



Palisades Charter High School

Board Meeting

Date and Time

Tuesday May 16, 2017 at 5:00 PM PDT

Location

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

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

SUPPORTING DOCUMENTATION:

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

ALL TIMES ARE APPROXIMATE AND ARE PROVIDED FOR CONVENIENCE ONLY:

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

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.

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
Deanna Hamilton	Robert Rene

Student Liaison: Ben Makhani

PCHS Management:

Dr. Pamela Magee, Executive Director / Principal
Gregory 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

February 21, 2017 Regular Meeting

Approve minutes for Board Meeting on February 21, 2017

E. Approve Minutes

March 14, 2017 Regular Meeting

Approve minutes for Board Meeting on March 14, 2017

F. Approve Minutes

April 18, 2017 Regular Meeting

Approve minutes for Board Meeting on April 18, 2017

II. Organizational Reports

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

III. Board Committees (Stakeholder Board Level Committees)

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

IV. Board Committees (Board Members Only)

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

V. Academic Excellence

Academic Excellence

- A. Progress Update on Schoolwide Goals
- B. Non-School Sponsored Field Trip Policies & Procedures
- C. Schoolwide Grading Policy
- D. Youth Suicide Prevention Policy Draft
- E. Policy Regarding Student Teaching at PCHS
Approval of Resolution Regarding Student Teachers at PCHS

VI. Governance

Governance

- A. Certification of Board Elections & Information Regarding Mandatory Board Legal/Governance Training
- B. LAUSD Charter School Division (CSD) Oversight Visit
- C. California Legislation Potentially Impacting Charters
- D. Potential Revision of Approved 2017-2018 Board Meeting Dates
- E. Potential Change of June 20, 2017 Board Meeting Date

VII. Facilities

- A. Track & Football Field Modernization Update

VIII. Finance

Finance

- A. 2017-2018 Budget Update
- B. Student Transportation Contract
Including discussion regarding subsidies and scholarships
- C. Update on Development of Local Control Accountability Plan (LCAP)
- D. Employee Health Plan Updates
- E. Schoolwide Fundraising Policies and Procedures

IX. Executive Director/Principal (EDP) Support and Evaluation

- A. Evaluation Committee Update
- B. Columbia Survey Report Update

X. Consent Agenda

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

XI. New Business / Announcements

- A. Announcements / New Business
 - Next Regular Board Meeting is on Tuesday, June 6, 2017
 - PCHS Graduation is on June 8, 2017
 - Board Legal/Governance Training is on Saturday, June 17, 2017
- B. Board Chair to announce items for closed session, if any.

XII. Closed Session

- A. Public Employee Discipline/Dismissal/Release
(Govt. Code Section 54957)

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 February 21, 2017

APPROVED



Palisades Charter High School

Minutes

Board Meeting

Date and Time

Tuesday February 21, 2017 at 5:00 PM

Location

Library, 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, Emilie Larew, Emily Hirsch, Leslie Woolley, Robert Rene, Rocky Montz, Susan Ackerman

Trustees Absent

None

Ex Officio Members Present

Dr. Pam Magee

Non Voting Members Present

Dr. Pam Magee

Guests Present

Ben Makhani

I. Opening Items

A. Call the Meeting to Order

Emilie Larew called a meeting of the board of trustees of Palisades Charter High School to order on Tuesday Feb 21, 2017 at 5:07 PM.

B. Record Attendance and Guests

C. Public Comment

Ivy Greene from Booster Club made a public comment. \$150,000 donated to Pali programs. Booster Club is having their auction. Live auction is on March 11th. The on-line auction has already started. Teachers and staff are also invited. Still accepting donations of items. Flyers were made available. At Tiato in Santa Monica.

Doug Sussman gave an update on the Pali Gateway project. Because Pali was unable to fund the project last year the project was delayed and updated to cut costs. \$125,000 is the estimate and we have \$150,000 available. Should be completed by the beginning of next school year. Updated plans should accomplish most of what is wanted; no pedestrian bridge.

D. Approve Minutes

Ellen Pfahler made a motion to approve minutes from the Board Meeting on 12-13-16 Board Meeting on 12-13-16.

Andrew Paris seconded the motion.

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

Roll Call

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

E. Approve Minutes

Leslie Woolley made a motion to approve minutes from the Board Meeting on 01-17-17 Board Meeting on 01-17-17.

Rocky Montz seconded the motion.

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

Roll Call

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

II. Governance

A. Update from Culture & Climate Facilitators

Presentation by Richard Tower and Alan Rasmussen.

Update on progress that the administration, board, faculty, and staff has made.

Quite pleased and proud of the board, faculty and staff as to the progress made.

Significant progress from last update.

Hoping to continue with progress.

Things have improved since 4 months ago. This information is the general consensus about the climate. Communication has improved, people feel heard, people are being given recognition for their jobs. Much progress from a year ago especially with regard to the process. There are some areas where the process needs to be clarified as to who is responsible. Email usage is now proper and appropriate. The more engaged faculty and

staff have a much more positive view as compared to those who are still distancing themselves. So the key moving forward will be how to engage these people. Last year there were some heated issues. With changes made by the administration in working with the staff have eased tensions. But with this sometimes other issues are percolating to the top. Perhaps because of a fear of speaking out. The discussions that the facilitators were very open. The positive part of this is that there was no blame being placed on individuals but rather just bringing things up for discussions without blame. The process of changing culture and climate usually takes about 3 to 5 years but we have made progress.

There were issues raised about fairness. Many people had ideas about positive courses that the school can take to remedy what is perceived as institutional inequity. For instance, new staff members versus seasoned staff members. Students that live here versus the students who have to travel in (students on late buses have to go to the attendance office first, which cuts into more class time). Inequity between faculty and staff. Inequities to people of color. Inequities do exist, some which may exist in the outside world, but they have to be addressed here.

Most of the discussions were still positive and there was no finger pointing. There are strategies that can be put in place to improve perceptions and improve climate. So these things still need to be addressed. They will meet with Dr. Magee to further discuss.

These strategies need to be put into action plans. Across the board, there was an acknowledgement and appreciation of the leadership team in the efforts to be open and solution oriented. Every organization has conflict and it is necessary for growth. The key is managing and addressing the conflict. So Pali is on the right road. We won't get 100% participation but we can work towards close to that and the key is the process. Pali is ahead of where they thought we would be.

Dr. Magee thinks that the faculty and staff see them as part of the school and appreciate their involvement.

B. 2017 Board Election Calendar & Updated Policy Recommendations

C. Approval Of Updated Membership for Board Committees

Election Committee

Deanna Hamilton

Rocky Montz

Charter Committee

Dara Williams

Deanna Hamilton

Rocky Montz

Emilie Larew

Carol Croland

Monica Iannessa

Academic Accountability

Cristina Costa

Dara Williams made a motion to Add the committee members listed for Election, Charter and Academic Accountability.

Susan Ackerman seconded the motion.

The motion did not carry.

Dara Williams made a motion to Add the following members to the respective committees: Election Committee: Deanna Hamilton, Rocky Montz Charter Committee: Dara Williams, Deanna Hamilton, Rocky Montz, Emilie Larew, Carol Croland, Monica Iannessa Academic Accountability: Cristina Costa.

Susan Ackerman seconded the motion.

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

Roll Call

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

III. Academic Excellence

A. PCHS School Calendar: 2017-2018 and Beyond - School Start Date for Next 2-3 Years

Parent survey and faculty and staff surveys sent out.

We also received emails from parents, as seen on page 35 of the materials.

Classified survey is page 36.

Parent Survey by Survey Monkey is page 37

Student survey is page 38

ASB survey - two-thirds of the student wanted the August 14th start date (this is not included in the materials).

Faculty vote was in favor of August 14th and UTLA would have to approve a start date so we would need to negotiate if something other than August 14th.

College Center also supports the earlier start date to be able to get materials out in time for early decision or early action applications and also to get school transcripts out from the first semester.

If we do it for more than just this year it would be August 14th, then August 13th, and then August 12th.

Leslie Woolley made a motion to approve a school calendar to start on August 14th for 2017, August 13th for 2018, and August 12th for 2019, with a 1 week Thanksgiving break, a 3 week winter break, and a 1 week spring break.

Susan Ackerman seconded the motion.

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

Roll Call

Andrew Paris	Aye
Susan Ackerman	Aye
Ellen Pfahler	Aye
Leslie Woolley	No
Emilie Larew	Aye
Rocky Montz	No
Robert Rene	Aye
Dara Williams	Aye
Deanna Hamilton	Aye
Emily Hirsch	Absent

B. CAASPP Analysis Presentation By Academic Accountability Committee

Every Student Succeeds Act passed in 2016. It replaces No Child Left Behind. This 2016 law requires states to have new measures to measure school success.

Schools are required to develop an accountability system that has more than just a single measure of success.

- Achievement - measuring proficiency
- 4 year cohort graduation rates
- Growth
- ESL progress
- 1 additional indicator for school quality/student success.

California decided to incorporate Federal Standards and align them with the State Plan - Local Control Accountability Plan.

Now the way the state looks at the measures is to see where schools need assistance, as opposed to looking at it from a punitive approach.

Presentation is included in the materials, including the Local Control Funding Formula State Priorities.

State has developed 5 by 5 indicator matrices. Using it the school can tell how it's doing.

One example is the English Learner Indicator, included in the materials. They are a particularly vulnerable population so their progress is an important indicator for schools.

Color codes are the way of telling the school how they are doing. Striving for a green or a blue because that means progress is being made and achievement goals are being reached. So this allows the school to know what to focus resources on.

On the CDE website school information is available. But the website does not have all the data so it won't be available until next month. We are our own school district so we will be able to see how we are doing.

Math test data will be based upon school average and how far the students are from the "met" category.

Much of the data is being gathered from CalPads, a school statewide data system. Monica Iannessa and Pam Magee are working on an integrated data system so that we have a preview of what we expect to see on the statewide data system. They are working with a company to develop the system so that they can get monthly or even weekly data.

Expect to have it in place by the end of the school year. Schoolzilla is the company. Dr. Magee can approve the contract if it falls within her authority, otherwise the Board will need to approve.

Academic Accountability Committee is actually looking at data now in relation to the grading policies.

Ad hoc committee has been formed with Monica Iannessa, Christina Costa, and Stephen Klima and working with Dr. Ngo to analyze the data.

Every teacher completed the survey about their grading policies. UTLA helped to develop the survey.

