Net Position	9797		-	-
c)	Unrestricted Net Position	9790		<b>10,733,011.39</b>	<b>10,945,551.06</b>

1879801 Palisades Charter HS				0.00	THIS SHOULD BE ZERO, PLS ZERO OUT BEFORE SUBMISSION
FY17 1ST INTERIM REPORT					
FI CHARTER SCHOOL - FUND 62					
DUE DATE - DECEMBER 09, 2016 - (FRIDAY)					
				June 30, 2017 Estimated Actuals	Oct 31, 2016 Actuals
<b>Revenues (DETAILS)</b>				<b>(12 months)</b>	<b>(4 months)</b>
1) LCFF Sources		<b>SACS Object</b>	<b>Resource Code</b>		
Principal Apportionment					
	State Aid - Current Year	8011	0000	15,854,030.20	4,414,172.00
	State Aid - Prior Years	8019	0000		
	Education Protection Account State Aid (EPA) - CY	8012	1400	4,333,866.00	1,083,467.00
LCFF Transfers					
	Unrestricted LCFF Transfers - Current Year	8091	0000		
	All Other LCFF Transfer- Current Year	8091	0000		
	Transfers to Charter Schools in lieu of Property Taxes	8096	0000	5,478,124.00	1,868,252.79
	In Lieu of PropTax - Prior Year	8096	0000		
	Property Taxes Transfers	8097	0000		
	LCFF/Revenue Limit Transfers - Prior Years	8099	0000		
<b>TOTAL LCFF SOURCES</b>				<b>25,666,020.20</b>	<b>7,365,891.79</b>
2) Federal Revenue					
	Maintenance and Operations	8110			
	Special Ed: IDEA Basic Local Assistance - CY	8181	3310	546,929.00	186,525.44
	Special Ed: IDEA Basic Local Assistance - PY adjustment	8181	3310		
	Special Education Discretionary Grants	8182	3310		
	Child Nutrition Programs	8220	5310	336,158.00	
	Donated Food Commodities	8221	5310		
	Interagency Contracts Between LEAs	8285			
	NCLB: T1,Part A Basic Grts Low-Inc & Neglected	8290	3010	246,693.00	61,673.00
	NCLB: T1,Part A Basic School Support	8290	3020		
	NCLB: Title I, Part D, Local Delinquent Programs	8290	3025		
	Vocational and Applied Technology Education	8290	3500-3699		
	Other No Child Left Behind	8290	3012,3030, 4126,5510		
	Safe and Drug Free Schools	8290	3700-3799		
	NCLB:TII, Part A, Teacher Quality	8290	4035	6,500.00	-
	NCLB:TII, Part A, Administrator Training	8290	4036		
	NCLB:TII, Part D, Enhancing Education Through Technol	8290	4045		
	NCLB:TII, Part D, Enhancing Education Through Technol	8290	4046		
	NCLB:TIII,Immigrant Education Program	8290	4201		
	NCLB:TIII, Limited English Proficient (LEP) Student Progr	8290	4203		
	NCLB:TitleV, Part B, Public Charter Schools Grant Program (PCSGP)	8290	4610		
	Med-Cal Billing Option (Medical Assistance Program)	8290	5640	45,000.00	-
	All Other Federal Revenues:	8290	5810	-	-
	Others (please insert description below)				
<b>TOTAL FEDERAL REVENUE</b>				<b>1,181,280.00</b>	<b>248,198.44</b>
3) Other State Revenue					
Other State Apportionments					
	Special Education Master Plan				
	Special Education AB602 - Current Year	8311	6500	1,597,028.00	544,652.37
	Special Education AB602 - Prior Years	8311	6500		
	All Other State Apportionments - Current Year	8311	6500	4,193.00	4,193.18
	All Other State Apportionments - Prior Years	8319	6500		
	Child Nutrition: School Program	8520	5310	28,416.00	
	Mandated Costs Reimbursement	8550	0000	119,113.00	
	Lottery:Unrestricted (Non Prop 20)	8560	1100	415,394.00	
	State Lottery- Instructional Materials-Prop 20	8560	6300	137,151.00	
	After School Education and Safety (ASES)	8590	6010		
	Charter School Facility Grant	8590	6030		
	California Clean Energy Jobs Act (Prop 39)	8590	6230	102,004.00	19,075.94
	Educator Effectiveness	8590	6264	199,499.00	-
	Career Technical Education Incentive Grant Program (CT	8590	6387	379,711.00	379,711.00
	Drug/Alochol/Tobacco Funds	8590	6690		



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FI CHARTER SCHOOL - FUND 62							
DUE DATE - DECEMBER 09, 2016 - (FRIDAY)							
			Clerical, Technical and Office Salaries	2400	2700	1,932,948.00	445,970.34
			Classified Transportation Salaries	2200	3600	-	-
			Classified Food Services Salaries	2200	3700	43,432.00	8,504.71
			Classified Maintenance & Operations	2200	8100	123,718.00	110,700.49
			Other Classified	2900	2100	862,830.00	201,737.18
			<b>TOTAL CLASSIFIED SALARIES</b>			<b>4,186,962.00</b>	<b>964,017.56</b>
	3)		<b>Employee Benefits</b>				
			EE Ben - STRS - Certificated			<b>1,751,867.09</b>	<b>416,642.48</b>
			EE Ben - STRS - Certificated - Instruction	3101	1000	1,751,867.09	416,642.48
			EE Ben - PERS - Classified			<b>471,003.08</b>	<b>111,555.00</b>
			EE Ben - PERS - Classified - Instruction	3202	1000	-	-
			EE Ben - PERS - Classified - Instructional Supv and Adm	3202	2100	-	-
			EE Ben - PERS - Classified - School Administration	3202	2700	471,003.08	111,555.00
			EE Ben - PERS - Classified - Pupil Transportation	3202	3600	-	-
			EE Ben - PERS - Classified - Food Services	3202	3700	-	-
			EE Ben - PERS - Classified - Plant Maintenance & Operat	3202	8100	-	-
			EE Ben - PERS - Classified - Other General Administratic	3202	2100	-	-
			EE Ben - OASDI Reg - Certificated			<b>14,079.00</b>	<b>3,280.19</b>
			EE Ben - OASDI Reg - Certificated - Instruction	3301	1000	14,079.00	3,280.19
			EE Ben - OASDI Reg - Certificated - Instructional Library,	3301	2420	-	-
			EE Ben - OASDI Reg - Certificated - School Administratio	3301	2700	-	-
			EE Ben - OASDI Reg - Certificated - Guidance & Counsel	3301	3110	-	-
			EE Ben - OASDI Reg - Certificated - Health Services	3301	3140	-	-
			EE Ben - OASDI Reg - Certificated - Other General Admini	3301	2100	-	-
			EE Ben - OASDI Reg - Classified			<b>260,010.34</b>	<b>60,708.88</b>
			EE Ben - OASDI Reg - Classified - Instruction	3302	1000	-	-
			EE Ben - OASDI Reg - Classified - Instructional Supervisi	3302	2100	-	-
			EE Ben - OASDI Reg - Classified - School Administration	3302	2700	260,010.34	60,708.88
			EE Ben - OASDI Reg - Classified - Pupil Transportation	3302	3600	-	-
			EE Ben - OASDI Reg - Classified - Food Services	3302	3700	-	-
			EE Ben - OASDI Reg - Classified - Plant Maintenance & C	3302	8100	-	-
			EE Ben - OASDI Reg - Classified - Other General Admini	3302	2100	-	-
			EE Ben - OASDI Medicare - Certificated			<b>194,961.36</b>	<b>48,770.09</b>
			EE Ben - OASDI Medicare - Certificated - Instruction	3301	1000	194,961.36	48,770.09
			EE Ben - OASDI Medicare - Certificated - Instructional Lib	3301	2420	-	-
			EE Ben - OASDI Medicare - Certificated - School Adminis	3301	2700	-	-
			EE Ben - OASDI Medicare - Certificated - Guidance & Co	3301	3110	-	-
			EE Ben - OASDI Medicare - Certificated - Health Services	3301	3140	-	-
			EE Ben - OASDI Medicare - Certificated - Other General A	3301	2100	-	-
			EE Ben - OASDI Medicare - Classified			<b>59,036.16</b>	<b>13,492.80</b>
			EE Ben - OASDI Medicare - Classified - Instruction	3302	1000	-	-
			EE Ben - OASDI Medicare - Classified - Instructional Sup	3302	2100	-	-
			EE Ben - OASDI Medicare - Classified - School Administr	3302	2700	59,036.16	13,492.80
			EE Ben - OASDI Medicare - Classified - Pupil Transportat	3302	3600	-	-
			EE Ben - OASDI Medicare - Classified - Food Services	3302	3700	-	-
			EE Ben - OASDI Medicare - Classified - Plant Maintenan	3302	8100	-	-
			EE Ben - OASDI Medicare - Classified - Other General Ad	3302	2100	-	-
			EE Ben - Health & Welfare Benefits - Certificated			<b>2,083,213.00</b>	<b>683,442.38</b>
			EE Ben - Health & Welfare Benefits - Cert - Instruction	3401	1000	2,083,213.00	683,442.38
			EE Ben - Health & Welfare Benefits - Cert - Instructional L	3401	2420	-	-
			EE Ben - Health & Welfare Benefits - Cert - School Admin	3401	2700	-	-
			EE Ben - Health & Welfare Benefits - Cert - Guidance & C	3401	3110	-	-
			EE Ben - Health & Welfare Benefits - Cert - Health Servic	3401	3140	-	-
			EE Ben - Health & Welfare Benefits - Cert - Other Genera	3401	2100	-	-
			EE Ben - Health & Welfare Benefits - Classified			<b>946,093.00</b>	<b>323,432.70</b>
			EE Ben - Health & Welfare Benefits - Class - Instruction	3402	1000	-	-
			EE Ben - Health & Welfare Benefits - Class - Instructional	3402	2100	-	-
			EE Ben - Health & Welfare Benefits - Class - School Adm	3402	2700	946,093.00	323,432.70
			EE Ben - Health & Welfare Benefits - Class - Pupil Transp	3402	3600	-	-
			EE Ben - Health & Welfare Benefits - Class - Food Servic	3402	3700	-	-
			EE Ben - Health & Welfare Benefits - Class - Plant Mainte	3402	8100	-	-
			EE Ben - Health & Welfare Benefits - Class - Other Gene	3402	2100	-	-
			EE Ben - Unemployment Insurance - Certificated			<b>7,890.00</b>	<b>2,704.91</b>
			EE Ben - Unemployment Insurance - Cert - Instruction	3501	1000	7,890.00	2,704.91
			EE Ben - Unemployment Insurance - Cert - Instructional L	3501	2420	-	-

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FI CHARTER SCHOOL - FUND 62							
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			EE Ben - Unemployment Insurance - Cert - School Admin	3501	2700		
			EE Ben - Unemployment Insurance - Cert - Guidance & C	3501	3110		
			EE Ben - Unemployment Insurance - Cert - Health Services	3501	3140		
			EE Ben - Unemployment Insurance - Cert - Other Genera	3501	2100		
			EE Ben - Unemployment Insurance - Classified			3,233.00	1,159.24
			EE Ben - Unemployment Insurance - Class - Instruction	3502	1000		
			EE Ben - Unemployment Insurance - Class - Instructional	3502	2100		
			EE Ben - Unemployment Insurance - Class - School Adm	3502	2700	3,233.00	1,159.24
			EE Ben - Unemployment Insurance - Class - Pupil Transp	3502	3600		
			EE Ben - Unemployment Insurance - Class - Food Service	3502	3700		
			EE Ben - Unemployment Insurance - Class - Plant Mainte	3502	8100		
			EE Ben - Unemployment Insurance - Class - Other Gener	3502	2100	-	-
			EE Ben - Workers' Compensation - Certificated			137,925.00	83,946.08
			EE Ben - Workers' Compensation - Cert - Instruction	3601	1000	137,925.00	83,946.08
			EE Ben - Workers' Compensation - Cert - Instructional Lit	3601	2420		
			EE Ben - Workers' Compensation - Cert - School Adminis	3601	2700		
			EE Ben - Workers' Compensation - Cert - Guidance & Co	3601	3110		
			EE Ben - Workers' Compensation - Cert - Health Services	3601	3140		
			EE Ben - Workers' Compensation - Cert - Other General	3601	2100		
			EE Ben - Workers' Compensation - Classified			51,521.00	30,936.14
			EE Ben - Workers' Compensation - Class - Instruction	3602	1000		
			EE Ben - Workers' Compensation - Class - Instructional S	3602	2100		
			EE Ben - Workers' Compensation - Class - School Admin	3602	2700	51,521.00	30,936.14
			EE Ben - Workers' Compensation - Class - Pupil Transpo	3602	3600		
			EE Ben - Workers' Compensation - Class - Food Services	3602	3700		
			EE Ben - Workers' Compensation - Class - Plant Mainten	3602	8100		
			EE Ben - Workers' Compensation - Class - Other Genera	3602	2100	-	-
			EE Ben - Other Employment Benefits - Certificated			483,000.00	59,946.60
			EE Ben - Other Emp Benefits - Cert - Instruction	3901	1000	483,000.00	59,946.60
			EE Ben - Other Emp Benefits - Cert - Instructional Library	3901	2420		
			EE Ben - Other Emp Benefits - Cert - School Administrati	3901	2700		
			EE Ben - Other Emp Benefits - Cert - Guidance & Counse	3901	3110		
			EE Ben - Other Emp Benefits - Cert - Health Services	3901	3140		
			EE Ben - Other Emp Benefits - Cert - Other General Adm	3901	2100		
			EE Ben - Other Employment Benefits - Classified			208,000.00	4,884.00
			EE Ben - Other Emp Benefits - Class - Instruction	3902	1000		
			EE Ben - Other Emp Benefits - Class - Instructional Super	3902	2100		
			EE Ben - Other Emp Benefits - Class - School Administra	3902	2700	208,000.00	4,884.00
			EE Ben - Other Emp Benefits - Class - Pupil Transportati	3902	3600		
			EE Ben - Other Emp Benefits - Class - Food Services	3902	3700		
			EE Ben - Other Emp Benefits - Class - Plant Maintenance	3902	8100		
			EE Ben - Other Emp Benefits - Class - Other General Adr	3902	2100		
			<b>TOTAL EMPLOYEE BENEFITS</b>			<b>6,671,832.03</b>	<b>1,844,901.49</b>
		4)	<b>Books &amp; Supplies</b>				
			Approved Textbooks and Core Curricula Materials	4100	1000	258,088.00	12,298.29
			Books and Other Reference Materials	4200	1000	-	-
			Materials and Supplies	4300	1000	254,000.00	37,498.83
			Noncapitalized Equipment	4400	1000	50,000.00	17,673.40
			Other Supplies	4300	2700	116,250.00	26,021.74
			Pupil Transportation	4300	3600	-	-
			Food Service Supplies	4700	3700	296,273.00	96.87
			<b>TOTAL BOOKS AND SUPPLIES</b>			<b>974,611.00</b>	<b>93,589.13</b>
		5)	<b>Services and Other Operating Expenses</b>				
			Personal Services- School Administration	5800	2700	5,000.00	453.90
			Personal Services- Other Gen Administration	5800	7200		
			Travel and Conference - School Administration	5200	2700		
			Travel and Conference - Other Gen Administration	5200	7200	90,000.00	23,667.97
			Due and Memberships - School Administration	5300	2700		
			Due and Memberships - Other Gen Administratin	5300	7200	218,066.00	103,930.98
			Insurance-School Administration	5400	2700	166,442.00	100,795.34
			Insurance - Other General Administration	5400	7200		
			Operation and Housekeeping Services	5500	8100	622,049.00	199,646.98
			Rentals/Leases/Repairs&Noncapitalized Improvements	5600	8700	298,334.00	168,089.53
			Pupil Transportation	5800	7200	434,777.00	56,417.94
			Transfers of Direct Cost - Other General Admin	5800	7200		
			Professional Consulting Services& Operating Exp	5800	1000	-	-

<b>1879801 Palisades Charter HS</b>						<b>0.00</b>	<b>THIS SHOULD BE ZERO, PLS ZERO OUT BEFORE SUBMISSION</b>
<b>FY17 1ST INTERIM REPORT</b>							
<b>FI CHARTER SCHOOL - FUND 62</b>							
<b>DUE DATE - DECEMBER 09, 2016 - (FRIDAY)</b>							
		Professional Consulting Services& Operating Exp	5800	2100	2,511,708.50	609,439.42	
		Communications - School Administration	5900	2700	-	-	
		Communications - Other General Administration	5900	7200	203,883.00	22,947.12	
		<b>TOTAL SERVICES AND OTHER OPERATING EXPENSES</b>			<b>4,550,259.50</b>	<b>1,285,389.18</b>	
	6)	<b>Depreciation</b>					
		Depreciation Expense - Instruction	6900	1000	629,645.00	387,392.91	
		Depreciation Expense - Instructional Superv & Admin	6900	2100			
		<b>TOTAL DEPRECIATION</b>			<b>629,645.00</b>	<b>387,392.91</b>	
	7)	<b>Other Outgo (excluding Transfers of Indirect Costs)</b>					
		Tuition					
		Tuition for Intruction Under Interdistrict Attendance Agree	7110	9200			
		Tuition, Excess Costs, and/or Deficit Payments					
		Payments to Districts or Charter School	7141	9200			
		Payments to County Offices	7142	9200			
		Payments to JPAs	7143	9200			
		Other Transfers Out					
		All Other Transfers	7281-7283	9200	257,947.00	82,480.35	
		All Other Transfers Out to All Others	7299	9200			
		Debt Service					
		Debt Service-Interest	7438	9100	33,314.00	11,868.61	
		<b>TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)</b>			<b>291,261.00</b>	<b>94,348.96</b>	
	8)	<b>OTHER OUTGO-TRANSFERS OF INDIRECT COSTS</b>					
		Transfers of Indirect Cost	7310				
		Transfers of Indirect Cost-Interfund	7350				
		<b>TOTAL, OTHER OUTGO-TRANSFERS OF INDIRECT COSTS</b>			<b>-</b>	<b>-</b>	
		<b>Direct Support/Indirect Costs/All Other Financing Uses</b>					
		Indirect Cost ( total supervisorial oversight fees only)	5800	2700			
		Indirect Cost ( total supervisorial oversight fees only)	5800	7200			
		<b>TOTAL Direct Support/Indirect Costs/All Other Financing Uses</b>			<b>-</b>	<b>-</b>	
		<b>All Other Financing Uses</b>	7699	9100			
		<b>TOTAL EXPENSES</b>			<b>31,230,382.03</b>	<b>8,086,956.24</b>	
		CHECK: DETAILS OF REVENUE = TOTAL REVENUE- SUMMARY; SHOULD BE ZERO			-	-	
		CHECK: DETAILS OF EXPESES = TOTAL EXPENSES - SUMMARY; SHOULD BE ZERO ; OR \$ IN OTHER FINANCING USES			-	-	



PCHS  
16/17 Budget  
Multi-Year Projection

		2016-17 1st Interim & Updates	2017-18		2018-19		2019-20	
<b>Revenues</b>		Totals	% change	Totals	% change	Totals	% change	Totals
<b>LCFF</b>		\$ 25,666,020	1.11%	\$ 25,950,913	2.75%	\$ 26,664,951	2.26%	\$ 27,268,792
Federal Revenue	8100-8299	1,136,280	1.11%	1,148,893	2.42%	1,176,696	2.50%	1,206,113.31
Other State	8300-8599	2,799,040	1.11%	2,830,109	2.42%	2,898,598	2.50%	2,971,062.94
One time/New revenue - assumes no add'l one-time mandates in 17/18, 18/19	8300-8599	1,069,378	-85.51%	155,000	0.00%	155,000	0.00%	155,000
Local	8600-8799	1,376,147	0.00%	1,376,147	2.50%	1,409,450	2.50%	1,444,686
<b>Total Revenue</b>		<b>\$ 32,046,865</b>	<b>-1.83%</b>	<b>\$ 31,461,062</b>	<b>2.68%</b>	<b>\$ 32,304,695</b>	<b>2.29%</b>	<b>\$ 33,045,654</b>
<b>Change in Revenue</b>				\$ (585,803)		\$ 843,633		\$ 740,960
<b>Expenditures</b>								
Certificated Salaries			Factor		Factor		Increase Factor	
Teachers		\$ 13,065,941	102.0%	\$ 13,324,422	102.0%	\$ 13,676,699	100.0%	\$ 13,764,855
Admin		748,202	102.0%	785,500	102.0%	822,657	100.0%	844,696
step & column		111,669	0.8%	107,235	0.8%	110,195	0.8%	111,033
<b>Total Certificated</b>	1000-1999	<b>\$ 13,925,812</b>		<b>\$ 14,217,157</b>	2.76%	<b>\$ 14,609,551</b>	0.76%	<b>\$ 14,720,583</b>
Classified								
Base		3,796,441	102.00%	3,900,370	102.00%	4,003,314	100.00%	4,028,932
Admin		355,521	102.00%	369,631	102.00%	383,258	100.00%	389,663
step & column		35,000	0.7%	31,171	0.7%	32,022	0.7%	32,256
<b>Total classified</b>	2000-2999	<b>\$ 4,186,962</b>	2.73%	<b>\$ 4,301,172</b>	2.73%	<b>\$ 4,418,594</b>	0.73%	<b>\$ 4,450,850</b>
Stat. benefits - Cert								
STRS		1,751,867	17.11%	2,051,536	15.93%	2,378,435	12.21%	2,668,842
Other Certificated Benefits		354,855	32.21%	469,166	2.76%	482,115	0.76%	485,779
Stat. benefits - Class								
PERS		471,003	14.65%	540,012	13.33%	612,019	9.57%	670,565
Other Classified Benefits		373,801	9.31%	408,611	2.73%	419,766	0.73%	422,831
potential increase								
lifetime benefits		691,000	100.0%	691,000	100.0%	691,000	100.0%	691,000
H&W benefits		3,029,306	104.5%	3,165,625	104.5%	3,308,078	104.5%	3,456,941
<b>Total Benefits</b>	3000-3999	<b>\$ 6,671,832</b>	9.80%	<b>\$ 7,325,950</b>	7.72%	<b>\$ 7,891,414</b>	6.39%	<b>\$ 8,395,958</b>
<b>Books &amp; Supplies</b>	4000-4999	<b>974,611</b>	2.39%	<b>994,154</b>	2.46%	<b>1,018,610</b>	2.63%	<b>1,045,400</b>
<b>Services</b>	5000-5999	<b>4,550,260</b>	2.39%	<b>4,421,992</b>	2.46%	<b>4,530,773</b>	2.63%	<b>4,649,933</b>
<b>Capital Outlay</b>	6000-6999	<b>1,372,587</b>		<b>500,000</b>		<b>500,000</b>		<b>-</b>
<b>Other Outgo</b>	7100-7299							
<b>Indirect</b>	7300-7399	<b>257,947</b>		<b>263,441</b>		<b>269,052</b>		<b>276,182</b>
<b>Interest/Debt Service</b>	7400-7499	<b>33,314</b>		<b>29,982</b>		<b>26,984</b>		<b>24,285</b>
other uses	7610-7699							
<b>Total Expenditures</b>		<b>\$ 31,973,324</b>	<b>0.25%</b>	<b>\$ 32,053,849</b>	<b>3.78%</b>	<b>\$ 33,264,979</b>	<b>0.90%</b>	<b>\$ 33,563,192</b>
<b>Change in Expenditures -Prior Year</b>				80,525		1,211,129		298,213
<b>Change in unrestricted fund balance</b>		<b>\$ 73,541</b>		<b>\$ (592,787)</b>		<b>\$ (960,284)</b>		<b>\$ (517,537)</b>
Depreciation		\$ 629,645		\$ 629,645		\$ 654,645		\$ 654,645
<b>Fund Balance Change (financial reporting basis, including fixed assets)</b>		<b>\$ 816,483</b>		<b>\$ (722,432)</b>		<b>\$ (1,114,929)</b>		<b>\$ (1,172,182)</b>

**PCHS  
16/17 Budget  
Multi-Year Projection**

Revenues	2016-17 1st Interim & Updates		2017-18		2018-19		2019-20		
	Totals		% change	Totals	% change	Totals	% change	Totals	
salary	\$	18,112,774		\$ 18,518,330		\$ 19,028,145		\$ 19,171,433	
benefit	\$	6,671,832		\$ 7,325,950		\$ 7,891,414		\$ 8,395,958	
% benefit to salary		36.83%		39.56%		41.47%		43.79%	
% salary/benefit of expenses		77.52%		80.63%		80.92%		82.14%	
<b>Assumptions to Use (Based on Department of Finance figures)</b>									
STRS		12.580%		14.430%		16.280%		18.130%	
PERS		13.888%		15.500%		17.100%		18.600%	
OASDI		6.200%		6.200%		6.200%		6.200%	
Medicare		1.450%		1.450%		1.450%		1.450%	
SUI		0.050%		0.050%		0.050%		0.050%	
WCI		1.800%		1.800%		1.800%		1.800%	
CPI		2.22%		2.39%		2.46%		2.63%	
Stat COLA		0.47%		1.11%		2.42%		2.67%	
PERS Eligibility		81.00%		81.00%		81.00%		81.00%	
Gap Funding		54.18%		72.99%		40.36%		73.98%	
One-Time Discretionary (per ADA)		\$205		\$0.00		\$0.00		\$0.00	
Unduplicated Count		972.86		972.86		972.86		972.86	
<b>LCFF Revenue Calculations</b>									
<b>ADA</b>	ADA %age	<b>Enrollment/ADA (P-2)</b>	<b>Enrollment (lower class size)</b>	<b>Enrollment (Project flat from 16/17)</b>	<b>Enrollment (Project Flat)</b>				
<b>Changes in ADA</b>									
	96.20%	2,948	2,836	0.00%	2,836	0.00%	2,836	0.00%	2,836
			2,836	0.00%	2,836		2,836		2,836
	COLA Factor		1.11%		2.42%		2.50%		
	<b>Per student funding (9-12) Updated</b>	<b>\$ 8,578</b>	<b>\$ 24,327,551</b>	<b>\$ 9,049.45</b>	<b>\$ 25,664,567</b>	<b>\$ 9,402</b>	<b>\$ 26,664,951</b>	<b>\$ 9,615</b>	<b>\$ 27,268,792</b>
	<b>Total LCFF funding (includes Supplemental, Gap, &amp; Augmentation)</b>	<b>\$ 24,327,551</b>	<b>\$ 25,664,567</b>		<b>\$ 26,664,951</b>	<b>3.90%</b>	<b>\$ 27,268,792</b>		<b>\$ 27,268,792</b>
	<b>Additional Factors (Included Above)</b>								
	HS augmentation	\$ 223	\$ 632,437	5.51%	\$ 667,279	3.90%	\$ 693,289	2.26%	\$ 708,989
	LCFF Supplemental Grant (Adj. Base x Undup # x 20%)	\$ 9,373	\$ 1,669,039	0.05496077	\$ 1,760,770	3.90%	\$ 1,829,404	2.26%	\$ 1,870,835
	LCFF Target	\$ 9,373	\$ 9,373		\$ 9,373		\$ 9,373		\$ 9,373
	Gap Funding Per ADA (absent of COLA)	795	\$ 1,221,570	\$ 563	\$ 1,596,856	\$ 131	\$ 370,339	\$ (22)	\$ (61,251)
	P/Y Adjustments								
	<b>Total Current Year LCFF Funding</b>	<b>24,327,551</b>	<b>25,664,567</b>	<b>5.50%</b>	<b>25,664,567</b>	<b>3.90%</b>	<b>26,664,951</b>	<b>2.26%</b>	<b>27,268,792</b>