Emily Hirsch left at 6:58 p.m.

C. Updates/Revisions to Santa Monica College (SMC) and Career Access Pathways (CCAP) Agreement

Tabled until next month due to corrections and revisions that have been made.

D. Update on Schoolwide Goals

Dr. Pam Magee presented.

There was a short survey that the staff was asked to complete.

Survey done February 8th.

Responses show an improvement in how people view the school and their job at their school.

Survey is included in the materials.

Very positive responses over all. Mostly at least 80% have a positive view of things.

Also doing mini-surveys done in the surveys embedded in the emails. Parents asked about what time they would like to see meetings for parents.

IV. Facilities

A. Track & Football Field Status - Replacement Plan & Funding Source(s)

Rocky Montz and Dave Riccardi presented. Rocky went to South Carolina and they have chosen the company that they want to do business with. We have \$400,000. We need \$1.1 million in additional funds for the project.

So are asking for the Board to approve the \$1.5 million to improve the track and field.

Nothing has been signed yet.

Rocky likes the product that the company in South Carolina manufactures. They do other things as well, such as a press box and bleachers.

One thought is to for people to buy bleachers. Dave would like to repair the wood and to put caps on the seating that make it look brand new.

We need to do fundraising. Goal is to get the project done by August 14th. The company First Form has an 8 week time estimate. The stadium would be unavailable over the summer. One of the summer camps that uses space over the summer still wishes to do so and would use the baseball field.

Emily Hirsch inquired as to whether a tarp could be used to protect the stadium if, for instance, the community wanted to use it for the parade and fireworks.

We can still use it for the stage for graduation for Pali and for Paul Revere.

The goal is to get the project through Budget & Finance and then bring it to the Board for final approval.

Ellen Pfahler brought up that we need to figure out how to fundraise and whether we need to do financing through the company.

The consensus is that it needs to be done but the question is how to finance it.

Greg Wood brought up that there are also legal considerations and we may want an attorney to look at the contract.

Board would be required to approve it based upon the amount of the project.

It will be placed on the March Board Meeting Agenda.

V. Finance

A. College Readiness Block Grant Budget Approval

Not ready for the Board to vote.

Documents included in the materials.

Intend on having a spending plan developed and bring it back to the Board hopefully in March.

It will be tentatively put on the March agenda and hopefully the budget will be done by then.

Budget Committee would like to adopt a policy that when we receive a block grant that the Board would create a process where a budget is put together and approved by the Board. And then the Budget Committee would report on what was spent.

Ensure that the grant be spent on onetime things since we can't rely on it yearly.

Want the administration to come up with that budget after stakeholder input and then it would be sent to the Board for a motion to approve it and then it would go to Budget & Finance.

B. PCHS Accounting Procedures

Ellen Pfahler made a motion to Approve the policy included in the materials on page 110.

Robert Rene seconded the motion.

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

Roll Call

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

C. 2017-2018 Budget Calendar - Budget and Finance Committee

Budget Calendar in the materials at page 111.

Meeting to approve Budget will be on Tuesday June 6th.

Ellen Pfahler made a motion to Approve the Budget Calendar on page 111 in the materials.

Deanna Hamilton seconded the motion.

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

Roll Call

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

D. Completion of Form 700

Anyone who has not yet signed it need to. Would like to have everyone complete it by March meeting.

Must be signed in blue ink.

It is due by April.

Shelby emailed them to everyone but anyone who is not sure can check with her to make sure they have completed it.

E. CharterSafe Notification - Potential Withdrawal from JPA

When we entered into CharterSafe, a consortium of schools, as a two year membership for general liability and workers' compensation insurance. We can opt out if we want to and then we can obtain other offers. But it doesn't mean we have to leave, just that we can opt out. Our broker thinks we should consider opting out just to give Pali the option. Leslie Woolley made a motion to Notify Charter Safe Schools of our potential withdrawal. Dara Williams seconded the motion.

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

Roll Call

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

VI. Organizational Reports

A. Executive Director / Principal (EDP) Report

Stands as submitted.

B. Chief Business Officer (CBO) Report

Report stands as submitted.

Reiterate that LCAP is something that will be approved annually with conjunction with the budget.

C. Director of Operations Report

Report stands as submitted.

D. Human Resources Director (HR) Report

Report stands as submitted.

E. Director of Development Report

Report stands as submitted.

Mike Rawson is working with Greg Wood to fund the field and the track. Naming rights being sold is being looked at. Field, stands, press box. Also outreach to those who permit to use the fields. Selling bricks to the back wall for people to sponsor with their names on it. Grant committee is meeting on Friday morning. Will be looking at possible grants to fund the field and track as well. Then they will also try to start a campaign to finance it as well. Rocky Montz is working on these plans with Mike Rawson. The Booster Club is behind it. At the live auction will include items to finance the auction. Pali needs to go to other schools to reach out to them and make this their school of choice. Also to coordinate fundraising and perhaps ways to lower the costs of certain things, i.e. banners where we could negotiate for a lower cost for buying in bulk. Idea for the outreach for the future to go out to different areas to have meetings in those areas so that we come to the parents. That way those parents feel like they are part of the school. There are 6 different zones where we can go to have these meetings. Working with a graphic designer marketing group because we want to brand our school. Logos were presented.

The Logo is really part of Pali's history and we need to explain to the community what each of the items on it means.

The creature at the top is a mythical sea creature.

8th grade night is planned. Putting together a dynamic program for parents with students coming next year. There will be a general presentation and a pocket folder with information about Pali. Pledge cards will be handed out as well so that people can make a monthly pledge. Those families will get an ambassador card that is good for discounts at local businesses. These funds will go to the Education Foundation.

Robert Rene came up with the idea of the cards.

There will be an explanation as to what the Education Foundation, the Booster Club, and the PTSA fund purpose.

F. Student Report

Winter Informal. In the gym.

Sportsfest was kind of canceled by the water pipe break and the rain.

Spring sports are starting.

Looking to start a unity month at the school. Each week of the month of March there will be an event sponsored by a club on campus. Looking to promote a positive culture. They are looking for speakers for each event.

G. Parent Report

Nothing to report.

H. Classified Staff Report

Nothing to report.

I. Faculty Report

Karen Perkins wanted Emilie Larew bring up her concerns about thefts on campus. Her personal laptop was stolen from her classroom recently.

VII. Board Committees (Stakeholder Board Level Committees)

A. Budget and Finance Committee Report

Nothing new to report.

B. Academic Accountability Committee Report

Nothing new to report. See Monica Iannessa's report under CAASPP Agenda item.

C. Charter Committee Report

Next meeting is May 3rd.

At the meeting we discussed various areas of the charter that need to be addressed.

Deanna Hamilton and Dara Williams are going to go over the minutes from the last two years to determine if there are other areas that need to be discussed.

D. Election Committee Report

Rocky Montz gave the update. Set the calendar for applications and elections.

Rocky Montz and Rob King will be meeting with the office staff to determine what the school will need to do to run the election.

Looking at ways to contact and register parents and recruiting people to run.

So Board members should try to reach out to others to run. Rob King mentioned that it is up to the current Board to do this.

The requirements to run have been streamlined. There is no longer a need for the video and some other things have been changed.

Emilie brought up that 300 to 400 hundred people have voted in the past couple of years.

Looking to increase that.

Every year we have 6 seats up for election. Classified seat for Andy, Community Seat for Emily, Community seat for Ellen, Faculty seat for Susan, Faculty seat for Amanda, and Parent seat for Dara.

March 1st to March 31st is the application period.

One member of the office staff will be the contact. As soon as we have that contact we can direct people to that person but in the meantime can inquire of Dr. Magee, Rocky Montz, or any of the current Board members.

E. Post-Retirement Healthcare Benefits Committee Report

At the last meeting we discussed that LAUSD may only provide Kaiser at no cost to retirees. So the committee is looking into that. The committee is discussing the Medicare Gap coverage offered by our current insurer and is also going to get a proposal from another insurer regarding the Medicare Gap and other coverage for current and retired employees.

The next meeting is March 7th at 4:30 p.m. in the faculty cafeteria.

VIII. Board Committees (Board Members Only)

A. Audit Committee

Nothing to report.

B. Survey Committee

Emilie Larew is on the committee. Andy Parish volunteered to be on the committee.

C. Grade Appeal Committee

No updates to report.

IX. Consent Agenda

A. Approval of Reimbursements for Executive Director / Principal

Robert Rene made a motion to Approve the Consent Agenda as submitted.

Leslie Woolley seconded the motion.

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

Roll Call

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

B. Approval of Field Trips

See above vote regarding the Consent Agenda.

X. Closed Session

A. Conference with Legal Counsel: Anticipated Litigation

Went into Closed Session at 8:11 p.m.

B. Conference with Legal Counsel: Existing Litigation

C.

Public Employee Discipline/Dismissal/Release

XI. Open Session

A. Return to Open Session

Back into open session at 8:41.

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

No reportable action was taken.

XII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:41 PM.

Respectfully Submitted,
Emilie Larew

Coversheet

Approve Minutes

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Submitted by:
Related Material: Minutes for Board Meeting on March 14, 2017

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Trustees Present

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

Trustees Absent

None

Ex Officio Members Present

Dr. Pam Magee

Non Voting Members Present

Dr. Pam Magee

Guests Present

Shelby Ladnier

I. Opening Items

A. Call the Meeting to Order

Emilie Larew called a meeting of the board of trustees of Palisades Charter High School to order on Tuesday Mar 14, 2017 at 5:16 PM.

B. Record Attendance and Guests

C. Public Comment

Craig Au

The forced resignation of Steve Cifonelli.

Steve did not curse or yell but simply explained the cut off time for wrestlers. Steve provided laundry service and other things for the student who was being counseled. The girls on the team all went to bat for Steve. No bat was thrown at any player.

Steve is often a go to teacher for faculty and he should not be let go.

Tom Kalili

Regarding Steve Cifonelli

Had two children at the school. Proud of the diversity that the school offers. Diversity should be included in the style of teaching. Steve has his own character and he is able to wake up the kids and make him work hard. He is an Olympic athlete but he is caring and loving. For Mr. Kalili he found that it was humiliating the way that the parent spoke to him. The parent was late by four hours.

Hamah Alsaudi:

A wrestler for Mr. C. He has really helped him athletically and with his grades and he and the other students would not be where they are without Mr. C.