PALISADES CHARTER HIGH SCHOOL  
2016-2017 1st INTERIM BUDGET UPDATES

	2016-2017 Budget- Approved 06/7/16	2016-2017 Budget- Update 10/5/16	2016-2017 Actuals to 10/31/16	2016-2017 1st Interim Updates	Comments
<b>ADA ESTIMATES/ACTUAL FUNDED</b>	<b>2,836.04</b>	<b>2,836.04</b>	<b>2,836.04</b>	<b>2,836.04</b>	
LCFF FUNDING PER ADA	9,016.95	9,049.45	9,049.95	9,049.95	
LCFF HIGH NEEDS PER ADA					
EPA Funding-Prop 30	4,601,744	4,333,866	1,083,467	4,333,866	per CDE, 9/15/16
LCFF Entitlement - State Aid - <b>Current Year</b>	15,587,654	15,852,577.23	4,414,172	15,854,030	LCFF revenue re-allocated from decrease in EPA funding
High Needs Grant (Included in LCFF Entitlements)					
C S Funding In Lieu of PropTax -	5,382,993	5,478,124	1,868,253	5,478,124	
C S Funding In Lieu of PropTax - PY adjustments	-				
LCFF Funding-Total	25,572,391	25,664,567	7,365,892	25,666,020	
NCLB:T1,Basic School Support	247,363	246,693	61,673	246,693	per CDE, 9/22/16
Special Ed: IDEA Basic Local Assistance Entitlement	552,711	546,929	186,525	546,929	decreased per ADA rate from \$194.88 to \$192.85
NCLB:TII, Teacher Quality	6,500	6,500	-	6,500	
MAA-Medical Reimbursements	45,000	45,000	-	45,000	
NCLB:TIII, Immigrant Education Program					
AP Fees					AP Fees - to reimburse ASB
Child Nutrition Program	336,158	336,158	-	336,158	Delay in funding to date. Lower projected sales - /Participation anticipated TBD
Federal Revenues-Total	1,187,732	1,181,280	248,198	1,181,280	
Prop. 39 energy	102,004	102,004	19,076	102,004	Slightly Higher Funding 16/17
State Lottery:Non Prop 20 - <b>Current Year</b>	357,504	415,394	-	415,394	New Rate '16/17=\$146.47 from \$144-15/16
State Lottery:Non Prop 20 - <b>PY adjustments</b>		6,970	6,965	6,970	Increased PY Lottery rate to \$23.41/ADA
Child Nutrition: School Programs	28,416	28,416	-	28,416	Delay in funding to date. Lower projected sales - /Participation anticipated TBD
Mandated Costs Reimbursement	119,113	119,113	-	119,113	
Educator Effectiveness Grant (3 year grant)			-	199,499	<b>Board approved 10/16</b>
One Time Discretionary Grant (Common Core Focused)	672,140	581,387	-	581,387	Per CCSA - decreased funding rate from \$217/ADA to \$200-\$210/ADA (9/27/16)
State Lottery:Prop 20 Inst Matls- <b>Current Year</b>	94,962	137,151	-	137,151	New Rate '16/17 - \$48 from \$45 -15/16
State Lottery:Prop 20 Ins Matls- <b>PY adjustments</b>	-	9,060	9,063	9,060	increased PY lottery rate to \$25.23/ADA
Special Education- AB602	1,612,274	1,597,028	544,652	1,597,028	decreased per ADA rate from \$568.49 to \$563.12
Student ID/CAHSEE	-	-	4,193	4,193	<b>money recv'd from prior year</b>
CTE Grant	239,300	379,711	379,711	379,711	Revenue w/Offsets in Capex.Tech/Salaries
College Readiness Block Grant		133,492	-	133,492	<b>8/26/16 - Preliminary funding levels</b>
LAUSD-Sp Ed Grants	110,000	110,000	56,062	110,000	
Other State Revenues-Total	3,335,714	3,619,727	1,019,722	3,823,418	
Food Service Sales	170,306	170,306	27,276	170,306	Lower projected sales -/Participation anticipated TBD
Leases & Rentals (POOLS/PERMIT/CIVIC CENTER ETC.)	997,841	997,841	332,106	997,841	
Interest	45,000	53,000	12,018	53,000	
Lease Revenue- iPad Rentals	5,000	5,000	1,514	5,000	
Fundraising	150,000	150,000	109,254	150,000	
Other Local Revenues-Total	1,368,147	1,376,147	482,167	1,376,147	

PALISADES CHARTER HIGH SCHOOL  
2016-2017 1st INTERIM BUDGET UPDATES

	2016-2017 Budget- Approved 06/7/16	2016-2017 Budget- Update 10/5/16	2016-2017 Actuals to 10/31/16	2016-2017 1st Interim Updates	Comments
<b>ADA ESTIMATES/ACTUAL FUNDED</b>	<b>2,836.04</b>	<b>2,836.04</b>	<b>2,836.04</b>	<b>2,836.04</b>	
LCFF FUNDING PER ADA	9,016.95	9,049.45	9,049.95	9,049.95	
LCFF HIGH NEEDS PER ADA					
<b>Total Revenue</b>	<b>31,463,984</b>	<b>31,841,721</b>	<b>9,115,979</b>	<b>32,046,865</b>	
Teachers	12,045,976	11,897,168	2,923,939	11,897,168	15/16 Actual w/ new contract rates for 16/17
School Admin	733,531	748,202	218,619	748,202	Est. Retros 5/16/One Step/Column 16/17
Librarians	104,060	123,867	30,003	123,867	15/16 Actual w/ new contract rates for 16/17
Guidance,Welfare	495,244	768,579	244,757	768,579	15/16 Actual w/ new contract rates for 16/17
Other Support/Impact of / Step and Column	108,945	111,669		111,669	Includes est. of All Certificated
New Periods & Teachers (Master Budget- Other)	184,154	184,154		276,327	New Salaries Recommended-All Categories - added 92k for educator effectiveness salary time
<b>Certificated Salaries</b>	<b>13,671,910</b>	<b>13,833,638</b>	<b>3,417,317</b>	<b>13,925,812</b>	
Inst'l Aides	868,513	868,513	151,461	868,513	
Admin. Sal	344,944	355,521	45,644	355,521	
Clerical/Office	1,803,424	1,932,948	445,970	1,932,948	2% increase for Unrep EE's added
Maint./Oper (incl. in Clerical/Office)	66,885	123,718	110,700	123,718	2% increase for Unrep EE's added
Food Services	46,799	43,432	8,505	43,432	
Other Classified	850,830	850,830	201,737	850,830	
Impact Step and Column & (Retro 3% 2015-16 Budget year only)	35,000	35,000		35,000	Impact of Retro increases 4/16 & 5/16-//Step Column 16/17
Proposed New Positions/Hours	(23,000)	(23,000)		(23,000)	Salary Savings Proposed
<b>Classified Salaries</b>	<b>3,993,395</b>	<b>4,270,701</b>	<b>964,018</b>	<b>4,186,962</b>	
<b>Total Salaries</b>	<b>17,665,305</b>	<b>18,104,339</b>	<b>4,381,335</b>	<b>18,112,774</b>	
STRS - Certificated (ER 12.58%)	1,719,926	1,740,272	416,642	1,751,867	
PERS - Classified (ER 13.888%)	449,228	480,423	111,555	471,003	
OASDI Regular - Certificated	12,500	14,079	3,280	14,079	
OASDI Regular - Classified	247,590	264,783	60,709	260,010	
OASDI Medicare - Certificated	191,407	193,671	48,770	194,961	
OASDI Medicare - Classified	55,908	59,790	13,493	59,036	
Health & Welfare Benefits - Certificated	2,133,274	2,083,213	683,442	2,083,213	
Health & Welfare Benefits - Classified	903,678	946,093	323,433	946,093	
Unemployment Insurance - Certificated	7,890	7,890	2,705	7,890	
Unemployment Insurance - Classified	2,775	3,233	1,159	3,233	
Workers' Compensation - Certificated	137,950	137,925	83,946	137,925	
Workers' Compensation - Classified	52,141	51,521	30,936	51,521	
Other Employment Benefits - Certificated (LT Benefits)	483,000	483,000	59,947	483,000	
Other Employment Benefits - Classified (LT Benefits)	208,000	208,000	4,884	208,000	
<b>Employee Benefits</b>	<b>6,605,267</b>	<b>6,673,892</b>	<b>1,844,901</b>	<b>6,671,832</b>	
<b>Total Salary &amp; Benefits</b>	<b>24,270,571</b>	<b>24,778,231</b>	<b>6,226,236</b>	<b>24,784,606</b>	
Textbooks	258,088	258,088	12,298	258,088	
Instructional Materials	254,000	254,000	37,499	254,000	
Non-capitalized Equipment	50,000	50,000	17,673	50,000	
Other Supplies	112,500	112,500	26,022	116,250	add 4k for educator effectiveness supplies
Food Service Supplies	296,273	296,273	97	296,273	Timing Difference on YTD Exp due to Funding delays
<b>Books &amp; Supplies</b>	<b>1,405,637</b>	<b>970,861</b>	<b>93,589</b>	<b>974,611</b>	
Personnel Services-Mileage	5,000	5,000	454	5,000	

PALISADES CHARTER HIGH SCHOOL  
2016-2017 1st INTERIM BUDGET UPDATES

	2016-2017 Budget- Approved 06/7/16	2016-2017 Budget- Update 10/5/16	2016-2017 Actuals to 10/31/16	2016-2017 1st Interim Updates	Comments
<b>ADA ESTIMATES/ACTUAL FUNDED</b>	<b>2,836.04</b>	<b>2,836.04</b>	<b>2,836.04</b>	<b>2,836.04</b>	
LCFF FUNDING PER ADA	9,016.95	9,049.45	9,049.95	9,049.95	
LCFF HIGH NEEDS PER ADA					
Travel/Conference	60,000	60,000	23,668	90,000	add 30k for educator effectiveness pd
Due/Memberships	218,066	218,066	103,931	218,066	
Insurance	136,385	166,442	100,795	166,442	adjusted premiums for student accident & umbrella levels of coverage
Operation and Housekeeping Services	602,550	622,049	199,647	622,049	
Rentals/Leases/Repairs&Noncapitalized Improvements	298,334	298,334	168,090	298,334	
Professional Consulting Services& Operating Exp (5800, 5810, 5821, 5850, 5860)	2,304,690	2,304,690	609,439	2,511,709	add 74k for educator effectiveness consulting, add placeholder for \$133,492 for college readiness block grant
Pupil Transportation	434,777	434,777	56,418	434,777	
Communications and Other Expenses	203,883	203,883	22,947	203,883	
<b>Services, Other Operating Exp</b>	<b>3,828,909</b>	<b>4,313,242</b>	<b>1,285,389</b>	<b>4,550,260</b>	
Capital Outlay (6100-6500) -Total (Detail Below)	<b>1,506,976</b>	<b>1,372,587</b>	<b>387,393</b>	<b>1,372,587</b>	
Sites & Improvement (6100)	81,000	81,000	28,980	81,000	Prop 39 Improvements
Bldgs & Improvement (6200)	294,676	294,676	84,712	294,676	Cap Ex Priorities (Incl. Permit/CTE)
Equipment-Technology (6400)	1,050,250	915,861	234,173	915,861	16/17 Capital Outlay Lowered cost of 9th Grade 1:1 Chromebooks
Equipment/Furniture Replacement (6500)	81,050	81,050	39,527	81,050	
Depreciation Expense	689,645	629,645	629,645	629,645	Lower Depreciation due to lower Cap. Exp.
Interest	33,314	33,314	11,869	33,314	Lower rates pd. On new Loan 16/17
Indirect Cost (Total charter school supervisory oversight fees only)	265,722	257,947	82,480	257,947	
<b>Total Expenses-Financial Reporting Basis</b>	<b>30,493,798</b>	<b>30,983,239</b>	<b>8,329,208</b>	<b>31,230,382</b>	
<b>Total Expenses-Cash Reporting Basis</b>	<b>31,311,129</b>	<b>31,726,181</b>	<b>8,086,956</b>	<b>31,973,324</b>	
Financial Reporting Basis-Adjusted for Depreciation	970,186	858,482	786,771	816,483	Includes Depreciation/Excludes Capital Outlay
<b>Net Reserve Fund Increase(Reduction)-Cash Basis</b>	<b>152,855</b>	<b>115,540</b>	<b>1,029,023</b>	<b>73,541</b>	

PALISADES CHARTER HIGH SCHOOL  
2016-2017 Updates as of 1/09/17

	2016-2017 Budget- Approved 06/7/16	2016-2017 Budget- Update 10/5/16	2016-2017 Actuals to 10/31/16	2016-2017 1st Interim Updates	2016-2017 Budget Update 1/9/17	Comments
<b>ADA ESTIMATES/ACTUAL FUNDED</b>	<b>2,836.04</b>	<b>2,836.04</b>	<b>2,836.04</b>	<b>2,836.04</b>	<b>2,836.04</b>	
<b>LCFF FUNDING PER ADA</b>	<b>9,016.95</b>	<b>9,049.45</b>	<b>9,049.95</b>	<b>9,049.95</b>	<b>9,049.95</b>	
<b>LCFF HIGH NEEDS PER ADA</b>						
EPA Funding-Prop 30	4,601,744	4,333,866	1,083,467	4,333,866	4,333,866	
LCFF Entitlement - State Aid - <b>Current Year</b>	15,587,654	15,852,577.23	4,414,172	15,854,030	15,854,030	
High Needs Grant (Included in LCFF Entitlements)						
C S Funding In Lieu of PropTax -	5,382,993	5,478,124	1,868,253	5,478,124	5,478,124	
C S Funding In Lieu of PropTax - PY adjustments	-					
<b>LCFF Funding-Total</b>	<b>25,572,391</b>	<b>25,664,567</b>	<b>7,365,892</b>	<b>25,666,020</b>	<b>25,666,020</b>	
NCLB:T1,Basic School Support	247,363	246,693	61,673	246,693	252,889	Title 1 increase, per CDE 12/19/16
Special Ed: IDEA Basic Local Assistance Entitlement	552,711	546,929	186,525	546,929	546,929	
NCLB:TII, Teacher Quality	6,500	6,500	-	6,500	6,797	Title 2 increase per CDE, 12/22/16
MAA-Medical Reimbursements	45,000	45,000	-	45,000	45,000	
NCLB:TIII, Immigrant Education Program						
AP Fees						AP Fees - to reimburse ASB
Child Nutrition Program	336,158	336,158	-	336,158	316,158	Decrease funding by \$20k due to lower projected sales
<b>Federal Revenues-Total</b>	<b>1,187,732</b>	<b>1,181,280</b>	<b>248,198</b>	<b>1,181,280</b>	<b>1,167,773</b>	
Prop. 39 energy	102,004	102,004	19,076	102,004	102,004	
State Lottery:Non Prop 20 - <b>Current Year</b>	357,504	415,394	-	415,394	415,394	
State Lottery:Non Prop 20 - <b>PY adjustments</b>		6,970	6,965	6,970	6,970	
Child Nutrition: School Programs	28,416	28,416	-	28,416	8,416	Decrease funding by \$20k due to lower projected sales
Mandated Costs Reimbursement	119,113	119,113	-	119,113	119,113	
Educator Effectiveness Grant (3 year grant)			-	199,499	199,499	
One Time Discretionary Grant (Common Core Focused)	672,140	581,387	-	581,387	610,339	Funding rate increased to \$215/ADA - per CDE 1/3/17
State Lottery:Prop 20 Inst Matls- <b>Current Year</b>	94,962	137,151	-	137,151	137,151	New Rate '16/17 - \$48 from \$45 -15/16
State Lottery:Prop 20 Ins Matls- <b>PY adjustments</b>	-	9,060	9,063	9,060	9,060	increased PY lottery rate to \$25.23/ADA
Special Education- AB602	1,612,274	1,597,028	544,652	1,597,028	1,597,028	decreased per ADA rate from \$568.49 to \$563.12
Student ID/CAHSEE	-	-	4,193	4,193	4,193	money recv'd from prior year
CTE Grant	239,300	379,711	379,711	379,711	379,711	Revenue w/Offsets in Capex,Tech/Salaries
College Readiness Block Grant		133,492	-	133,492	133,492	8/26/16 - Preliminary funding levels
LAUSD-Sp Ed Grants	110,000	110,000	56,062	110,000	110,000	
<b>Other State Revenues-Total</b>	<b>3,335,714</b>	<b>3,619,727</b>	<b>1,019,722</b>	<b>3,823,418</b>	<b>3,832,370</b>	
Food Service Sales	170,306	170,306	27,276	170,306	160,306	Decrease sales by \$10k due to lower projected sales
Leases & Rentals (POOLS/PERMIT/CIVIC CENTER ETC.)	997,841	997,841	332,106	997,841	997,841	
Interest	45,000	53,000	12,018	53,000	53,000	
Lease Revenue- iPad Rentals	5,000	5,000	1,514	5,000	5,000	
Fundraising	150,000	150,000	109,254	150,000	150,000	
<b>Other Local Revenues-Total</b>	<b>1,368,147</b>	<b>1,376,147</b>	<b>482,167</b>	<b>1,376,147</b>	<b>1,366,147</b>	
<b>Total Revenue</b>	<b>31,463,984</b>	<b>31,841,721</b>	<b>9,115,979</b>	<b>32,046,865</b>	<b>32,032,310</b>	
Teachers	12,045,976	11,897,168	2,923,939	11,897,168	11,897,168	15/16 Actual w/ new contract rates for 16/17
School Admin	733,531	748,202	218,619	748,202	748,202	Est. Retros 5/16/One Step/Column 16/17
Librarians	104,060	123,867	30,003	123,867	123,867	15/16 Actual w/ new contract rates for 16/17
Guidance,Welfare	495,244	768,579	244,757	768,579	768,579	15/16 Actual w/ new contract rates for 16/17

PALISADES CHARTER HIGH SCHOOL  
2016-2017 Updates as of 1/09/17

	2016-2017 Budget- Approved 06/7/16	2016-2017 Budget- Update 10/5/16	2016-2017 Actuals to 10/31/16	2016-2017 1st Interim Updates	2016-2017 Budget Update 1/9/17	Comments
<b>ADA ESTIMATES/ACTUAL FUNDED</b>	<b>2,836.04</b>	<b>2,836.04</b>	<b>2,836.04</b>	<b>2,836.04</b>	<b>2,836.04</b>	
<b>LCFF FUNDING PER ADA</b>	<b>9,016.95</b>	<b>9,049.45</b>	<b>9,049.95</b>	<b>9,049.95</b>	<b>9,049.95</b>	
<b>LCFF HIGH NEEDS PER ADA</b>						
<b>Other Support/Impact of / Step and Column</b>	<b>108,945</b>	<b>111,669</b>		<b>111,669</b>	<b>111,669</b>	Includes est. of All Certificated
<b>New Periods &amp; Teachers (Master Budget- Other)</b>	<b>184,154</b>	<b>184,154</b>		<b>276,327</b>	<b>276,327</b>	New Salaries Recommended-All Categories - added 92k for educator effectiveness salary time
<b>Certificated Salaries</b>	<b>13,671,910</b>	<b>13,833,638</b>	<b>3,417,317</b>	<b>13,925,812</b>	<b>13,925,812</b>	
<b>Inst'l Aides</b>	<b>868,513</b>	<b>868,513</b>	<b>151,461</b>	<b>868,513</b>	<b>868,513</b>	
<b>Admin. Sal</b>	<b>344,944</b>	<b>355,521</b>	<b>45,644</b>	<b>355,521</b>	<b>355,521</b>	
<b>Clerical/Office</b>	<b>1,803,424</b>	<b>1,932,948</b>	<b>445,970</b>	<b>1,932,948</b>	<b>1,932,948</b>	2% increase for Unrep EE's added
<b>Maint./Oper (incl. in Clerical/Office)</b>	<b>66,885</b>	<b>123,718</b>	<b>110,700</b>	<b>123,718</b>	<b>123,718</b>	2% increase for Unrep EE's added
<b>Food Services</b>	<b>46,799</b>	<b>43,432</b>	<b>8,505</b>	<b>43,432</b>	<b>43,432</b>	
<b>Other Classified</b>	<b>850,830</b>	<b>850,830</b>	<b>201,737</b>	<b>850,830</b>	<b>850,830</b>	
<b>Impact Step and Column &amp; (Retro 3% 2015-16 Budget year only)</b>	<b>35,000</b>	<b>35,000</b>		<b>35,000</b>	<b>35,000</b>	Impact of Retro increases 4/16 & 5/16-//Step Column 16/17
<b>Proposed New Positions/Hours</b>	<b>(23,000)</b>	<b>(23,000)</b>		<b>(23,000)</b>	<b>(23,000)</b>	Salary Savings Proposed
<b>Classified Salaries</b>	<b>3,993,395</b>	<b>4,270,701</b>	<b>964,018</b>	<b>4,186,962</b>	<b>4,186,962</b>	
<b>Total Salaries</b>	<b>17,665,305</b>	<b>18,104,339</b>	<b>4,381,335</b>	<b>18,112,774</b>	<b>18,112,774</b>	
<b>STRS - Certificated (ER 12.58%)</b>	<b>1,719,926</b>	<b>1,740,272</b>	<b>416,642</b>	<b>1,751,867</b>	<b>1,730,867</b>	STRS refund for excess contributions (\$22k)
<b>PERS - Classified (ER 13.888%)</b>	<b>449,228</b>	<b>480,423</b>	<b>111,555</b>	<b>471,003</b>	<b>471,003</b>	
<b>OASDI Regular - Certificated</b>	<b>12,500</b>	<b>14,079</b>	<b>3,280</b>	<b>14,079</b>	<b>14,079</b>	
<b>OASDI Regular - Classified</b>	<b>247,590</b>	<b>264,783</b>	<b>60,709</b>	<b>260,010</b>	<b>260,010</b>	
<b>OASDI Medicare - Certificated</b>	<b>191,407</b>	<b>193,671</b>	<b>48,770</b>	<b>194,961</b>	<b>194,961</b>	
<b>OASDI Medicare - Classified</b>	<b>55,908</b>	<b>59,790</b>	<b>13,493</b>	<b>59,036</b>	<b>59,036</b>	
<b>Health &amp; Welfare Benefits - Certificated</b>	<b>2,133,274</b>	<b>2,083,213</b>	<b>683,442</b>	<b>2,083,213</b>	<b>2,083,213</b>	
<b>Health &amp; Welfare Benefits - Classified</b>	<b>903,678</b>	<b>946,093</b>	<b>323,433</b>	<b>946,093</b>	<b>946,093</b>	
<b>Unemployment Insurance - Certificated</b>	<b>7,890</b>	<b>7,890</b>	<b>2,705</b>	<b>7,890</b>	<b>7,890</b>	
<b>Unemployment Insurance - Classified</b>	<b>2,775</b>	<b>3,233</b>	<b>1,159</b>	<b>3,233</b>	<b>3,233</b>	
<b>Workers' Compensation - Certificated</b>	<b>137,950</b>	<b>137,925</b>	<b>83,946</b>	<b>137,925</b>	<b>137,925</b>	
<b>Workers' Compensation - Classified</b>	<b>52,141</b>	<b>51,521</b>	<b>30,936</b>	<b>51,521</b>	<b>51,521</b>	
<b>Other Employment Benefits - Certificated (LT Benefits)</b>	<b>483,000</b>	<b>483,000</b>	<b>59,947</b>	<b>483,000</b>	<b>483,000</b>	
<b>Other Employment Benefits - Classified (LT Benefits)</b>	<b>208,000</b>	<b>208,000</b>	<b>4,884</b>	<b>208,000</b>	<b>208,000</b>	
<b>Employee Benefits</b>	<b>6,605,267</b>	<b>6,673,892</b>	<b>1,844,901</b>	<b>6,671,832</b>	<b>6,650,832</b>	
<b>Total Salary &amp; Benefits</b>	<b>24,270,571</b>	<b>24,778,231</b>	<b>6,226,236</b>	<b>24,784,606</b>	<b>24,763,606</b>	
<b>Textbooks</b>	<b>258,088</b>	<b>258,088</b>	<b>12,298</b>	<b>258,088</b>	<b>258,088</b>	
<b>Instructional Materials</b>	<b>254,000</b>	<b>254,000</b>	<b>37,499</b>	<b>254,000</b>	<b>254,000</b>	
<b>Non-capitalized Equipment</b>	<b>50,000</b>	<b>50,000</b>	<b>17,673</b>	<b>50,000</b>	<b>50,000</b>	
<b>Other Supplies</b>	<b>112,500</b>	<b>112,500</b>	<b>26,022</b>	<b>116,250</b>	<b>116,250</b>	add 4k for educator effectiveness supplies
<b>Food Service Supplies</b>	<b>296,273</b>	<b>296,273</b>	<b>97</b>	<b>296,273</b>	<b>276,273</b>	Decrease in supplies by \$20k due to decrease in participation
<b>Books &amp; Supplies</b>	<b>1,405,637</b>	<b>970,861</b>	<b>93,589</b>	<b>974,611</b>	<b>954,611</b>	
<b>Personnel Services-Mileage</b>	<b>5,000</b>	<b>5,000</b>	<b>454</b>	<b>5,000</b>	<b>5,000</b>	
<b>Travel/Conference</b>	<b>60,000</b>	<b>60,000</b>	<b>23,668</b>	<b>90,000</b>	<b>90,000</b>	add 30k for educator effectiveness pd
<b>Due/Memberships</b>	<b>218,066</b>	<b>218,066</b>	<b>103,931</b>	<b>218,066</b>	<b>218,066</b>	
<b>Insurance</b>	<b>136,385</b>	<b>166,442</b>	<b>100,795</b>	<b>166,442</b>	<b>166,442</b>	adjusted premiums for student accident & umbrella levels of coverage
<b>Operation and Housekeeping Services</b>	<b>602,550</b>	<b>622,049</b>	<b>199,647</b>	<b>622,049</b>	<b>622,049</b>	
<b>Rentals/Leases/Repairs&amp;Noncapitalized Improvements</b>	<b>298,334</b>	<b>298,334</b>	<b>168,090</b>	<b>298,334</b>	<b>298,334</b>	
<b>Professional Consulting Services&amp; Operating Exp (5800, 5810, 5821, 5850, 5860)</b>	<b>2,304,690</b>	<b>2,304,690</b>	<b>609,439</b>	<b>2,511,709</b>	<b>2,501,709</b>	add 74k for educator effectiveness consulting, add placeholder for \$133,492 for college readiness block grant - decrease in food service consulting by \$10k due to decrease in participation