Delilah Chapman:

On February 21st Pali hosted a wrestling tournament. On that day Coach Steve walked in to thank the parents working in the snack stand. He said that they were a family and that the kids were like his kids. Her son Chance have been on the receiving end of coach's thought bonus, his leadership, his compassion. Coach Steve went to have her son's fever checked to make sure that he was healthy even though she never asked her to do that. Coach Steve picked up the pieces after Coach Randy's death and was able to help put the team back together.

D. Approve Minutes

Amanda Campbell needs to be marked absent for the entire meeting. Two name spellings need to be corrected:

Carol Croland

Cristina Costa

Under the Finance section:

There was no vote on the College Block Grant.

The vote was on the accounting policy on page 110.

All items were approved so need to double check the votes to make sure that the is accurately reflected in the minutes.

Vote is tabled to next time to make the corrections.

II. Academic Excellence

A. English Learners Advisory Committee (ELAC) Presentation

Myrna Cervantes, the ESL Coordinator at Pali, presented.

Reporting on changes and changes in assessments that will be taking place.

About 7 years ago, Pali became a program improvement school. We found out that the ESL students were not succeeding so a program was started to help them succeed.

Over the past 5 years this program has helped the ESL students succeed.

- Growing in language proficiency
- Proficient in the English test
- Seeing Annual Yearly Progress in the requirements for the EL Subgroup

New state indicators with a completely different measuring tool

- Suspension rate
- English Language Progress
- Graduation Rate

- English Language Arts (English class)
- Mathematics

Now the test (CELDT) and reclassification rates will be the consideration for the factors.

Reclassification is graduating from program

- Achieve a C in English class
- Pass state English test
- Pass reading comprehension test

There are 700 English learners from 27 different languages. They are achieving at all different levels. So we need to look at what support system we need to achieve the goals.

Pali has a English Learner Advisory Committee (ELAC) that meets once a month.

ELAC came up with ideas to help achieve these goals.

Hiring at least one adult teacher's aid in each Algebra I A/B, Geometry and Algebra 2A/B.

Allocating funds for Writing Center to be open during the entire school day

Adding at least five courses to the existing courses during period 7 and allow English Learners to have enrollment policy. (This is because students in an ESL class have one of their regular periods taken up by that class)

EL students should receive priority for placement of courses in the Master Schedule.

Grouping EL students in classes together

Hire a new counselor who speaks Spanish

B. Updates/Revisions to Santa Monica College and Career Access Pathways (CCAP) Agreement

Jeff Hartman presented.

The agreement and the updated agreement are in the materials.

Pali's decision if students take multiple dual enrollment classes.

The curriculum is decided by SMC.

There is an allowance that the Pali schedule can be different than SMC's.

SMC has a right to send a representative to the class to verify that the curriculum is being followed.

There is an agreement that the teachers enter into.

Pali pays the teachers and they get a stipend from Pali so SMC doesn't have to pay them.

If an SMC professor teaches a class then SMC pays their professors.

If we do ask an SMC professor to do something beyond the agreement then Pali will have to pay the SMC professor. (For instance if we had the professor agree to spend more time with the students.)

The teachers are required to be with the students the entire class time.

Teachers can lose the ability to be approved to teach through this grant. SMC has the right to rescind approval for a teacher.

Students must meet SMC deadlines. Students may drop the SMC class but only by the SMC deadline. The student can still be enrolled in the Pali class and get the Pali credits. SMC agrees to provide a roster with the grades so that the student does not have to go to SMC to get their transcript in order to get the credits.

Dara Williams brought up the inconsistency in the contract with the dates of the contract and the fact that says it is a three year contract. Jeff Hartman said he would raise it with SMC.

C. Update on Progress Regarding Pali SARB Process

School Attendance Review Board.

Objective is to find support for parents who are dealing with chronic truancy and absences.

We met as a group including Dara Williams, Emily Hirsch, Chris Lee and others.

Looks like there is an opportunity for us to partner with other schools in our area.

Dr. Magee is in contact with these schools to try to coordinate our efforts.

This could bring a resource to Pali that we have not had before.

D. Potential Adoption of Schoolzilla Data Platform

Contract is not part of the materials. But this program provides the tools to look at data in an easily accessible and digestible platform.

Other schools are very satisfied.

It takes about 3 months to build the dashboards in the way we need them.

In the process of meeting with the Schoolzilla reps to begin the process.

The contract is under the amount needed for a vote.

E. Update on Schoolwide Goals

Materials provided 2016-2017 Points of Pride relating to the accomplishments at Pali thus far this year.

The administrators provided this information to Dr. Magee.

Also included are the accomplishments of the athletic teams.

Wellness is a huge focus, including mindfulness and a positive mindset.

Henry Winkler came and conducted an assembly and he was so impressed with the students that he wants to come back.

Andy Paris is the one who brought him here and the students really connected with him and enjoyed it. Thanks to Andy for doing this.

All the things that the school is doing to support our students.

Leslie Wooley brought up an article in the New York Times highlighting things that schools have done to make a difference and these are the things that we are already doing.

III. Governance

A. Board Election Policies Review / Update

Rocky Montz presented. The updates to the policies are in the materials. The timeline is set in stone. Some policies were reviewed but no policies were changed. The goal is to try to increase the number of candidates that we have. Trying to get the parents to update their Infinite Campus and that will serve as the voter registration. This also helps to push people to update their information.

Thank you to Rocky Montz for taking over and chairing this committee.

An announcement was made at the faculty meeting that there are open seats.

We do have six open seats.

Dara Williams cannot run due to the fact that her current student is graduating and having an incoming 9th grader does not qualify her to run. There was a thought to changing it but it was decided that it is better to keep the current policy.

B. Approval Of Updated Membership for Board Committees

None to consider.

IV. Facilities

A. Track & Football Field Status - Replacement Plan & Funding Source(s)

Rocky Montz presented. He had a meeting with Mike Rawson, Greg Wood, and Jay Schroeder.

No contracts have been signed. The issue remaining is financing the project. The Budget & Finance Committee suggested raising funds but financing what needs to be financed. The latest we should go in signing the contract is April in order to have the work completed over the summer. Ellen Pfahler inquired as to whether there was a discussion about the specifics of financing and fundraising. Rocky Montz brought up that the field and the track are the priority and they cost \$1.2 million finance that and then raise funds for the stadium, which is another \$300,000. The company we want to use don't finance directly so we would have to use a third party. So as soon as we have a contract in front of us then we will have a better idea. Dara Williams inquired about whether fundraising is already in the works. Rocky Montz and Mike Rawson indicated that fundraising is already underway.

The field is also one of the biggest fundraising generators that we have the field raises over \$300,000 a year. The 4th of July fireworks was for the community and did not raise funds. The next step is to have the contract as well as financing options with sufficient time to have it considered at the next board meeting. Ellen Pfahler discussed that we need permission to finance approximately \$1 million given the amount that we have set aside. Then we will need to discuss whether the funds generated from the permits for the field will go to pay off the loan for the track and field. There will be a discussion of raising

the rates due to the improvement of the facilities. So there is an expectation that at the next meeting there will be a realistic plan on paying off the financing as soon as possible. Rocky Montz is of the opinion that we have reached the maximum life expectancy of the track and field and that we need to replace it this summer. Dara Williams brought up that if it is going to cost significantly more as a two step process to do the track and field and then the stadium the Board should know this so that we can make an informed decision as to how much to finance.

B. Annual Pool Loan Resolution

Last year in order to consolidate the pool loan the Board voted on a loan from the lifetime health benefit account to the pool loan.

It is a 5 year loan paid back at 4.5% interest.

Each year we have to approve the loan because it is an intrafund loan transaction. So we have to approve the resolution continuing to support the intrafund loan. It is page 65 of the materials, the Cash Borrowing Resolution.

[Robert Rene arrived at 6:24 p.m.]

Dara Williams made a motion to Approve the Cash Borrowing Resolution Renewal.

Ellen Pfahler seconded the motion.

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

Roll Call

Susan Ackerman	Abstain
Rocky Montz	Abstain
Ellen Pfahler	Aye
Emilie Larew	Abstain
Andrew Paris	Abstain
Leslie Woolley	Aye
Robert Rene	Aye
Dara Williams	Aye
Deanna Hamilton	Aye

Dara Williams made a motion to made motion to approve continue pool loan from lifetime benefit account to civic center account (continue with payment plan). Support continuance of the loan relationship.

Ellen Pfahler seconded the motion.

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

Roll Call

Andrew Paris	Abstain
Leslie Woolley	Aye
Emilie Larew	Abstain
Dara Williams	Aye
Susan Ackerman	Abstain
Rocky Montz	Abstain
Deanna Hamilton	Aye
Robert Rene	Aye

Roll Call

Ellen Pfahler Aye

V. Finance**A. Potential Retirement Incentive Opportunities**

Six people retired last year, which is a relatively high number. There doesn't seem to be as big of an interest this year. The incentives this year don't make as much sense.

There are some people who take it on a day by day basis. This year more people seem to be enjoying their year so that is the positive.

B. Second Interim Financial Report

Greg Wood presented. The materials begin on page 66 of the materials. Page 67 is the projected balance sheet. We would have to \$17.7 million and estimated liabilities of \$7 million and excess of about \$10.5 million. But we can't pay the teachers with assets and this includes all assets not cash assets. Some of our monies come in the form of restricted buckets, such as special education and they have to be spent on that. We have to report to the state what the related expenses are for these items. You would expect to spend the entire amount of these restricted pots.

The cafeteria fund has \$37,000 deficit, which is why there is a proposal to change the service. Ideally we should not be in a deficit for that. Regarding the Special Ed revenue received \$1.7 million from the state but we have \$3.4 million in expenses. So that is encroaching on our general fund. But we are measured on providing the right services so we have to do that even if it means going over the Special Ed budget and utilizing funds from the general budget to ensure that we are providing the appropriate services. Emilie Larew pointed out that there are many laws in place that require schools to do specific things and these are not fully funded but we are still required to comply with these laws.

Doing what is best for students is not only the right thing but also avoids litigation, which potentially saves the school money.

Andy Paris brought up that there may be a perception that Pali doesn't want these Special Education students but we have open enrollment and whether a student is a Special Education student is not a factor.

We have about 270 Special Education students. Ten to twelve percent is the norm. For Charter Schools we are above the norm according to Greg Wood.

Page 78 is an internal document with our budget information.

Page 88, through January we had an excess but we still have to meet payroll for the remainder of the year.

At current pace, we would have approximately \$650,000 increase in assets, with \$350,000 being cash.