PALISADES CHARTER HIGH SCHOOL  
2016-2017 Updates as of 1/09/17

	2016-2017 Budget- Approved 06/7/16	2016-2017 Budget- Update 10/5/16	2016-2017 Actuals to 10/31/16	2016-2017 1st Interim Updates	2016-2017 Budget Update 1/9/17	Comments
<b>ADA ESTIMATES/ACTUAL FUNDED</b>	<b>2,836.04</b>	<b>2,836.04</b>	<b>2,836.04</b>	<b>2,836.04</b>	<b>2,836.04</b>	
<b>LCFF FUNDING PER ADA</b>	<b>9,016.95</b>	<b>9,049.45</b>	<b>9,049.95</b>	<b>9,049.95</b>	<b>9,049.95</b>	
<b>LCFF HIGH NEEDS PER ADA</b>						
<b>Pupil Transportation</b>	<b>434,777</b>	<b>434,777</b>	<b>56,418</b>	<b>434,777</b>	<b>434,777</b>	
<b>Communications and Other Expenses</b>	<b>203,883</b>	<b>203,883</b>	<b>22,947</b>	<b>203,883</b>	<b>203,883</b>	
<b>Services, Other Operating Exp</b>	<b>3,828,909</b>	<b>4,313,242</b>	<b>1,285,389</b>	<b>4,550,260</b>	<b>4,540,260</b>	
<b>Capital Outlay (6100-6500) -Total (Detail Below)</b>	<b>1,506,976</b>	<b>1,372,587</b>	<b>387,393</b>	<b>1,372,587</b>	<b>1,372,587</b>	
<b>Sites &amp; Improvement (6100)</b>	<b>81,000</b>	<b>81,000</b>	<b>28,980</b>	<b>81,000</b>	<b>81,000</b>	Prop 39 Improvements
<b>Bldgs &amp; Improvement (6200)</b>	<b>294,676</b>	<b>294,676</b>	<b>84,712</b>	<b>294,676</b>	<b>294,676</b>	Cap Ex Priorities (Incl. Permit/CTE)
<b>Equipment-Technology (6400)</b>	<b>1,050,250</b>	<b>915,861</b>	<b>234,173</b>	<b>915,861</b>	<b>915,861</b>	16/17 Capital Outlay Lowered cost of 9th Grade 1:1 Chromebooks
<b>Equipment/Furniture Replacement (6500)</b>	<b>81,050</b>	<b>81,050</b>	<b>39,527</b>	<b>81,050</b>	<b>81,050</b>	
<b>Depreciation Expense</b>	<b>689,645</b>	<b>629,645</b>	<b>629,645</b>	<b>629,645</b>	<b>629,645</b>	Lower Depreciation due to lower Cap. Exp.
<b>Interest</b>	<b>33,314</b>	<b>33,314</b>	<b>11,869</b>	<b>33,314</b>	<b>33,314</b>	Lower rates pd. On new Loan 16/17
<b>Indirect Cost (Total charter school supervisory oversight fees only)</b>	<b>265,722</b>	<b>257,947</b>	<b>82,480</b>	<b>257,947</b>	<b>257,947</b>	
<b>Total Expenses-Financial Reporting Basis</b>	<b>30,493,798</b>	<b>30,983,239</b>	<b>8,329,208</b>	<b>31,230,382</b>	<b>31,179,382</b>	
<b>Total Expenses-Cash Reporting Basis</b>	<b>31,311,129</b>	<b>31,726,181</b>	<b>8,086,956</b>	<b>31,973,324</b>	<b>31,922,324</b>	
<b>Financial Reporting Basis-Adjusted for Depreciation</b>	<b>970,186</b>	<b>858,482</b>	<b>786,771</b>	<b>816,483</b>	<b>852,928</b>	Includes Depreciation/Excludes Capital Outlay
<b>Net Reserve Fund Increase(Reduction)-Cash Basis</b>	<b>152,855</b>	<b>115,540</b>	<b>1,029,023</b>	<b>73,541</b>	<b>109,986</b>	



# Coversheet

## Aligning PCHS Mileage Rate with Federal/IRS Standards

**Section:** IV. Finance  
**Item:** D. Aligning PCHS Mileage Rate with Federal/IRS Standards  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** IV-E - Updated Mileage Rate 2017.pdf



**Los Angeles County  
Office of Education**

**INFORMATIONAL  
BULLETIN # 4512**  
Rev: 1/4/2017

9300 Imperial Highway, Downey, California 90242-2890 • (562) 922-6111

Debra Duardo, M.S.W., Ed.D., *Superintendent*

January 4, 2017

**TO:** Business, Payroll, and Personnel Administrators  
HRS District Coordinators  
Los Angeles County School and Community College Districts  
Charter Schools and Other Local Educational Agencies

**FROM:** April Reynolds, Payroll Systems Coordinator  
District Personnel Information Services  
Division of School Financial Services

**SUBJECT:** Year 2017 Federal Mileage Rate – 53.5 Cents

The Internal Revenue Service (IRS) has announced that effective **January 1, 2017**, the standard business mileage reimbursement rate for 2017 is decreasing to **53.5 cents per mile**. This change was made effective with IR-2016-169, which may be found at the website <https://www.irs.gov/uac/Newsroom/2017-Standard-Mileage-Rates-for-Business-Medical-and-Moving-Announced>, and is attached to this bulletin.

Mileage reimbursements incurred on or after January 1, 2017, are eligible for the new rate. The medical and moving mileage rates are also decreasing from 2015 rates to 17 cents per mile.

If a district mileage rate is not greater than the standard IRS rate and if each payment is substantiated by a written employee mileage claim for business use of a personal automobile, the IRS considers each payment as made under an accountable plan and not reportable as taxable compensation on an employee's W-2 statement. However, if the IRS standard rate is exceeded, the excess is taxable compensation and is subject to W-2 reporting, withholding tax, and Social Security and Medicare taxes, if applicable to the employee.

**Automobile Allowance/Mileage Allowance-AAL**

An automobile or mileage **allowance** is a fixed amount paid to an employee for business use of a personal automobile. Allowances are **not** based on claims for actual miles driven, are **not** reimbursements and are **not** under an accountable plan. As a result, the entire amount of an automobile or mileage allowance is considered taxable compensation by the IRS and is subject to applicable employment taxes (withholding, Social Security and Medicare) and must be fully reported on employee W-2 statements.

Year 2017 Federal Mileage Rate – 53.5 Cents

January 4, 2017

Page 2

The Human Resource System (HRS) permits use of earnings type AAL. If paid in HRS, AAL allowances are automatically included in employee W-2 statements and applicable taxes are applied to each payment.

Should you have any questions regarding this bulletin, please contact me at (562) 922-6424 or through my e-mail at [Reynolds\\_April@laco.edu](mailto:Reynolds_April@laco.edu).

Approved:  
Patricia Smith, Executive Director  
Business and Finance

AR:sm  
Attachment

SFS-A31-2016-2017



## 2017 Standard Mileage Rates for Business, Medical and Moving Announced

IR-2016-169, Dec.13, 2016

WASHINGTON — The Internal Revenue Service today issued the 2017 optional standard mileage rates used to calculate the deductible costs of operating an automobile for business, charitable, medical or moving purposes.

Beginning on Jan. 1, 2017, the standard mileage rates for the use of a car (also vans, pickups or panel trucks) will be:

- 53.5 cents per mile for business miles driven, down from 54 cents for 2016
- 17 cents per mile driven for medical or moving purposes, down from 19 cents for 2016
- 14 cents per mile driven in service of charitable organizations

The business mileage rate decreased half a cent per mile and the medical and moving expense rates each dropped 2 cents per mile from 2016. The charitable rate is set by statute and remains unchanged.

The standard mileage rate for business is based on an annual study of the fixed and variable costs of operating an automobile. The rate for medical and moving purposes is based on the variable costs.

Taxpayers always have the option of calculating the actual costs of using their vehicle rather than using the standard mileage rates.

A taxpayer may not use the business standard mileage rate for a vehicle after using any depreciation method under the Modified Accelerated Cost Recovery System (MACRS) or after claiming a Section 179 deduction for that vehicle. In addition, the business standard mileage rate cannot be used for more than four vehicles used simultaneously.

These and other requirements are described in [Rev. Proc. 2010-51](#). [Notice 2016-79](#), posted today on [IRS.gov](#), contains the standard mileage rates, the amount a taxpayer must use in calculating reductions to basis for depreciation taken under the business standard mileage rate, and the maximum standard automobile cost that a taxpayer may use in computing the allowance under a fixed and variable rate plan.

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*Page Last Reviewed or Updated: 13-Dec-2016*

Attachment No: 1  
Inf. Bul. No. 4511  
SFS-A31-2016-2017

# Coversheet

## PCHS Purchasing Procedures & Accounting Procedures

**Section:** IV. Finance  
**Item:** E. PCHS Purchasing Procedures & Accounting Procedures  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** IV-F - Potential Purchasing Flowchart -PCHS.pdf  
IV-F - Purchasing Guidelines.pdf

## Palisades Charter High School – Potential Purchasing Procedures



Submitted to board: 1/17/17

## Palisades Charter High School – Proposed Purchasing Guidelines

- All goods or services to be purchased on behalf of Palisades Charter High School require a purchase order request form (PO Request Form).
- PO request forms should be obtained directly from the finance office or Department/Program chair prior to purchasing the product/service.
- PO request forms for School Wide items approved in the Budget such as Furniture and Capital must be approved by the Operations Manager. If the item is technology related and or it is over \$10,000, Executive Director must approve the purchase. If the item is unbudgeted for, Executive Director must approve purchase.
- A completed PO request form, including vendor name, address, contact information, School Year Budget area (Program &/or Department) to be charged, order quantities, order description, unit cost , sales tax, delivery charges and extended costs must all be included on the PO request form. Quotes or estimates should be attached to PO requests. Incomplete PO request forms will be returned to the Department/Program Chair for completion by the requestor.
- Completed PO request form, with any supporting information must be approved by Department/Program Chair prior to order being placed
- Department/Program Chair is responsible for monitoring PO requests received to the Approved Budget amounts. Department/Program Chair is responsible to monitor that the PO being placed meets the needs of PCHS, complies with State standards, as applicable and contributes to the goals and vision established by the Board of Trustees.
- Approved PO request forms should be forwarded to the Purchasing Department for processing (Note: Any PO's for personal reimbursement must include all original receipts, copy of cancelled check, or credit card statement-showing requestor's name and item purchased and other supporting documentation)
- **Reimbursement guidelines:**
  - PCHS strongly encourages employees to purchase on credit from PCHS approved vendors for which payment can be made directly from PCHS to the vendor.
  - No reimbursements for gift cards. Gift cards are considered a gift of public funds and illegal by the State of California constitution.
  - Personal Reimbursements should be within budget and receive prior approval.
  - Any items ordered via personal reimbursement MUST be shipped to the school and not a personal home address. If being shipped to personal home address, proof of item received (i.e.: packing slip or shipping label) must be included along with the receipt
  - Any personal reimbursements over \$150.00 and without prior approval will require dual approval from the Department/Program Chair/Direct Supervisor AND a representative from Administrations
- Finance office will convert PO request into an official school purchase order to send to vendor. Department/program chair will receive a copy of official school purchase order form along with order placement confirmation.

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Board Meeting: 1/17/17

## Palisades Charter High School – Proposed Purchasing Guidelines

[Type text]

[Type text]

Board Meeting: 1/17/17



## Coversheet

### LAUSD Charter School Division (CSD) - Compliance Monitoring Checklist

**Section:** V. Governance  
**Item:** B. LAUSD Charter School Division (CSD) - Compliance Monitoring Checklist  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** V B Executive Director LAUSD Compliance Monitoring 01-17-17.pdf



## LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

333 South Beaudry Avenue, 20<sup>th</sup> Floor, Los Angeles, CA 90017  
Office: (213) 241-0399 ♦ Prop. 39: (213) 241-5130 ♦ Fax: (213) 241-2054

**MICHELLE KING**  
Superintendent of Schools

**Dr. FRANCES GIPSON**  
Chief Academic Officer  
Division of Instruction

**JOSÉ COLE-GUTIÉRREZ**  
Director, Charter Schools Division

### CHARTER SCHOOL COMPLIANCE MONITORING 2016-2017

Dear Charter School Governing Board President and Charter School Leaders:

As part of its oversight responsibility set forth in California Education Code § 47604.3, the LAUSD, through the Charter Schools Division (CSD), monitors each charter public school's compliance with applicable legal, charter, and policy requirements. Similar to last year, the CSD's compliance oversight process encompasses two important actions by each charter school:


- (1) Certification of Board Compliance Review: As part of the Governing Board's fulfillment of its fiduciary governance responsibility to ensure that the charter school complies with all applicable laws and other requirements, it is critical that the school's Governing Board periodically review, discuss, monitor, and modify, if necessary, the school's policies and systems for compliance with such requirements. **Please complete and sign the certification at the end of the attached document, *Compliance Monitoring and Certification of Board Compliance Review 2016-2017*, and return the entire document, including the relevant Board agenda(s) and minutes that document the Governing Board's review of these compliance items as attachments, to your assigned CSD administrator immediately after your next Board meeting (i.e., in the fall) and no later than March 17, 2017.**

The CSD is very much aware and acknowledges that governing boards provide fiduciary oversight and hire a leader (or leaders) to execute day-to-day operations and appropriately delegated functions. As part of the District's oversight process, this certification is intended to serve as a formal acknowledgement from charter school governing boards of their review and appropriate due diligence in these key areas as part of their own organizational oversight function. This annual certification also provides charter governing boards an opportunity to confirm with their school leadership that systems are/remain in place to fulfill these critical requirements that impact students, staff, and the public.

- (2) Documentation of Compliance: As we have historically done, the CSD will review documentation of compliance with several key legal requirements as part of this year's annual performance-based oversight visit to each charter school. To facilitate effective and efficient compliance review on the day of the visit, please adhere to the guidance provided in the *Annual Performance-Based Oversight Visit Preparation Guide 2016-2017* for the preparation of the school's compliance documentation. Please ensure that this documentation is current, complete, and accurate. The "Supporting Documentation" column of the table in the attached *Compliance Monitoring and Certification of Board Compliance Review 2016-2017* may provide useful support and assistance in this endeavor.