We have increased our transportation costs to cover more students.

Page 91 is a multi-year projection of our budget. We will lose some of our funding because some is being cut.

Pension and health benefits will have significant (double digit) increases over the next few years. With the salary increases it will be a significant increases so we just have to be careful with out budget. This is something that all school districts have to deal with. LAUSD is indicating layoffs for teachers as well as for their administration. Ellen Pfahler brought up that employees on the budget committee realize that there could be budget issues in the future based on this. We need to start communicating with the faculty and staff that this is coming and that there may be shortfalls in the future. The three year plan shows the potential for going into the negative over the next three years. So the Budget Committee is very much aware that there will need to be changes to stay within our budget. This is one reason why Mike Rawson was hired so that we can find outside sources for funding. One thing that has to be discussed are that salaries should really be considered as salaries plus benefits for future negotiations. Incumbent upon us to have these discussions now. Benefits are skyrocketing and our funding is remaining static. Teachers realize that there are things that will have to be cut. Even the teachers brought up that perhaps Pali cannot afford the auxiliaries. Better to have these discussions now than when we are in an emergency situation.

C. Review of PCHS Tax Return

Greg Wood presented.
Tax return is included in the materials. The form has to be presented to the Board prior to being filed.
Board member information and names have to be provided and some information regarding board member employee compensation.
For board members who receive no salary that is noted.
We have an extension through May 15th so if there are any corrections or questions please provide them by the end of the week.
The booster club donation is what they gave directly to the school.
If there are any issues, Greg Wood will present it to the Board again. Otherwise it will be filed.

D. Update Regarding Student Transportation

Report on student transportation is in the materials.
The budget has increased due to a significant increase in scholarships to ensure that those in need have access to the transportation. Some of it is also due to an increase in cost.
We have had some service issues with Tumbleweed.
So there is a need to put this contract out to bid (request for proposal).
There have been some discussions with some other transportation providers.
We put out the request for proposal and then companies respond.
We are subsidizing even the students who are paying by \$15 per month.
For the service issues we do have built into the contract a credit for service issues and service issues will be considered.

Drivers for school buses are becoming scarcer with the advent of Uber.

Deanna Hamilton asked why we are not passing the costs onto the students.

Discussion about passing along the cost to the students and making sure that the 9th grade parents are told realistic costs for this transportation.

Ellen Pfahler discussed contacting public transportation to determine if we can get dedicated buses to Pali much like Paul Revere does. Greg Wood pointed out that communicating the transportation options is the key to providing alternatives.

Robert Rene brought up the fact that we do have to prioritize things and that perhaps transportation may need to be cut rather than cutting something else. So the tradeoffs have to be considered.

At this point we are putting out a request for proposal. One benefit of Tumbleweed is that they collect all the monies and Pali just has to pay the difference, which is a benefit of their contract. If a transportation provider doesn't do that then we may need a dedicated staff person or persons to do this. Athletic transportation is included in this budget as well.

Leslie Wooley brought up having an ad hoc transportation committee to look into arrangements with public transportation.

Emilie Larew brought up that an ad hoc committee has to consist only of board members otherwise board committees that have other members on them are required to comply with the Brown Act. The administration could also form a committee.

Any interested Board members can contact Dr. Magee if they are interested in assisting.

E. Update Regarding School Cafeteria

Greg Wood presented.

Participation in purchasing food from the cafeteria has dropped significantly

Projected that we are losing \$37,000

Sodexo has lost approximately \$100,000. Sodexo cleaned house of employees to try to save on the labor cost but then there have been challenges with that staff.

We are putting out a Request for Proposal for a new food service vendor.

There are protocols that have to be followed because we need a vendor that is qualified and has knowledge of the laws with regard to nutrition for educational institutions.

So the specific requirements will need to be spelled out.

Pali serves 800 meals a day; Birmingham is serving 2800 meals per day and there isn't a corresponding difference in student population. Using the CDE format for the proposal. It has to be advertised in newspapers and potential vendors have to be offered a tour.

Engaging the students in tastings is part of the plan for the proposal.

Ellen Pfahler brought up that studies have shown that presentation is often an issue.

Some schools have biometrics so they can just make the purchase using their fingerprint, which speeds up service.

Leslie Wooley brought up that there should be an app for the kids to purchase their food.

F. College Readiness Block Grant Budget Approval

Will receive the funding by the end of the year for this block grant. We have until the end of the 2018-2019 school year to spend the money but we need to have a budget for it in place. So a plan should be arrived at by the end of the school year so that we can spend it over the next two years.

Vote will be tabled for now and it will be brought back when the 2017-2018 budget comes up for approval, with this being a separate item.

G. PCHS Accounting Procedures

This was brought to Budget & Finance Committee. They would like some modifications made and some additional forms to be generated.

H. LACOE Financial System MOU

This document is in the materials. Pali was asked to participate in a roundtable discussion with LACOE. LACOE has an antiquated payroll system. LACOE has signed with a software company called CGI. LACOE has chosen us as the school to try out this system and is hopeful that other charters will as well. This is an MOU between Pali and the County for a five year commitment to fund this. We would pay approximately \$4 per ADA per year over the next five years to develop this system. The benefit would be that we would be able to help design the system. The total cost is \$13,000 per year. Greg Wood believes that this would be an overall benefit to Pali. The Budget & Finance Committee recommends approval.

Robert Rene made a motion to Approve the LACOE Financial System MOU.

Ellen Pfahler seconded the motion.

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

Roll Call

- Deanna Hamilton Aye
- Leslie Woolley Aye
- Ellen Pfahler Aye
- Dara Williams Aye
- Robert Rene Aye
- Andrew Paris Abstain
- Emilie Larew Abstain
- Rocky Montz Abstain
- Susan Ackerman Abstain

VI. Executive Director/Principal (EDP) Support and Evaluation

A. Executive Director / Principal Evaluation Cycle

Tabled until April Board meeting

VII. Other

A. Update on Transition to New PCHS Website

There were some issues with the transitions. Dara Williams suggested that an email tutorial might be in order so that parents understand how to navigate the site.

VIII. Organizational Reports

A. Executive Director / Principal (EDP) Report

Stands as submitted.

B. Chief Business Officer (CBO) Report

Stands as submitted.

Attending the California Charter School Conference next week.

C. Director of Operations Report

Stands as submitted.

D. Human Resources Director (HR) Report

Stands as submitted.

E. Director of Development Report

Mike Rawson presented.

Approached the company for the track and field to see if naming the stadium after them whether they would do it for cost.

They indicated that at this juncture that they would not be able to do that.

The vendor has indicated that they have given us the lowest price that they can give us.

The vendor is awaiting approval to perform work in California but the documentation to do that has been submitted. The expectation is that it will be approved.

The vendor does want this to be a marketing piece so they are giving us a good deal. If they do use it as a marketing tool, we are negotiating for a finder's fee if others use the vendor after seeing our field.

Raised over \$24,000 so far for a press booth.

Bricks are being sold for a donor wall. \$250 for a brick. \$400 with an insignia. \$1000 for an array of four bricks with your own design.

A donor can buy a row for \$5000.

Going to LA84.

Corporate sponsors are another option on the website or on the field.

Rich Wilkinson of the Alumni Association is behind it.

AYSO is not in the position that they were ten years ago when they gave \$500,000.

AYSO may want to fundraise to sell bricks here as well. He is not in favor of long term financing so he is very motivated to fundraise. We may be able to get a favorable interest rate based upon our expected income from the field permits.

Bricks for sale began at the auction last weekend.

They are developing a 3D presentation.

Mike Rawson had a conversation with Myrna Cervantes because there are grants available to the underserved, including English Language Learners. Need about 8 months of work prior to grant submission in order to prepare it with sufficient faculty input.

F. Student Report

Spring sports started.

Swimming won their meet.

St. Patrick's day activities are planned.

Unity Day this Thursday. Activities begin then and will continue throughout the month.

G. Parent Report

Senior Day is being planned and parents are being asked to assist.

H. Classified Staff Report

Since classified are required to sign in there is a request that staff be paid every two weeks as a good faith gesture.

I. Faculty Report

A teacher wants consideration of giving students partial credit for late or incomplete assignments because it gives the students better motivation to try.

Amanda Campbell resigned from the Board.

IX. Board Committees (Stakeholder Board Level Committees)

A. Budget and Finance Committee Report

No further discussion.

B. Academic Accountability Committee Report

Nothing to report.

C. Charter Committee Report

Meeting was set for May 3rd but Dara Williams, the chair, cannot attend at that date and time so the meeting will be moved. It will likely be in June.

D. Election Committee Report

Discussed in conjunction with a previous agenda item.

E. Post-Retirement Healthcare Benefits Committee Report

The meeting was scheduled for March 7th but Susan Frank and Amy Nguyen are working on gathering the information that we need to have a meaningful discussion. So the next meeting will be scheduled when we have sufficient information.

X. Board Committees (Board Members Only)

A. Audit Committee

Nothing to report.

B. Survey Committee

Working on the survey.

C. Grade Appeal Committee

Nothing to report.

XI. Consent Agenda

A. Approval of reimbursements for Executive Director / Principal

Rocky Montz made a motion to Approve to the consent agenda as submitted.

Dara Williams seconded the motion.

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

Roll Call

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

B. Approval of Field Trips

See consent agenda approval.

XII. New Business / Announcements

A. Reminder of CCSA Conference March 20 - March 23, 2017

B. Next Regular Board Meeting is on Tuesday, April 18, 2017

May of this year is the Charter Oversight visit.

WASC is April of next year.

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

XIII. Closed Session

A. Conference with Legal Counsel: Anticipated Litigation

Closed session began at 9:44.

No action to report out.

Back into open session at 9:50.

B. Public Employee Discipline/Dismissal/Release

Going into closed session at 7:57 p.m.

XIV. Open Session

A. Return to Open Session

Returning to open session at 9:04.

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

The non-interested board members by a unanimous vote took action to terminate the contract of a management employee.

Closed Session Agenda Item:

Public Employee Discipline/Dismissal/Release (Govt. Code section 54957)

The Board took action to issue a notice of nonreelection to probationary certified employee Identification No. 006671, pursuant to Education Code section 44921.21, subdivision (b), effective at the end of the 2016-2017 school year, and directed the Executive Director/Principal or designee to send out appropriate legal notices. The roll call was as follows: Ayes 5, Nays 0, Abstentions 0.

Closed session ended at 8:50 a.m.

XV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:50 PM.