We appreciate your continued collaboration and cooperation as we work together so that all youth achieve in healthy and safe environments. Should you have questions, please contact your assigned CSD administrator.

Best wishes,



José Cole-Gutiérrez, Director  
Charter Schools Division

## COMPLIANCE MONITORING AND CERTIFICATION OF BOARD COMPLIANCE REVIEW 2016-2017\*

School Name: Palisades Charter High School

LAUSD Loc. Code: 8798

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
1. The charter school maintains timely and current verification of <b>criminal background and TB clearances</b> for all employees (including substitutes, part-time staff, and temporary employees) and contracting entities (service providers, vendors, and independent contractors). See, e.g., CA Ed. Code § 47605(b)(5)(F); CA Ed. Code §§ 45122.1 and 45125.1; CA Ed. Code § 49406.	Documentation that the school has at least one DOJ-confirmed Custodian of Records	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Completed and signed "Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2016-2017" form	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Completed and signed "Criminal Background Clearance Certification" for each faculty and staff member to certify criminal background clearance prior to employment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Certification of timely DOJ and TB clearances by all contracting entities	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Documentation of compliance with applicable volunteer clearance requirements, including tuberculosis (TB) risk assessment/clearance requirements under AB 1667	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Teachers of core/college preparatory subjects (including but not limited to English language arts, social studies, science, and mathematics) hold an EL Certification and a valid Commission on <b>Teacher Credentialing</b> Certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold per NCLB. See Ed. Code § 47605(1); <a href="#">NCLB HQ Resources (CDE)</a> .	For each certificated staff member: Credential(s) appropriate for the position(s) to which the person has been assigned	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Master schedule that shows all assignment(s) of each certificated staff member	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
3. The Charter Schools Division has been provided with, and parents have access to, the school's most current <b>contact information</b> for each Governing Board member and the <b>2016-2017 Board meetings calendar</b> . See current <i>District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions (DRL)</i> .	Accurate and updated school contact information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Accurate and updated list/roster of Governing Board members and contact information	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Calendar of Governing Board meeting dates	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Charter school complies with the <b>pre- and post-lottery and enrollment forms</b> guidelines. See <i>Admissions Requirements and Materials</i> (August 2011).	Lottery form and enrollment packet	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. Charter school shall ensure that staff receives annual <b>training on the charter school's health, safety, and emergency procedures</b> , and shall maintain a calendar for, and conduct, emergency response drills for students and staff including, but not limited to: a. Health, Safety and Emergency Preparedness Plan (School Safety Plan) (see, e.g., CA Ed Code 32280-32289) b. Child Abuse Mandated Reporter training (see AB 1432 (2014); Ed. Code § 44691; Penal Code § 11165.7) c. Blood borne Pathogens training (see 8 CCR § 5193)	Comprehensive Health, Safety, and Emergency Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Documentation of emergency drills and preparedness training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Documentation of timely and compliant Child Abuse Mandated Reporter training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Documentation of annual Blood borne Pathogens training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. The charter school has either implemented the LAUSD <b>English Learner Master Plan</b> or its own master plan in accordance to English Language Master Plan requirements. See current DRL.	EL Certification Form	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	EL Master Plan (if the school has not adopted the LAUSD EL Master Plan)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7. The charter school's school climate and student discipline systems and procedures align with LAUSD's <b>Discipline Foundation Policy</b> and <b>School Climate Bill of Rights</b> . See current DRL.	Description of the school-wide student behavior and discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Evidence of the tiered behavior intervention, alternatives to suspension, and school positive behavior support that the school provides	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
8. Charter School shall maintain all data involving placement, tracking, and monitoring of student <b>suspensions, expulsions, and reinstatements</b> , and make such outcome data readily available to the LAUSD upon request. The charter school submits student suspension and expulsion data to the Office of Data and Accountability on a monthly basis. See current DRL.	Monthly suspension and expulsion reports	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9. Charter School ensures that any and all school <b>communications, including the Parent Student Handbook</b> , are consistent with the provisions of school's approved charter as well as applicable law	Parent Student Handbook	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10. The charter school's occupancy and use of <b>facilities shall be in compliance</b> with applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards, and the Americans with Disability Act. See Ed. Code § 47610; current DRL.	Current and appropriate Certificate of Occupancy or equivalent for any school site not located on District property	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11. The charter school complies with all <b>federal and state laws related to public entities</b> , including, but not limited to: <ul style="list-style-type: none"> <li>• Ralph M. Brown Act, Gov. Code §§ 54950-54963</li> <li>• Political Reform Act, Gov. Code §§ 81000-91015</li> <li>• Public Records Act, Gov. Code §§ 6250-6276.48</li> </ul> <p>See current DRL.</p>	Board meeting agendas and minutes for the past 12 months	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Verification of compliant public posting of Board agendas	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Evidence of Brown Act training	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Forms 700	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	School policy for responding to Public Records Act requests	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12. The charter school ensures that its <b>Articles of Incorporation</b> are current and appropriate for the operation of the charter school.	Corporate papers, including any and all Articles of Incorporation (initial documents and any subsequent amendments), for entities affiliated with the charter school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13. <b>By-laws</b> are current and consistent with approved charter, Governing Board-approved, and signed by the Governing Board secretary.	Current and signed Board-approved bylaws	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
14. The charter school meets the provisions of eligibility and/or is a participant of state and <b>federal programs and/or grants</b> , including but not limited to, the following: Title I, II, III, and other programs, child nutrition programs, Prop 20 – State Lottery, Education Protection Act, Special Education §56000, SB 740, and all other federal and state programs in which the charter school participates.	[See “Fiscal Review” in the <i>Annual Performance-Based Oversight Visit Preparation Guide</i> for list of documentation to be provided to the CSD Fiscal Team]	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15. The charter school, as a recipient of federal reimbursement for the National School Lunch/Breakfast program and/or as a school on District property, has adopted a <b>Local School Wellness Policy</b> . See Healthy, Hunger Free Kids Act of 2010 (Public Law 111–296); Child Nutrition and WIC Reauthorization Act of 2004.  Note: Even if the charter school is not participating in the National School Lunch or Breakfast program, and is not located on District property, development and adoption of an equivalent Wellness Policy likely would benefit the school and its students.	Local School Wellness Policy, including evidence of stakeholder input in the development of the policy and annual progress report	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16. The governing board oversees the development of and approves/adopts the <b>stakeholder engagement</b> process, goals, actions, measurable outcomes, and expenditures in the school’s Local Control Accountability Plan (LCAP) and annual updates in consultation with teachers, staff, administrators, parents, and students. See Ed. Code § 47606.5.	Documentation of stakeholder engagement, including Board Meeting Agendas, Board Minutes, and LCAP	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17. The charter school ensures compliance with the LAUSD’s <b>Charter Public School Transparency Resolution</b> of January 12, 2016, the “Keeping Parents Informed: Charter Transparency” resolution, and if the charter school occupies a building on the AB300 list (seismic safety survey), it has posted a notice of such status in its main office.	Documentation of discussion by the Governing Board and compliance, if necessary, with the resolution, including Board Meeting Agendas and Board Minutes	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Compliance Requirements*	Supporting Documentation	COMPLIANT	NON-COMPLIANT
18. The charter school ensures that it is in compliance with all applicable state law regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time.	Documentation of compliance with the requirements, which may include but is not limited to, the name of the charter school's designee and the partial credit policy, if applicable	<input checked="" type="checkbox"/>	<input type="checkbox"/>
19. The charter school complies with all applicable requirements of the California Mathematics Placement Act of 2015. (Not applicable for elementary schools.)	Documentation of the adoption of the charter school's established policy in compliance with the California Mathematics Placement Act of 2015, including the Board Meeting Agendas and Board Minutes	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**CERTIFICATION OF BOARD COMPLIANCE REVIEW**

The undersigned hereby certifies that, on January 17, 2017, the Governing Board of Palisades Charter High School reviewed the school's compliance related policies, systems, and procedures.\*\*

Date(s)  
Name of Charter School

<small>Printed Name of Governing Board Chair</small>	<small>Signature of Governing Board Chair</small>	<small>Date Signed</small>

\*\*Please attach the relevant Board agenda(s) and approved minutes for the meeting(s) at which the Board has reviewed the school's compliance with the items listed above.

# Coversheet

## Executive Director / Principal (EDP) Report

**Section:** VII. Organizational Reports  
**Item:** A. Executive Director / Principal (EDP) Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** VII A\_1 Executive Director 01-17-17.docx  
VII A\_2 Executive Director Ca Charter School 01-17-17.docx





# PALISADES CHARTER HIGH SCHOOL

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## **PALISADES CHARTER HIGH SCHOOL BOARD OF TRUSTEES MEETING EXECUTIVE DIRECTOR AND PRINCIPAL REPORT JANUARY 17, 2017**

**New Main Office staff** – The PCHS Main Office welcomes two new team members. **Shelby Ladnier** is the Executive Assistant. **Louis Sarano** is the Communications Coordinator.

**Calendar Year Survey** – PCHS continues to gather input regarding the school year calendar. The deadline to complete the survey for PCHS parents has been extended to close of business on Friday, January 20. The survey has been sent to all current PCHS parents who have an email address listed in Infinite Campus. Those who wish to complete the survey can do so by contacting [dolphinupdates@palihigh.com](mailto:dolphinupdates@palihigh.com). Parents are asked to provide the name of their student to expedite the verification process. Parents of students who do not currently attend PCHS may share their input by contacting the Board of Trustees at [trustees@palihigh.org](mailto:trustees@palihigh.org) or [dolphinupdates@palihigh.org](mailto:dolphinupdates@palihigh.org).

The ASB Leadership class is developing a survey for students. A final schedule will be determined by a faculty vote.

LAUSD recently announced its plan for next year; school will start in mid-August, with a week off during Thanksgiving and three weeks off over the winter break, and the school semesters will be divided by the winter break. This schedule was approved by the LAUSD board for one year.

### **New student support programs in 2017-18:**

1. **Peer Mediation** – PCHS is launching a Peer Mediation program in early February. A two-day training will be conducted by the Asian Pacific Dispute Resolution Center. Peer mediation is a process that helps students resolve problems they are having with other students. At a peer mediation session, the students who are involved talk about what is bothering them and with the help of their peer mediators, ultimately reach a solution that each student finds acceptable. In fact, the agreement is built by the students who are having the problem; the mediators are only there to provide guidance. Types of conflict include: rumors/gossip, fights/potential fights, disagreements/arguments, misunderstandings, bullying, any conflict between two or more students. The adults involved will determine if and when peer mediation is appropriate. For example, in the situation of a physical fist fight, peer mediation would occur after discipline.
  
2. **Y Lunch Club - YMCA Lunch sessions** PCHS is  
launching a lunch club run by Kia Green through the YMCA. Topics include:
  - a. What makes a good leader?
  - b. Making my community a better place
  - c. College prep topics
  - d. Resume building
  - e. Interview help

#### 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



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- f. Time management
- g. Stress management

The program is open to all students and will be held twice weekly. Dates, location, and time to be announced later in January.

3. **SHADES Teen Court** – *In partnership with the LA Superior Court, the Museum of Tolerance provides youth juror training for a specialized Teen Court, focusing on bullying incidents rooted in prejudice and bias. SHADES stands for Stop Hate and Delinquency by Empowering Students. SHADES Teen Court is an intervention program which provides selected juvenile offenders with the opportunity to be questioned, judged, and sentenced by a jury of their peers. The program diverts young people from the formal court system and promotes restorative justice through innovative sentencing. The Los Angeles Superior Court's Teen Court program operates at over 30 LA County schools. Through SHADES, the student jurors and their adult partners promote understanding of the negative impact of bias on the community, and advance hate crime and incident prevention through community service sentencing. This information and more about the SHADES program (SHADES" Stop Hate and Delinquency by Empowering Students") is located online at [www.museumoftolerance.com](http://www.museumoftolerance.com). PCHS is working to have this program in place for the 2017-18 school year.*

## **Safe Zone Resolution and Los Angeles Advocacy Council collective letter (included in materials)**

The Los Angeles charter community is committed to protecting students and staff from any federal policy proposals that could threaten their rights and dignity. Charter schools are working collectively with the CA Charter Schools Association (CCSA) to coordinate efforts to ensure school communities are safe and protected from potential policies that might threaten the unity of these communities. These efforts include the adoption of "safe zone" resolutions, trainings on Deferred Action for Childhood Arrivals led by immigration experts, and community fairs to make pro-bono assistance available to school communities.

The Los Angeles Advocacy Council (LAAC) – a 17-member leadership council committed to improving the landscape for local charter schools – coordinated the **Stand for Children collective letter** (included in materials) in support of Dreamers. PCHS joined the Charter School Growth Fund (CSGF), CCSA, numerous charter schools, and other advocacy organizations in signing.