Respectfully Submitted,

Emilie Larew

Coversheet

Approve Minutes

Section: I. Opening Items
Item: F. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on April 18, 2017

APPROVED



Palisades Charter High School

Minutes

Board Meeting

Date and Time

Tuesday April 18, 2017 at 5:00 PM

Location

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

REASONABLE ACCOMMODATION WILL BE PROVIDED FOR ANY INDIVIDUAL WITH A DISABILITY:

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

SUPPORTING DOCUMENTATION:

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

ALL TIMES ARE APPROXIMATE AND ARE PROVIDED FOR CONVENIENCE ONLY:

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

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.

Trustees Present

Andrew Paris, Dara Williams, Deanna Hamilton, Ellen Pfahler, Emilie Larew, Emily Hirsch, Leslie Woolley, Rocky Montz, Susan Ackerman

Trustees Absent

None

Ex Officio Members Present

Dr. Pam Magee

Non Voting Members Present

Dr. Pam Magee

Guests Present

Amy Nguyen, Benjamin Makhani, Cheryl Onoye, Don Parcell, Greg Wood, Jeff Hartman, Mike Rawson, Ming Ha Ngo, Monica Iannessa, Shelby Ladnier, Tami Christopher

I. Opening Items

A. Call the Meeting to Order

Emilie Larew called a meeting of the board of trustees of Palisades Charter High School to order on Tuesday Apr 18, 2017 at 5:07 PM.

B. Record Attendance and Guests

Robert Rene on the phone
Dara Williams will be arriving around 5:30pm

C. Public Comment

D. Approve Minutes

E. Approve Minutes

II. Academic Excellence

A. Dissertation: Permission to Conduct Research on Campus

All student data remains anonymous.

B.

Progress Update on Schoolwide Goal #3

Ms. Iannessa gave an update; PLC protocol is better. Better formative assessments for next year data usage. We are prime to move into the next level. Constantly working to enhance our data management resources. Interim assessment blocks have been successfully incorporated into the PLC environment. Teachers have received their results. Now the plan will be developed as to how to respond to the data. We are in a good position for next year as far as addressing the data.

AA (Academic Accountability) Team is a dedicated group who help connect PCHS together and provide a space and team for coordinators/Administrators/Instructional Course guidance, to increase student achievement. Give teachers, coordinators and all other resources, to reach optimum success on school initiatives and education. The AA Team has been helping new teachers and there is very positive feedback about the new teachers from colleagues and students. AA helps work on student achievement including using instructional coaches, providing professional development and other tools for improving student achievement. AA is looking to expand next year to interact more with PLCs and to help teachers who need assistance.

One stop shop if you are a teacher - for success. We are seeing higher grades and this department is getting high accolades.

We will be adding a 'link group' so new students can have a buddy when they join PCHS.

C. Updates/Revisions to Santa Monica College and Career Access Pathways (CCAP) Agreement

Some changes in wording addendum; begin Feb end June no longer be a full three year.

Highlighted sections remained the same.

D. Safe Zone Resolution

This was brought to the Board in Jan 2017 regarding Student Immigration Concerns. This policy is a plan to outline what are our next steps action plan. The purpose is a philosophical statement to make students feel safe.

LSU - red card campaign - gave students a handy reference to help them state their rights - if approached. The card is available to students and there is a thought to making it available to the families as well.

The College Center has assisted in this area with regard to college applications.

Moving forward, working on developing a parent meeting, with legal representation. We are working on those details. We want to ensure the presented information does not cause more panic. Just want to give support.

Change Board of Director to Board of Trustees.
Leslie Woolley made a motion to Motion to Addopt.
Susan Ackerman seconded the motion.
The board **VOTED** unanimously to approve the motion.

E. Non-School Sponsored Field Trip Policies & Procedures

Dr. Magee gave update: new policy has been updated, reviewed by legal and it outlines PCHS's level of responsibilities on Non-Sponsored School Trips.
We are working to update other forms currently on our website. We will bring back to May Board Mtg for a vote.
Dara suggested clarifying "school sponsored" vs. non-school sponsored.

F. PCHS Math Placement Policy

Last years passing of Senate Bill prompted annual reports be given regarding Math placement. The first Annual PCHS report was given today to the Board to give results of placement. Policy was approved last year and can be found on Pali site under Department, Mathematics, Policy.

Dr. Ngo gave an update: the test looks at your Algebra strength/results. What standards were they proficient on/not on. Essential standards proficiency mean you can take other Math courses or retake Algebra. Assessment tests to see if student is misplaced and needs to take other Math classes to prepare for Algebra. We prepare students in prep Algebra classes to help them succeed before excelerating them to other Math classes.

There are FAQs forms to help students understand what they need to be prepared for.

Results are showing that advanced students are taking Algebra 1 is 8th grade, but are having to repeat in 9th grade.

AP Math - can we offer other options for students (senior) to take so students can meet their As thru G requirements?

III. Governance

A. Resignation from Board of Faculty Trustee Amanda Campbell & Potential Filling of the Empty Seat

Bylaws - 6th months or less vacant can be filled by an alternate or left empty,
Dara Williams made a motion to Moves to leave it empty.
Susan Ackerman seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

Ellen Pfahler Aye
Emily Hirsch Aye

Roll Call

Andrew Paris Aye
Leslie Woolley Aye
Deanna Hamilton Aye
Susan Ackerman Aye
Rocky Montz Aye
Emilie Larew Aye
Dara Williams Aye

B. Information Regarding the March 2017 CCSA Conference

Ben gave an update: very constructive experience.

Emilie gave an update, all who presented (presentations) were great. Emilie gave out goodie bags to all Board members for all their help - as a thank you!

Next year conference is in San Diego.

C. Proposed 2017-2018 Board Meeting Dates

Emilie presented meeting dates and details.

In the past 3rd Tuesday we have used and this time around we have nuances for shifting Board Training, and Board Meeting dates.

Emilie will check with trainer to finalize that date.

Board retreat is usually late August (last Saturday in August). TBD
Leslie Woolley made a motion to Motion approved 2017/2018 Board Dates.
Deanna Hamilton seconded the motion.
The board **VOTED** unanimously to approve the motion.

D. Structure of Board Meetings

Feedback was given to put Organizational Reports first in the Agenda. General consensus motion to do this starting in May 2017.

E. Approval Of Updated Membership for Board Committees

Rocky Montz is the new Chair for Election Committee.
Rob King is the Vice Chair.
Jeannie Saiza is the Secretary.

F. Discussion of Options Related to Probationary Teacher Status

PCHS' Attorney Mark Bresee was on conference call.
Dr. Magee asked for legal opinion regarding probationary teacher status:
We can ask questions about general items, no discussion about employees.

Rocky asked possibility of increasing from 2 to extending to 3 years probationary period. If a proposed modification to the Education Code passes in Sacramento then the probationary period would be 3 years with the possibility of one-year extensions for a fourth and fifth year. Because we are a Charter, the modification does not automatically apply but the UTLA contract incorporates the Education Code so it does affect the UTLA contract. New hires would have to have contracts that reflect any changes. If the legislation does not pass and we want to have an extended probationary period we would have to negotiate that as part of the UTLA contract. Currently, we do not have flexibility.

Retirement or Hiring Bonuses: Charter Schools Act, the Charter School is the employer for purposes of collective bargaining. So we are governed by the collective bargaining laws. Any changes to terms of employment, must be negotiated. There are some districts/schools that have negotiated such bonuses. Any such bonuses would have to be negotiated as part of the union contracts.

IV. Facilities

A. Track & Football Field Replacement Plan - Contract Approval

Don Parcell gave update: track and field is ready to be repaired. We believe we have a path for funding. We have been refining the scope of work. We've talked with our LAUSD representative John Napoli and we need to submit a form requesting their review and approval of replacement. Ultimately it is LAUSD's call and if we get a proceed forward, we will present at the next Board meeting.

If we are required to go through DSA or there are other issues it will take longer and we will be unable to complete the replacement this summer.

B. Board Resolution Authorizing Prop 51 Communications & Submissions

Dr. Magee gave update: One step we have to have approval from LAUSD - letters have gone out to them.

2nd component - our board needs to pass a resolution on behalf of PCHS. As we do the final applications, we will be plugging in numbers and bringing it back to the Board for approval.

Ellen Pfahler made a motion to motion to approve with Robert and Deanna absent.

Dara Williams seconded the motion.

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

V. Finance

A. Student Transportation Contract Update

Don Parcell gave updates: Looking at changing Vendors. Tumbleweed is having issues with staffing and retention policies, which is a systemic problem locally and elsewhere in the state and nation.

We have one provider and they are interested, but more costly to us as an added service value. Still working through the process before we present our findings. Systemic problem to get good bus drivers.

We are also looking at other options for the 2018/2019 school year.

With all the budget cuts with LAUSD - they do not have processes to help other schools who need bus support resources. They equally have struggles.

A recommendation to agree/approve will be presented in May and then give the registration forms for June.

B. School Cafeteria Contract Update

Greg Wood gave update: we have a timeline to get the Board to approve on the June 6th.

The document is a template to ensure school nutrition laws are met. We are looking for new devices/bio-metric device and students can go through line and increase point of sales. We are looking for 5 year contract with 1 year opt out/90 day notice to terminate. Greg has been in contact with 3 Vendors who are interested in bidding.

More updates to come. We will have something for the Board hopefully by June.

C. PCHS Accounting Procedures

Dr. Ngo gave update by reviewed old policy.

New policy once approved by Dr. Magee. Dr. Magee can consult with Board Chairs. However, the new policy would be subsidized (travel policy for Professional Development). new policy requires receipts, Meals per day \$40, lodging max per day \$250.00, transportation per trip total: \$150.00 and reduce out of pocket expenses and motivate teachers to go to conferences. This is also to give better guidelines of what amount can be spent daily on your trip. The rest teachers must pay "out of pocket."

When the conference is required, trip will be paid for by school but you must meet key requirements.

Out of state remains the same and requires Board approval.
Goes into effect July 1, 2017.

Dara Williams made a motion to Motioned to Approved.

Emily Hirsch seconded the motion.

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

Roll Call

Leslie Woolley	Aye
Susan Ackerman	Aye
Emilie Larew	No
Andrew Paris	Aye
Dara Williams	Aye
Deanna Hamilton	Aye
Emily Hirsch	Aye
Rocky Montz	Aye
Ellen Pfahler	Aye

D. Potential Retirement Incentive Opportunities

VI. Executive Director/Principal (EDP) Support and Evaluation

A. Executive Director / Principal Evaluation Cycle

Leslie gave update. waiting for survey results from Columbia. We sent out further e-mail blasts and await results.

VII. Organizational Reports

A. Executive Director / Principal (EDP) Report

Stands as Submitted

B. Chief Business Officer (CBO) Report

Greg Wood gave update: Good news on our attendance, month 8 of our school year was March 7th. Our cumulative ADA will be funded against certain number of students. ADA was 2844 which is 96%. Our target was 2836 so that puts us over our target by approximately \$75,000.

LAUCD/LACO CGI we are signing up for AP/AR. Greg thinks this will be beneficial for dashboarding and data sourcing so we can get information out more easily. Wave 1- conversion.

Audit is happening this week. Audit team is coming out starting tomorrow.

Banking - Cathay bank to fill whatever gap we have against project cost and what funds we have at hand. We have worked with them in the past. and they know how Charter Schools work. No general extent funding.

2017/2018 our Budget Process still continues. We hope to have all details for the June Board Meeting.

C. Director of Operations Report

Stands as submitted.

D. Human Resources Director (HR) Report

Stands as Submitted

E. Director of Development Report

Mike Rawson updated:how to streamline busing into this area.

We could add a paid for ride share to our website.

AYSO Region 69 - they have offered to provide \$150K

Westside Breakers Soccer's Club - they play here often and they have offered \$50K to \$100K towards or project. Anticipate having approximately \$725,000 by June 1st towards our campaign with the support of all these opportunities and Boosters club.

Starting a Brick Project to raise enough funding to get to \$1.5 million. Looking also to negotiate naming rights.

Mike reviewed some renderings and continued to discuss all aspects of the campaign. Collectively this project could be self funded with all our prospects.

Tech equity campaign is going well. Funding has come in and total donations \$88,822 to date.

9th grade info night was a success. Monthly Ambassadors pledges are coming in and we are moving along well.

F. Student Report

Ben's replacement has been elected.

May 18th Talent show date.

G. Parent Report

No update

H. Classified Staff Report

No update

I.

Faculty Report

Emilie announced that English Teacher Anita Stevens passed away. If you need information, we will provide it.

VIII. Board Committees (Stakeholder Board Level Committees)

A. Budget and Finance Committee Report

No update.

B. Academic Accountability Committee Report

No quorum.

C. Charter Committee Report

Meeting this month was cancelled. Rescheduling for May.

D. Election Committee Report

Update from Rocky; we got people to apply and all seats were taken, except for the Teacher seat. We discussed the matter in our last Election meeting and we think we have a candidate.

Idea of appointed Board was suggested and would require mostly community members and explained all the details. Please put this on the Charter Committee Agenda. If we made a change, it would be a material revision and would have to be approved by LAUSD and every year there are proposed legislative changes about employee board members, we want to make sure we are ahead of it. We must find ways to get people heard. We do not want legislation to make changes, and kick all employee's off the board and not have a plan in place.

There are varieties of ways to set up Boards. We will discuss more options later.

E. Post-Retirement Healthcare Benefits Committee Report

Dara gave an update: It is going to take time, but we will have one more meeting end of May or June.

IX. Board Committees (Board Members Only)

A. Audit Committee

No update.

B. Survey Committee

Surveys have gone out and we should hear back soon.

C. Grade Appeal Committee

Working on scheduling dates.

X. Consent Agenda

A. Approval of reimbursements for Executive Director / Principal

Rocky Montz made a motion to Motion to pass as presented. Passes unanimously with Deanna Hamilton and Robert Rene absent.

Leslie Woolley seconded the motion.

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

B. Approval of Field Trips

XI. New Business / Announcements

A. Next Regular Board Meeting is on Tuesday, May 16, 2017

B. PCHS Graduation on June 8, 2017

If you (a Board Member) want to attend, contact Shelby and we will order you a robe, cap, gown.

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

XII. Open Session

A. Return to Open Session

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

8:32 going into closed session

Nothing to report out from closed session.

XIII. Closing Items

A. Adjourn Meeting

Returned to Open Session at 9:05.

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:05 PM.

Respectfully Submitted,
Leslie Woolley

Coversheet

Human Resources Director (HR) Report

Section: II. Organizational Reports
Item: E. Human Resources Director (HR) Report
Purpose: FYI
Submitted by:
Related Material: II_E_HR Report BOT_05_16_17.pdf



PALISADES CHARTER HIGH SCHOOL

More Than 50 Years of Innovation and Excellence

Human Resources Board Report

May 16, 2017

Temporary/Consulting positions:

Name	Classification/Position	Funding	Effective Date
Dexter Keaton	Lifeguard	General	April 30, 2017

Retirement/Release/Resignation/Leave of Absence:

Name	Classification/Position	Funding	Effective Date
Marisol Alba	Teacher – Special Education RSP	General	June 9, 2017
Geoffrey Bowman	Teacher – Social Science	General	June 9, 2017
John Lissauer	Teacher – Social Science	General	June 9, 2017
Nancy Simon	Teacher – Special Education SDP	General	June 9, 2017

Benefits: Montage Insurance presented the new options for Dental and Vision benefits to all interested faculty on May 11, 2017. Staff is currently in the process of evaluating the decision to change dental insurance companies and we will hold a vote of UTLA, PESPU, and all staff to determine the final decision.

PESPU : negotiations on including verbiage on timekeeping, payment for proctoring tests on the PESPU contract and discussions on possible changes to dental, vision and life insurance.

Staffing and Recruitment:

OPEN POSITIONS 2017/2018

Faculty

Teacher – English

Teacher – P.E.

Teacher – Social Science

Teacher – Special Education RSP

Teacher – Math

Teacher – Spanish

Teacher - STEAM

Teacher – SpEd, Transition Specialist

Management

Director of Operations

Classified

Tutor/Paraprofessional - Math

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

Director of Operations Report

Section: II. Organizational Reports
Item: F. Director of Operations Report
Purpose: FYI
Submitted by:
Related Material: II_F_Operations Report_PCHS for BOT_05_16_17.pdf



PALISADES

CHARTER HIGH SCHOOL

Board of Trustees Meeting Operations Report May 16, 2017

MGAC/Pool:

- Pool user heckling from neighbor continuing.
- We're investigating options for possible improvements of:
 - Shade for bleachers on Temescal side of pool: Waiting on Design & Bid Documents
 - Outdoor Showers added under Scoreboard: Lining up Bidders
- PCHS should start accruing/saving for major repairs in the 3-5 year timeframe as major pool components start to reach their useful life of 8-10 years.

Transportation:

- Negotiating with vendors on pricing and contracts for Transportation Services for 2017-18. Hoping to have ready for presentation to the Board at this May meeting.
- There is 1 problematic bus re behavior that we're addressing with Dean's Office and Transportation vendor. Likely suspending even more kids from this bus.
- We will look further into possibly providing multiple transportation options for 2018-19

Permits & Setups:

- A few minor film/shoot permits occurring in May
- Typical athletic use permits continue
- High volume of setups/takedowns occurring during the two-week AP Exam timeframe
- Graduation planning underway

Safety:

- Safety committee is analyzing teacher/staff responses from post ALICE drill surveys and e-mails
- Fire Drill planned for May
- Working on 2017-18 Drill Schedule
- LAFD 3/3/2017 surprise inspection issues are resolved
- Classroom & Campus-Wide Emergency Supplies being inventoried
- Continuing annual self-compliance efforts for May/June LAUSD Safety Inspection
- Safety/Security Fencing being considered for front and parking lot side of school
- Additional Safety/Evacuation Gates being contemplated for perimeter locations
- Additional Cameras for Video Surveillance System anticipated to be CapEx Project Approved

Operations & LTSP:

- Gathering Final Requests for 2017-18 CapEx Budget items
- Prioritizing & Pricing ongoing for 2017-18 CapEx Budget items
- Finalizing Operations 2016-17 Budgets



PALISADES

CHARTER HIGH SCHOOL

Facilities Activities/Issues:

- Underground Water Pipe Leak by C-Bldg is repaired by LAUSD during Spring Break
- Burst water pipe in girl's visitor side restroom in the stadium. LAUSD has inspected and started to fix. Hoping to be done by end of May.
- Gas Leak near the E101 corner of the E-Bldg has been investigated by LAUSD and we're told will not get fixed until summer break.
- Beauty Tree to cleanout hillside in Parking Lots to remove overgrown vegetation. Johnson Tree did the same already re overgrown trees.
- Gutter repairs underway (some done) for several areas near Mercer and cafeteria
- Unused and Abandoned Cars removed from parking Lots
- Looking to re-label parking stalls for Staff to minimize confusion of parking areas
- Continued process of replacing all metal soap dispensers with anti-foam bacteria soap dispensers per LAUSD requirements
- Continued effort to replace old toilet paper dispensers with jumbo roll dispenser for longer stocking and reduced cost of supplies
- Started to replace old light fixtures with LED non occupancy sensors
- Continued effort of maintenance of Temescal Academy swamp. Scraped, power washed, etc. on a every other week basis
- LAUSD replacing broken/missing tiles in several locations around campus
- LAUSD fixing a number of leaking/cracked pipes around campus
- Preparing for LAUSD Annual Inspection
- A detailed list of the week-by-week repairs conducted campus-wide is available upon request.

Facilities Projects:

- **Stadium Repair** – Still planning on Summer 2017 repair project for both Track and Field. Also still working through LAUSD review/approval process, which may or may not involve a DSA submittal. Also working on additional bids for projects in hopes to find an additional strong vendor who will also provide a quality solution at maybe an even better price.
- **Garden Gateway Phase 3** – Suisman Architects re-designing and re-scheduling project following our DSA advisor's review. Waiting on Structural Engineer's drawings. Revised & Complete plans to be submitted to LAUSD for their review and approval once final plans are received. Revised schedule for start is dependent on timing of LAUSD's approval of the project.
- **Median Irrigation** – The irrigation system was installed in the upper and lower medians on Bowdoin and is working as needed.
- **Restrooms** - 3 Student Restrooms were renovated over Spring Break. Student feedback very positive. Will survey students again soon for other renovations they feel are needed.
- **Shade for Baseball Bleachers** – Waiting on LAUSD approval for one possible solution. Investigating other solutions in case needed.