## **Second semester professional development opportunities for faculty**

7<sup>th</sup> period professional development

[Academic Conversations](#) 1/26, Monica Iannessa, AA Room

[Differentiation in Mathematics](#) 1/18, Cheryl Onoye, D206

[Human Rights Curriculum](#) 1/18, Myrna Cervantes, A207

[Infinite Campus](#) 1/12, Minh Ha Ngo, D204

[Lesson Planning](#) 1/19, Monica Iannessa, AA Room

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[Mindfulness in the Classroom](#) 1/17, Sarah Crompton, AA Room

[Schoology](#): 1/12, "The Simplicity of the Schoology Quizzes", Steve Burr, E206

1/10, "Accessing Archived Courses and Other Tips & Tricks"

1/11, "Accessing Archived Courses and Other Tips & Tricks"

[Self-Care](#) 1/20 & 1/27 Julie Benke, G203 & outside, 7th Period

[Tech Efficient Tools and Practice at Pali](#) 1/17 - 1/19, Alex Van Name, G201, 7th period

[Pear Deck Interactive Lessons](#) 1/9 - 1/13, John Vieira, G204, 7th period

[CTE Coaching](#) January 23, Donna Mandosa, AA Room, 7th Period

[Digital Portfolios](#) January 30, Donna Mandosa, AA Room, 7th Period

[Create a New Course](#) February 6, Donna Mandosa, AA Room, 7th Period

[Ready, Set... Present!](#) February 27, Donna Mandosa, AA Room, 7th period

[Student Driven Inquiry](#) March 6, Donna Mandosa, AA Room, 7th Period

[Climate and Culture in the Classroom](#) 1/23, Crystal Adams, D203, 7th period

## **EDP professional development in January**

Governor's Budget Workshop sponsored by School Services in Garden Grove on January 18

504 Legal training in Pasadena on January 19 and 20

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## California Charter School Association Los Angeles Advisory Council

### Education Leader DACA Sign-On Letter

As leaders in public education, we seek to provide children with the skills they need to thrive, pursue their goals, and contribute to American society.

The Deferred Action for Childhood Arrivals (DACA) program is crucially important to public education across the country, from preschool to 12<sup>th</sup> grade. Passage of the DREAM Act would help us realize the potential of the children in our classrooms today. We believe students brought to the U.S. as children must be able to pursue an education without the threat of deportation, and have a pathway to fully participate in American society as citizens. To be clear, these are young people in whom we already have invested. They are part of our community, and as graduates they have the capacity to contribute to our economy and society.

DACA also enables college graduates to work as teachers. Teachers in the U.S. under DACA fill a tremendous need in a shortage area for many school systems; many are bilingual and have graduated from top universities. Since they share similar backgrounds with many students, these teachers also have a deep impact as role models. DACA teachers help schools to be safe, supportive, thriving academic and social environments that prepare young people for college, the workplace, and flourishing lives. If DACA is discontinued, without passage of the DREAM Act, our schools will lose these vitally important teachers.

Out of concern for children and the strength of our nation, we respectfully call on officials at the highest levels of power to address this issue in an urgent way. Students must be able to attend school and graduate with a clear path toward a productive future, and teachers who were brought here as children must be able to continue to strengthen our schools and our nation.

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# Coversheet

## Chief Business Officer (CBO) Report

**Section:** VII. Organizational Reports  
**Item:** B. Chief Business Officer (CBO) Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** VII-B1 - CBO Report 1.17.17.docx  
VII-B2 - Credit Card - 11-28-16 statement.pdf



# Palisades Charter High School

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## CBO REPORT

JANUARY 17, 2017

## BOARD OF DIRECTORS MEETING

### 2015-2016

#### Tax Return

- We have begun to compile the financial information for our IRS Form 990 tax return with our outside auditors. The filing deadline is May 15<sup>th</sup> but the return will be provided to the Board for their review (in February meeting)

### 2016-2017

- Our Total Unrestricted Cash Balances at the end of December 2016 was \$8.4 Million (November 2016 was approx. \$7.1 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. Quarterly EPA Funds of approx. \$1.1 million were received in December.
- College Readiness Block Grant Funding

This funding grant for the \$133,492 will be received this year (50% received in December) and can be spent over the next 2 years (2016/17 to 2017/18). While we have outlined a number of areas to spend these funds, a full budget will be developed and presented to the Board when stakeholders have had a chance to provide input.

#### Enrollment

- **NO CHANGE FROM DECEMBER**-The enrollment for 2016-2017 at the end of Month 4 (December 2nd) as 2,966 (2,974 in Month 3). The Attendance Office is monitoring enrollment levels to meet the Budgeted 2,950 Enrollment Average for the 2016-2017 School Year. They will be bringing in approximately 20 students from the waiting list during the semester break in anticipation of check outs for the remainder of the year. Cumulative ADA through Month 4 was 2,872 @ 96.6% (2,871 @96.7% Month 4 in 2015/16). Budgeted ADA for 2016-17 is 2,836.



# Palisades Charter High School

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## CBO REPORT

JANUARY 17, 2017

### BOARD OF DIRECTORS MEETING

#### Cafeteria

- We have begun to prepare a proposal (RFP) to bid for Cafeteria Services for the 2017-2018 School. The RFP is required to be posted for 90 days to allow responses.

#### Consolidated Application (CARS)

- The application window will be opening this month for the Consolidated Application (CARS) which will be required to be submitted by the end of February 2017. This semi-annual application covers Federal Funding updates for Title I and Title II Programs. Board Approval will be sought for this application and the completed forms will be made available to all stakeholders.

#### Banking

- We have held multiple meetings with Cathay Bank to move our Depository relationship as approved by Board in November. We have started to migrate the current Bank of the West accounts this month and expect to complete the transition no later than the end of February.
- We are including our new report with detailed Credit Card transactions initiated in the prior month. This will be a regular report to accompany the CBO report.

#### Other

- The First Interim Financial Report with Actual Revenues/Expenditures through October filed by the December 15<sup>th</sup> deadline and separate Full Year multi-year projections for 2016-2017 information, are attached for review & discussion.
- A very productive full-day meeting was held with the CBO's & Finance Managers of Granada, Birmingham & Pali. Topics included areas such as: LACOE & LAUSD (including Special Ed) opportunities and future meetings; Technology, banking, investments, Benefit issues, uniform accounting/financial policies & procedures, operational & cafeteria opportunities. Future meetings will continue and hope to include the addition new CBO of El Camino Real (TBD).

#### 2016-2017 ASB

- Webstore/POS upgrade update: webstore go-live date is January 17<sup>th</sup>. You can check out the store at <https://squareup.com/store/palihighasb> Student store will begin accepting credit cards by the end of January.

Palisades Charter High School  
 Credit Card Reconciliation Form  
 For the Period of: 11-29-16 to 12-29-16

PLEASE COMPLETE

\*\*For finance use only\*\*

Date	Vendor	Description of Expense	Cardholder	Requested By	Amount	Board Approval Required?	Resource	Budget Category
11/30/2016	VONS Store00022665	LTSP Meeting	GREGORY WOOD	PAMELA MAGEE	21.76		20150	4390
12/1/2016	STAPLES 00103366	office supplies	PAMELA MAGEE	PAMELA MAGEE	32.69		00000.0	4390
12/1/2016	STAPLES 00111229	office supplies	PAMELA MAGEE	PAMELA MAGEE	32.84		00000.0	4390
12/1/2016	DOMINO'S 8546	PESPU lunch	GREGORY WOOD	AMY NGUYEN	170		00000.0	4390
12/6/2016	VONS Store00022665	meeting materials	PAMELA MAGEE	PAMELA MAGEE	80.9		00000.0	4390
12/7/2016	VONS Store00022665	meeting materials	PAMELA MAGEE	PAMELA MAGEE	25.55		00000.0	4390
12/9/2016	GRAND HYATT SAN DIEGO	Charter Schools Development Center Conference	PAMELA MAGEE	PAMELA MAGEE	208.78		00000.0	5220
12/13/2016	LATE FEE		PALISADES CHARTER HS		25		00000.0	5803
12/14/2016	CTC*CONSTANTCONTACT.C	subscription- newsletter	PAMELA MAGEE	PAMELA MAGEE	90		00000.0	5310
12/14/2016	TRUMBA CORPORATION	subscription- online calendar system	PAMELA MAGEE	PAMELA MAGEE	79.96		00000.0	5310
12/16/2016	DOMINO'S 8546	meeting materials	PAMELA MAGEE	PAMELA MAGEE	95		00000.0	4390
12/27/2016	BC.BASECAMP 3 3348953	subscription - workflow software	PAMELA MAGEE	PAMELA MAGEE	79		00000.0	5310
12/28/2016	PURCHASE *FINANCE CHARGE*		PALISADES CHARTER HS		43.68		00000.0	5803

Grand Total **985.16**



# Coversheet

## Director of Operations Report

**Section:** VII. Organizational Reports  
**Item:** C. Director of Operations Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** VII C Director Operations Report 1-17-17.docx



# PALISADES CHARTER HIGH SCHOOL

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## PALISADES CHARTER HIGH SCHOOL

### BOARD OF TRUSTEES MEETING

Director of Operations Report

January 17, 2017

1. ALICE training conducted for Faculty and Staff with a campus security assessment walkthrough and recommendations for improvement.
2. The final build out of the Main office business area has been completed to include new cabinets, repaired plumbing, paint, etc.
3. Women's restroom located in the Copy room has been refreshed.
4. Mercer Hall door edge guards have been installed and the entire room refreshed and repainted.
5. A security gate for Mercer Hall box office has been installed.
6. The underground steam line loop that carries hot water to every building on campus for heat has been repaired.
7. A broken underground main water valve has been removed and replaced at Temescal.
8. The gymnasium floors have been cleaned and resurfaced.
9. Recent perimeter fencing vandalism has been repaired.
10. Over 150' of new fencing with gate has been installed at the ball field.
11. Air handlers were serviced over the winter break.
12. A bleacher quote has been received for repairs to the seating and rails in the gymnasium. Expect to green light shortly.
13. The gutters have been cleaned and repaired in various spots around campus.
14. Met with LAUSD engineers again to go over the gymnasium air conditioning design and the phasing for installation.
15. Venting for air circulation was installed in the Data Management office with finish work expected next week.
16. Replaced (8) electrical key switches to a modern style flip switch in "A" Building.
17. Replaced (2) defective ballast in U110.
18. Upgraded (4) light fixtures to LED flush mount with occupancy sensors in copy room restrooms and main office kitchen.
19. Repaired (8) door closers, including E109, E207, A202, and F201.
20. Mounted (4) new speakers for the Tech Dept. in rooms D204, F206.
21. Removed fence gate in the girls' basketball office per LAUSD inspection.
22. Replaced the casters on the librarian book carts.
23. Installed (10+) new tampon stations in all of the girl's restrooms per leadership request.
24. Repainted the cafeteria kitchen, patched walls where needed, and replaced the missing ceiling tile.

#### 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*

25. Refreshed the cafeteria kitchen storeroom in accordance with the recent health inspection findings.
26. Installed (10) new corkboards on the 1<sup>st</sup> & 2<sup>nd</sup> level hallways per leadership request.
27. Repaired the HR shredder.
28. Replaced (2) broken electrical outlets in the gym and snack shop.
29. Installed new sink water hoses, new faucet, dual flush handles, and the valve diaphragms in the Women's copy restroom.
30. Replaced the damaged floor tile and repaired the concrete sub floor in the Women's copy room restroom.
31. Patched and repainted the Men's copy restroom.
32. Replaced (10) damaged floor tiles in G101 identified during the LAUSD inspection.
33. Demolished the storage room next to football stadium visitor Men's restroom to expand for wheelchair access.
34. Repaired G201 sink from damage caused by student projects with sand.
35. Installed a new water valve for the Pure Water Technology fountain located in J110.
36. The emergency water supplies were distributed to classrooms and offices.
37. Repairs made to the Girl's gym locker room restroom, to include new valves and faucet.
38. Replaced all of the lights in both gyms with new energy efficient.
39. Installed new wall brackets for projector screens in (5) rooms. C206, C203, U111, F102, U101.
40. Repaired Mercer Hall restrooms.
41. Installed (6) new hanging wires in F201 for student projects in accordance with LAUSD guidelines.
42. Large Quad outside columns fully painted from D – G buildings.
43. Renovated and refreshed Boys building E and G 1<sup>st</sup> floor restrooms.
44. Painted and refreshed PE ballroom.
45. The Temescal Boys & Girls restrooms have been painted and refreshed.
46. The gym and snack shop has been painted in our school colors.
47. Painted the Cafeteria entrance doors.
48. The "A" building 2<sup>nd</sup> floor boy's restroom stalls and entrance door has been painted.
49. All outdoor school benches have been repainted.
50. Johnson Tree was brought in to remove the dead trees from the baseball outfield and trimmed the palm trees in same area.

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# PALISADES CHARTER HIGH SCHOOL

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51. Cleared the mudslide from an overflow of the city drain on Sunset that caused damage to the outfield fence during the winter break rainstorm.
52. Trimmed trees as a good neighbor above football stadium for Erskine Street.
53. Refreshed bark/chips in our planters along Bowdoin in front of school.
54. Reseeded grass areas Quad, Gilbert, and the sections along "C and D" buildings.
55. Repaired the (3) damaged sprinklers located to the rear of the blacktop bleachers.
56. Repaired and replaced large water valve that caused massive flooding to the secondary baseball field entrance.
57. Detailed and cleaned all classrooms and offices during winter break.
58. Machine scrubbed all student and faculty restroom floors.
59. Machine scrubbed the cafeteria floor.
60. Shampoo vacuumed library carpet
61. Stripped and waxed Mercer/Mercer Music, Gilbert Hall, "A" building, Faculty lounge, and the gymnasium hallways.
62. Power washed the covered eating area and outside walkways.
63. Installed 3 new time clocks in main office, J building, and the pool.
64. Repaired the PA volume controls.
65. Added additional electrical outlets for A205.
66. Added electrical outlets for gymnasium snack shop.
67. Installed electrical outlets in the basketball locker room.
68. Installed additional light covers for stadium lighting parking lot.
69. Repaired the light timers in "C" "F", and "A" buildings.
70. Repaired the emergency lights in Gilbert Hall.
71. Installed the new Rose Gilbert brass plaque in Gilbert Hall.
72. Installed new circuit breakers in "J" building mechanical room.