Coversheet

Director of Development Report

Section: II. Organizational Reports
Item: G. Director of Development Report
Purpose: FYI
Submitted by:
Related Material: II_G_Part 1_Development Report_05_16_17.pdf



PALISADES

CHARTER HIGH SCHOOL



Board of Trustees Meeting Development Report May 16, 2017

Total Funds Raised to date \$139,221

Pending grants:

- Caruso Family Foundation (\$25,000) Grant proposal for Tech Equity project originally submitted 11/10 and resubmitted March 1 was denied
- Joseph & Dorothy Goldberg Charitable Trust (\$15,000) Tech Equity grant is still pending

Letter of Inquiry sent:

- Upcoming grant proposals to the Toyota USA Foundation (Technology), American Honda Foundation (Technology) and the Kenneth T. & Eileen Norris Foundation (Science) due by May 1st were not submitted due to lack of teacher input.
- Grant proposals to the Los Angeles Clippers Foundation for the Stadium Repair project sent in March.

Stadium Repair Project:

- Campaign appeal to be sent out pending approval to proceed with the project.
- Donor Legacy Brick Campaign marketed to current parents, past parents, alumni and AYSO Region 69.
- Separate appeal to donors for the last track & field project
- Corporate sponsorships and naming rights
- Shared used permit prospects
- Received financial commitment to support the project from AYSO Region 69 and the Westside Soccer Club.

Revised Schoolwide Fundraising Policies and Procedures Policy

- A revised copy of the original policy approved in May 2016 is submitted for review.

Coversheet

Chief Business Officer (CBO) Report

Section: II. Organizational Reports
Item: H. Chief Business Officer (CBO) Report
Purpose: FYI
Submitted by:
Related Material: II_H_Part 4_CTE Expenses 2016_2017.xlsx
II_H_Part 2_Budget Overview 05_05_17.pdf
II_H_Part 5_Credit Card_2016_2017.pdf
II_H_Part 1_CBO Report 05_16_17.docx.pdf
II_H_Part 3_AllowableUses_CTEIG funds.pdf

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. [Adobe Reader](#):

II_H_Part 4_ CTE Expenses 2016_2017.xlsx

**PALISADES CHARTER HIGH SCHOOL
2015-2016 AUDITED ACTUALS AND 2016-2017 BUDGET UPDATES**

	Unaudited Actuals	Approved	updates 4/17	Updated 15/16 vs. 16/17 Incr./(Decr.)	
	2015-2016 Updated 12/14	2016-17 Budget	2016-2017 Budget		
ADA	2,844.70	2,836.04	2,844.47		ADA through month 8
LCFF Revenue	24,442,065	25,572,391	25,594,789	4.7%	
Federal Revenue	1,118,373	1,187,732	1,145,116	2.4%	
Other State Revenue	4,091,906	3,335,714	3,725,203	-9.0%	Lottery adjusted in CDE calculation for PY ADA
Local Revenue	1,426,683	1,368,147	1,408,147	-1.3%	
Total Revenue	31,079,027	31,463,984	31,873,255	2.6%	

Expenses

	2015-16	2016-2017	2015-16	2016-17	
			% OF Total	% OF Total	
Certificated Salaries (Excl. Admin)	12,477,672	12,938,379	13,177,610	42.2%	42.3%
Certificated Salaries-Admin	738,131	733,531	748,202	2.5%	2.4%
Classified Salaries (Excl. Admin)	3,697,794	3,648,451	3,831,441	12.5%	12.3%
Classified Salaries -Admin	351,521	344,944	355,521	1.2%	1.1%
Benefits	6,122,166	6,605,267	6,702,526	20.7%	21.5%
Total Salaries & Benefits	23,387,284	24,270,572	24,815,300	79.2%	79.7%
Books & Supplies	1,048,046	1,405,637	812,523	3.5%	2.6%
Services & Other Operating	4,341,485	3,828,909	4,682,725	14.7%	15.0%
Interest	47,528	33,314	33,314	0.2%	0.1%
Depreciation	471,117	689,645	550,000	1.6%	1.8%
District Oversight	244,500	265,722	257,947	0.8%	0.8%
Total Expenses	29,539,960	30,493,799	31,151,809	100.0%	100.0%

Fund Balance-Excess/(Deficit)

1,539,067	970,185	721,446
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capital expenses moved to
rentals (Services)

digital based IMA

Palisades Charter High School
 Credit Card Reconciliation Form
 For the Period of: 04-04-17 to 05/04/17

PLEASE COMPLETE

For finance use only

Date	Vendor	Description of Expense	Cardholder	Requested By	Amount	Board Approval Required?	Resource	Budget Category
4/6/2017	VISTAPR*VistaPrint.com - 866-8936743, MA	Business Cards	PAM MAGEE	PAM MAGEE	(11.25)	NO	00000.0	4390
4/6/2017	VISTAPR*VistaPrint.com - 866-8936743, MA	Business Cards	PAM MAGEE	PAM MAGEE	41.32	NO	00000.0	4390
4/7/2017	DOMINO'S 8546 - 310-473-6575, CA	Lunch for students - Unity Month	PAM MAGEE	PAM MAGEE	200.72	NO	20150.0	4390
4/13/2017	GELSON'S MARKETS #7 - PACIFIC PLSDS, CA	Admin Meeting	PAM MAGEE	PAM MAGEE	32.74	NO	00000.0	4390
4/19/2017	VESTA *T-MOBILE - 888-278-3397, OR	Phone Credit for Special Ed Cell Phone (J110)	PAM MAGEE	M. Bush	114.90	NO	65000.0	5890
4/21/2017	CheapTix*113312155806 - www.ctix.info, WA	CEDLT Training	PAM MAGEE	M. Cervantes	203.79	NO	30100.0	5220
4/21/2017	CheapTix*113312215297 - www.ctix.info, WA	CEDLT Training	PAM MAGEE	M. Cervantes	203.79	NO	30100.0	5220
4/24/2017	GELSON'S MARKETS #7 - PACIFIC PLSDS, CA	Admin Meeting	PAM MAGEE	PAM MAGEE	19.06	NO	00000.0	4390
4/24/2017	IKEA HOME SHOPPING - 410-931-5410, MD	Furniture for career center	PAM MAGEE	S. Santana	1,074.49	NO	63870.0	6500
4/25/2017	PALISADES POST - 213-7467121, CA	cafeteria RFP	GREG WOOD	GREG WOOD	66.00	NO	53100.0	5810
4/25/2017	VISTAPR*VistaPrint.com - 866-8936743, MA	Business Cards	PAM MAGEE	PAM MAGEE	186.58	NO	00000.0	4390
4/26/2017	HOTELS.COM726122668536 - HOTELS.COM, WA	lodging for staff PD	PAM MAGEE	PAM MAGEE	866.75			
4/27/2017	UNITED 0167967597840 - 800-932-2732, TX	moot court	PAM MAGEE	P. Nazarian	1,065.00			
5/1/2017	PAVILIONS STOR00022319 - SANTA MONICA, CA	Admin Meeting	PAM MAGEE	PAM MAGEE	54.98	NO	00000.0	4390
5/1/2017	DOMINO'S 8546 - 310-473-6575, CA	LTSP	PAM MAGEE	PAM MAGEE	274.08	NO	20150.0	4390
5/1/2017	WWW.FLOCABULARY.COM - 718-852-0105, NY	subscription	PAM MAGEE	L. Given	96.00	NO	00000.0	5310
5/1/2017	NOAH'S-ONLINE CATERING - 180-022-4356, CO	Staff Appericiation Lunch	PAM MAGEE	PAM MAGEE	467.91	NO	00000.0	4390
5/2/2017	DOMINO'S 8546 - PACIFIC PALIS, CA	student lunch	PAM MAGEE	PAM MAGEE	427.50			
5/2/2017	PROMOTE MARKETING CO - 916-8014026, CA	leadership pins for staff appericiation	PAM MAGEE	PAM MAGEE	598.13	NO	00000.0	4390
5/2/2017	MAILCHIMP *MONTHLY - MAILCHIMP.COM, GA	subscription	PAM MAGEE	PAM MAGEE	120.00	NO	00000.0	5310
5/3/2017	DOUBLETREE BY HILTON HTL - PRINCETON, NJ	moot court	PAM MAGEE	P. Nazarian	315.90	NO	ASB	
5/3/2017	DOUBLETREE BY HILTON HTL - PRINCETON, NJ	moot court	PAM MAGEE	P. Nazarian	381.38	NO	ASB	
5/3/2017	DOUBLETREE BY HILTON HTL - PRINCETON, NJ	moot court	PAM MAGEE	P. Nazarian	381.38	NO	ASB	
5/3/2017	DOUBLETREE BY HILTON HTL - PRINCETON, NJ	moot court	PAM MAGEE	P. Nazarian	381.38	NO	ASB	
5/3/2017	DOUBLETREE BY HILTON HTL - PRINCETON, NJ	moot court	PAM MAGEE	P. Nazarian	381.38	NO	ASB	
5/4/2017	SMK*SURVEYMONKEY.COM - 971-2445555, CA	faculty WASC survey	PAM MAGEE	PAM MAGEE	300.00	NO	00000.0	5810

Grand Total **8,243.91**



Palisades Charter High School

More Than 50 Years of Innovation and Excellence



CBO REPORT

MAY 16, 2017

BOARD OF TRUSTEES MEETING

2016-2017

- Our Total Unrestricted Cash Balances at the end of April 2017 was \$9.0 (available 5/8/17) Million (March 2017 was \$9.5 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. Lowered funding in April 2017 vs. March 2017.

Enrollment

- The enrollment for 2016-2017 at the end of Month 8 (April 7th) was 2,944 (2,952 in Month 7). Cumulative ADA through Month 8 was 2,843.4 @ 96.0% (2,844 @ 96.2% Month 8 in 2015/16). Month 8 ADA will be used to submit our "P-2" ADA report to the CDE. Our 2016-2017 funding will be finalized based upon this reported ADA. Our Budgeted ADA for 2016-17 is 2,836. NO CHANGE from prior month

AUDIT/LAUSD REVIEW

- Our external Auditors (VTD) finished up their (4/19-4/21) initial phase of their 3 part audit schedule. Their focus was on Attendance accounting and the ASB procedures. The next phase of the Audit will take place in June. No major issues were noted. In addition, LAUSD Charter Office staff will be on-site 5/17 to perform their annual review of the PCHS Financial and related systems.