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# Coversheet

## Human Resources Director (HR) Report

**Section:** VII. Organizational Reports  
**Item:** D. Human Resources Director (HR) Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** VII D HR Report 01-17-17.pdf



# PALISADES CHARTER HIGH SCHOOL

*More Than 50 Years of Innovation and Excellence*

## Human Resources Board Report January 17, 2017

### Elections/New Hires: (Temporary/Contract)

Name	Classification/Position	Funding Source	Effective Date
Danielle Foley	Temporary PE Teacher	General	January 9, 2016
Edgar Alas	Temporary Social Science Teacher	General	January 11, 2016
Shawn Gettins	Substitute Teacher	General	January 12, 2016

Staffing and Recruitment: Siquia Harris will be attending a Recruiting and Career Fair at UCLA on January 18<sup>th</sup>, 2017. We will be increasing the profile of Palisades Charter High School as an outstanding educational facility that offers the best place for faculty and in turn we will be seeking a strong diverse faculty through recruitment. The best candidates search for open positions in March and April. In order to facilitate timely notice from current employees regarding their own retirement plans we will be offering an early notification incentive. A signed resignation notice turned into the Human Resources office by March 1<sup>st</sup> will allow an employee to be eligible for the \$1,000 incentive.

Retirement: CalSTRS and CalPERS - On Tuesday, January 10<sup>th</sup>, 2017 the Los Angeles County Office of Education retirement services held a workshop on campus. Over 40 employees were able to take advantage of the workshop to ask questions and review the CalSTRS and CalPERS retirement benefits.

Professional Development: PCHS continues to stress the importance of professional development for our staff. All of the mid-management employees will be attending individual professional development classes or conferences this spring. The College Center staff will be attending a women's conference on February 24<sup>th</sup> 2017 for knowledge as well as team building.

Classified: An ADP payroll time clock and time keeping system has been implemented. The ADP system will improve timekeeping and streamline HR to payroll functionality. Employees are able to view their full payroll and time clock history and summaries.

Benefits: On Wednesday, January 25<sup>th</sup>, 2017 SISC will hold a Health and Wellness screening program. This will be held on campus in the staff cafeteria and is open to all staff. In addition to standard cholesterol, blood and health screenings employees will be eligible to receive a \$30 Amazon spending code upon participation.

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# Coversheet

## Director of Development Report

**Section:** VII. Organizational Reports  
**Item:** E. Director of Development Report  
**Purpose:** FYI  
**Submitted by:**  
**Related Material:** DirDev Report 011717.docx



Board of Trustees Meeting  
Development Report  
January 17, 2017

- Received \$5,000 from the Lewis A. Kingsley Foundation for “Pali Cares” Program
- Received \$5,000 from the Ted & Rita Williams Foundation for the PCHS Education Foundation
- Received \$2,820 in donations for the PCHS Education Foundation
- Received \$78,471.76 in donations for the Tech Equity Campaign
- Received \$12,515.42 in net proceeds from the Education Foundation Holiday Boutique
- Total Funds Raised to date \$103,807.18

Pending grants:

- William C. Bannerman (\$10,000) Final notification 3/15
- Caruso Family Foundation (\$50,000) Final notification 1/31
- Pacific Palisades Women’s Club (\$5,000) Final notification 2/28

Letter of Inquiry sent:

- Edwin W. Pauley Foundation (\$20,000) renovation/resurfacing existing tennis courts



# Coversheet

## Approval of Field Trips

**Section:** X. Consent Agenda  
**Item:** B. Approval of Field Trips  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Field Trip BoT Item B\_1 01-17-17 San Diego.pdf  
Field Trip BoT Item B\_2 01-17-17 Catalina Island.pdf  
Field Trip BoT Item B\_5 01-17-17 Whale Watching.pdf

Submit by Email

Print Form

**Palisades Charter High School**

**REQUEST FOR APPROVAL OF SCHOOL-ORGANIZED TRIP FOR STUDENTS**

Check the appropriate box:  Field Trip       School Journey       Curricular Trip       Athletic Trip  
 Curricular Buss Tour       OTHER (Describe) \_\_\_\_\_

Name of School: **Palisades Charter High School**      Employee Supervising trip: MIKE VOELKEL      Certified \_\_\_\_\_ Non-Cert. \_\_\_\_\_  
 Telephone Number: (310) 230-6623      Grade levels (Circle) 9 10 11 12 OTHER \_\_\_\_\_

1. Destination: SAN DIEGO      Are admission fees charged? Yes YES No \_\_\_\_\_  
 2. Dates of Trips: APRIL 10, 11, 12, 13 <sup>spring break</sup>      3. Number of Students: 18 Number of adults: 4  
 4. Name and employee number of employee who will go on trip: MICHAEL VOELKEL

5. Substitute required? Yes \_\_\_\_\_ No ✓ How Many? \_\_\_\_\_ Source of funds: BASEBALL ACCOUNT  
 6. Time schedule required by school: Leave School N/A Arrive destination N/A  
 Leave destination N/A Return school N/A  
 7. Duration of trip: Less than one day \_\_\_\_\_ One day \_\_\_\_\_ Overnight X (if overnight, how many days?) 3  
 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 BASEBALL TOURNAMENT

10. Source of funds for trip: BASEBALL ACCOUNT

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 ✓ spring break  
 13. If hiking or camping activity:  
N/A a. Have the ranger, sheriff, police or other emergency personnel been notified of intent to be in the area?  
 Yes \_\_\_\_\_ No \_\_\_\_\_  
N/A b. Has the area been checked for potential hazards? Yes \_\_\_\_\_ No \_\_\_\_\_  
N/A c. Has the School Police Department been notified of the trip? Yes \_\_\_\_\_ No \_\_\_\_\_

**APPROVALS:**  
 Principal or Asst. Principal: [Signature] Date: 1/11/2017  
 Board of Trustees\* \_\_\_\_\_ Date: \_\_\_\_\_

\* ONLY TRIPS INVOLVING SITES NOT ON APPROVED LIST MUST BE PROCESSED THROUGH THE PALISADES CHARTER HIGH SCHOOL BOARD OF TRUSTEES.

CIMI TRIP 3/1 - 3/3

Submit by Email

Print Form

Palisades Charter High School

REQUEST FOR APPROVAL OF SCHOOL-ORGANIZED TRIP FOR STUDENTS

Check the appropriate box: [X] Field Trip [ ] School Journey [X] Curricular Trip [ ] Athletic Trip [ ] Curricular Buss Tour [ ] OTHER (Describe) \_\_\_\_\_

Name of Employee Certified [X] School: Palisades Charter High School Supervising trip K. NEWBILI Non-Cert. \_\_\_\_\_

Telephone Number (310) 230-6623 Grade levels (Circle) 9 10 11 [2] OTHER \_\_\_\_\_

1. Destination CATALINA CRUISE @ LONG BEACH (NEAR QUEEN MARY) CIMI CAMP / CATALINA ISLAND Are admission fees charged? Yes [X] No \_\_\_\_\_

2. Dates of Trips MARCH 1, 2, 3 2017 3. Number of Students 80 Number of adults 5

4. Name and employee number of employee who will go on trip: K. NEWBILI J. AGIUS

5. Substitute required? Yes [X] No \_\_\_\_\_ How Many? 2 FOR 3 DAYS Source of funds DONATIONS TO TRUST ACCT

6. Time schedule required by school: Leave School 7 AM ON 3/1 Arrive destination 8:30 AM Leave destination 2 PM ON 3/3 Return school 4 PM ON 3/3

7. Duration of trip: Less than one day \_\_\_ One day \_\_\_ Overnight [X] (if overnight, how many days?) 3 DAYS

8. Method of transportation: School bus (indicate number required) 2 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 MARINE BIOLOGY CAMP

10. Source of funds for trip PARENT DONATIONS

NOTE: It is illegal to charge students or parents for participation in any activity for which ADA will be taken.

11. Have the locations of the nearest emergency facilities been obtained? Yes [X] No \_\_\_\_\_

12. Have forms for parent's or guardian's permission been obtained? Yes [X] No \_\_\_\_\_

13. If hiking or camping activity:

a. Have the ranger, sheriff, police or other emergency personnel been notified of intent to be in the area?

Yes [X] No \_\_\_\_\_

b. Has the area been checked for potential hazards? Yes \_\_\_ No \_\_\_\_\_

c. Has the School Police Department been notified of the trip? Yes \_\_\_ No \_\_\_\_\_

APPROVALS:

Principal or Asst. Principal Pam Magee Date: 1/11/17

Board of Trustees\* \_\_\_\_\_ Date: \_\_\_\_\_

\* ONLY TRIPS INVOLVING SITES NOT ON APPROVED LIST MUST BE PROCESSED THROUGH THE PALISADES CHARTER HIGH SCHOOL BOARD OF TRUSTEES.

CIMI TRIP 3/1-3/3

Palisades Charter High School  
 Transportation Office  
 15777 Bowdoin St.  
 Pacific Palisades, CA 90272



### Bus Request Form

Event Date:	ONE WAY MARCH 1, 2017		MARCH 3, 2017	
Destinations: Full Address	#1 CATALINA CLASSIC CRUISES 1046 QUEENS HWY. LONG BEACH, CA. 90802		#2 ONE WAY PICK ← UP ON FRI. 3/3 @ 2PM	
Storage Needs, Special Instruction	LUGGAGE & SLEEPING BAGS FOR 85 PEOPLE			
Pick-Up Time from PCHS	3/1/17 6:50 AM	Departure Time: (From Destination1)	ARRIVE BY 8:30 AM	Arrival Time: (To Destination2)
	3/3/17 PICK UP @ BOAT	Departure Time: (From Destination2)	2 PM	Arrival Time: (Back to PCHS)
No. of Students	80	No. of Adults	5	Total No. of Passengers
				85

Requested by: K. NEWBILL

For: \_\_\_\_\_

Department: SCIENCE Ext: \_\_\_\_\_ Email: knewbill@palihigh.org

Requester Signature: [Signature] Date: 1/10/17

For Use by Transportation Office Only:

Number of Buses Needed (Including Size): \_\_\_\_\_

Base Price:	
Overtime:	
Extra Mileage:	

Total Price:  
 (Approximately) \_\_\_\_\_

Bus Ordered on: \_\_\_\_\_ Requester Notified by: Email / Phone / Person

Request Completed by: \_\_\_\_\_ Date: \_\_\_\_\_

WHALE WATCHING 5/10/17

Submit by Email

Print Form

Palisades Charter High School

REQUEST FOR APPROVAL OF SCHOOL-ORGANIZED TRIP FOR STUDENTS

Check the appropriate box: [X] Field Trip [ ] School Journey [ ] Curricular Trip [ ] Athletic Trip [ ] Curricular Buss Tour [ ] OTHER (Describe) \_\_\_\_\_

Name of Employee Certified [X] School: Palisades Charter High School Supervising trip K. NEWBILI Non-Cert. \_\_\_\_\_

Telephone Number (310) 230-6623 Grade levels (Circle) 9 10 11 [2] OTHER \_\_\_\_\_

1. Destination WHALE WATCHING DOCK 52 13552 FIJI WAY MDR 90292 Are admission fees charged? Yes [X] No \_\_\_\_\_ 2. Dates of Trips MARCH 20 & 21, 2017 3. Number of Students 50 Number of adults 5 4. Name and employee number of employee who will go on trip: K. NEWBILI

5. Substitute required? Yes [X] No \_\_\_\_\_ How Many? 1 PER DAY Source of funds MAR. BIO. TRUST ACCT.

6. Time schedule required by school: Leave School 8 AM Arrive destination 8:30 AM Leave destination 1:30 PM Return school 2:00 PM

7. Duration of trip: Less than one day [ ] One day [X] Overnight [ ] (if overnight, how many days?) \_\_\_\_\_

8. Method of transportation: School bus (indicate number required) 1 PER DAY 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 WHALE WATCHING

10. Source of funds for trip MAR. BIO. TRUST ACCT

NOTE: It is illegal to charge students or parents for participation in any activity for which ADA will be taken.

11. Have the locations of the nearest emergency facilities been obtained? Yes [X] No \_\_\_\_\_

12. Have forms for parent's or guardian's permission been obtained? Yes [X] No \_\_\_\_\_

13. If hiking or camping activity: a. Have the ranger, sheriff, police or other emergency personnel been notified of intent to be in the area? Yes [ ] 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 [Signature] Date: 1/11/17 Board of Trustees\* \_\_\_\_\_ Date: \_\_\_\_\_

\* ONLY TRIPS INVOLVING SITES NOT ON APPROVED LIST MUST BE PROCESSED THROUGH THE PALISADES CHARTER HIGH SCHOOL BOARD OF TRUSTEES.

WHALE WATCHING 3/20 & 21

Palisades Charter High School  
 Transportation Office  
 15777 Bowdoin St.  
 Pacific Palisades, CA 90272



### Bus Request Form

Event Date:	3/20 & 3/21				
Destinations: Full Address	#1 DOCK 52 13552 FIJI WAY MARINA DEL REY, CA. 90292			#2	
Storage Needs, Special Instruction					
Pick-Up Time from PCHS	8 AM	Departure Time: (From Destination1)	8:30	Arrival Time: (To Destination2)	
		Departure Time: (From Destination2)	1:30	Arrival Time: (Back to PCHS)	2 PM
No. of Students	50 EACH DAY	No. of Adults	5 EACH DAY	Total No. of Passengers	55 EACH DAY

Requested by: NEWBIR

For: NEWBIR

Department: SCIENCE Ext: \_\_\_\_\_ Email: \_\_\_\_\_

Requester Signature: [Signature] Date: 1/10/17

For Use by Transportation Office Only:

Number of Buses Needed (Including Size): \_\_\_\_\_

Base Price:	
Overtime:	
Extra Mileage:	

Total Price:  
 (Approximately) \_\_\_\_\_

Bus Ordered on: \_\_\_\_\_ Requester Notified by: Email / Phone / Person

Request Completed by: \_\_\_\_\_ Date: \_\_\_\_\_