Cafeteria

- We have our Cafeteria Request for Proposal (RFP) to the public and posted it on our web site. Potential bidders will be attending a Tour on May 9th (3 pm). Additionally, a Food Sampling/Tasting will be held the week of May 15th, 3 Food Service vendors attended the tour and we will have a tasting for students/staff (up to 30) on May 15-17th @ 3 pm in Staff Cafeteria. A survey will be taken to provide our stakeholders an opportunity for input on the vendors. RFP's are due later in the month and the contract will be awarded at the June Board meeting.



Palisades Charter High School

More Than 50 Years of Innovation and Excellence



CBO REPORT

MAY 16, 2017

BOARD OF TRUSTEES MEETING

Interim Financial Report

- The Budget overview report with the latest summary of the various Revenue & Expense categories of PCHS is attached separately. A copy of the CTE Budget & related expenditures (ytd 4/17) are also attached.

2016-2017 ASB

- Prom upcoming on May 20th
- Mixer with other High Schools (late May tbd)
- Talent Show May 18th
- Yearbooks are selling well and available for purchase on-line.
- Dinner on the Diamond 5/12

Other

- We are including the detailed PCHS Credit Card transactions initiated in the prior month.

2017-2018 Budget

- The 2017-2018 Budget package currently under review and the information is being and has been shared with the Administration & LTSP Committees for input. The Budget & Finance committee met and no recommendations were finalized for Board action. Additionally, the B & F committee changed the all-day Budget review dates to May 31 & June 1st.
- The Meeting to learn about the State of California's May Revise Budget information will be attended by PCHS staff on May 19th. The information learned at this meeting will be included on the 2017-2018 Budget meeting.
- The LACOE initial meeting that was held on 4/18/17 to meet with the programmers on their upcoming Financial system upgrade in preparation of being the first Charter in the County to be part of the transition. The first meeting was attended by PCHS staff on 5/9. We will be attending various seminars and provide input on the various Financial modules of the new CGI system (up to 30 in the next 3 months).



PALISADES

CHARTER HIGH SCHOOL

ALLOWABLE ACTIVITIES & USES OF CTEIG FUNDS

Allowable activities and use of funds for this grant may include but are not limited to the following:

- Involve parents, businesses, and labor organizations as appropriate in the design, implementation, and evaluation of CTE programs, including establishing effective programs and procedures to enable informed and effective participation in CTE programs.
- Provide career guidance and academic counseling for students participating in CTE programs that improve graduation rates and provide information on postsecondary career options.
- Provide support for local education and business partnerships including work-related experiences for students, entrepreneurship, and job shadowing that are related to CTE programs.
- Provide programs for special populations.
- Assist career and technical student organizations (CTSOs).
- Provide mentoring and support services.
- Lease, purchase, upgrade, or adapt equipment, including instructional aids designed to strengthen and support academic and technical skill achievement.
- Provide teacher preparation programs that address the integration of academic and CTE and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals with experience in the industry.
- Develop initiatives that facilitate the transition of CTE students into postsecondary education technical programs, including articulation agreements and dual and concurrent enrollment programs.
- Provide activities to support entrepreneurship education and training.
- Improve or develop new CTE courses, including new proposed CTE innovative courses and programs of study for consideration by TEA; courses that prepare individuals academically and technically for high-skill, high-wage, or high-demand occupations; and dual and concurrent enrollment opportunities by which CTE students at the secondary level could obtain postsecondary credit to count towards and associate or baccalaureate degree.
- Develop and support small, personalized career-themed learning communities.
- Provide support for family and consumer sciences programs.
- Provide assistance to individuals who have participated in CTE programs in continuing their education or training or finding an appropriate job, such as through referral.
- Support training and activities, such as mentoring and outreach, in nontraditional fields.
- Provide support for training programs in automotive technologies.
- Improving the initial preparation and professional development of CTE teachers, faculty, administrators, and counselors.



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- Salary for additional counseling personnel to provide a comprehensive career guidance and counseling program where such a program has not been previously provided or to expand and improve the delivery of such a program.
- Acquisition of equipment, print, visual, audio, and technology-based college and career guidance resources for use by the counseling team in the delivery of career development guidance and counseling.
- Implementation of a college and career information center organized and administered by a certified counselor, including the acquisition of a college and career information system, college and career resource materials, and other college and career guidance and placement materials.
- Acquisition of instructional materials, equipment, and resources for the delivery of instruction in career orientation programs.
- Travel for professional development on the integration of CTE and academic curriculum for both CTE and academic teachers when the training or integration is related to CTE.
- Travel for counselor and career orientation staff to attend professional development activities directly related to career guidance and placement activities.
- Career counseling and instructional activities designed to facilitate transition to work-based learning or postsecondary education activities for students who are members of special populations.
- A special populations coordinator, paid in whole or in part with federal funds, who is a certified counselor or teacher, to ensure that individuals who are members of special populations are receiving adequate services and occupational skill training.
- Acquisition of new or improved instructional resources.
- Modification or upgrade of equipment to meet current business and industry specifications.
- Professional development for academic and CTE teachers to integrate academic and career and technical skills.
- Supplemental accelerated instructions for students enrolled in CTE program when such programs are designed to meet the special needs of and enhance the participation of individuals who are members of special populations.
- Programs for secondary students that address all aspects of an industry in high-skill, high-wage, or high-demand occupations.
- Acquisition of materials promoting nontraditional fields.
- Activities for training sponsors from business and industry.
- Administrative costs, including direct administrative costs and indirect costs, to no more than 5% of the total grant awarded for any fiscal year.
- Travel for professional development for both academic and CTE teachers and other teachers providing instruction to students who are enrolled in CTE programs when the professional development is related to integrating academic and CTE.
- Acquisition of career interest and aptitude assessment materials and scoring costs.
- Acquisition of new state-of-the-art instructional equipment.
- Work-based learning programs, i.e. internship, joint programs, services and activities with community-based organizations, and apprenticeship programs.



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- Acquisition of linguistically appropriate assessment and other CTE instructional and supportive materials for individuals with limited English proficiency.
- Printing costs that are necessary and reasonable for performance of the grant award.
- Conference registration fees where the conference and content are career technical education (CTE) related and are specifically for CTE teachers, counselors, and administration.
- CTE industry specific software.
- Fundraising may include grant writing, financial campaigns, endowment drives, solicitation of gifts and donations, and similar expenses incurred to raise capital or obtain contributions. Supplies purchased to make items for fundraising are not allowable.

Coversheet

Executive Director / Principal (EDP) Report

Section: II. Organizational Reports
Item: I. Executive Director / Principal (EDP) Report
Purpose: FYI
Submitted by:
Related Material: II_I_EDP Report _EDP bdrpt 05_16_17.pdf



PALISADES CHARTER HIGH SCHOOL

PALISADES CHARTER HIGH SCHOOL BOARD OF TRUSTEES MEETING EXECUTIVE DIRECTOR AND PRINCIPAL REPORT MAY 16, 2017

PCHS recognized in annual “Best” list

U.S. News and World Report – Best High School Rankings

The Best High School rankings identify the country’s top performing public high schools. Data sources used to produce the Best list include: U.S. Department of Education common data, Advanced Placement Data from College Board, statewide accountability proficiency test results and graduation rates.

According to *U.S. News and World Report*, “The methodology for identifying the Best High Schools was developed with a core principle in mind: that the best schools must serve all students well and must produce measurable outcomes that support this mission.” (Frequently Asked Questions: 2017 Best High School Rankings www.usnews.com)

PCHS, one of 247 LAUSD high schools, earned a silver medal and is ranked #94 out of more than 650 recognized California high schools, #541 in National rankings out of 6,041 eligible high schools, and #123 in Charter High Schools.

“Meet the Candidates” forum for LAUSD Board District 4

Candidates Nick Melvoin and incumbent Steve Zimmer participated in a debate held in Gilbert Hall on Monday, May 8. PCHS junior Amir Ebtehadj facilitated the meeting. Pali Production live streamed the event which is viewable at this link:

<https://drive.google.com/open?id=0B2Vi0oCHwKO5Mkh5ckZXVHRiS00>

Both candidates have also visited PCHS to meet with teachers. The election will be held on Tuesday, May 16.

LAUSD Charter School Division Annual Compliance Visit

The annual oversight visit from the LAUSD Charter Division is scheduled for next week. Wednesday, May 17 is reserved for document review and fiscal review. Friday, May 19 is dedicated to evaluation of instruction and academic programs, focus group interviews, and classroom visits.

Annual Stakeholder Survey through Teachers College at Columbia University

Each spring PCHS seeks to gather feedback from all stakeholder groups. This information is used to determine school effectiveness in addressing the current year’s school-wide goals and to determine the goals for the coming school year. Faculty and Staff completed their survey during the May 2 All Staff Meeting. Parents received information on May 6. The parent survey is open from May 6-20. Students will complete their survey during the Activity Day time on Friday, May 26. All feedback is confidential. Results of the surveys will be shared with the school community at the start of the 2017-18 school year.



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Proposition 51 Application Process

PCHS is working with GKK Architects and Charter Facilities Consulting to prepare and submit the application for Prop. 51 facilities funds. Prop. 51 is a statewide facilities funding program intended to assist charter schools in securing long-term facilities through (1) new construction of charter facilities on District and non-District sites, and (2) rehabilitation of aging District facilities for long-term charter school use. PCHS has completed the initial step of submitting letters of intent to apply for state funds to LAUSD. While many school districts across the state are supporting both new construction and rehabilitation projects, LAUSD has indicated that they will not support rehabilitation projects. The California Charter School Association is advocating on behalf of LAUSD charter schools and has submitted a letter reminding the District of its stated commitment to establishing long-term facilities for charter schools and asks that they reconsider their stance against rehabilitation projects.

LAUSD Sharing Promising Practices Together Forum – Saturday, June 2 from 8:30am-2:30pm at Julian Nava Learning Academy

Several PCHS administrators and teachers will participate in the upcoming forum hosted by LASUD Superintendent Michelle King. The event includes a keynote address on the neurology of education and teaching practices to engage adolescent youth in the classroom.

Monica Iannessa and Pam Magee will present on Dolphin Leadership Academy and the PCHS Student Bill of Rights and Responsibilities.

California Charter School Association Legislative Update

The last week of April was the deadline for legislation with fiscal impact to be heard by respective policy committees. As a result, hundreds of bills were voted on in a marathon of committee hearings throughout the week with 395 bills failing to meet the deadline. Here is an update on all charter related legislation that was voted on during the week:

- **AB 950 (Rubio):** CCSA's sponsored bill to improve countywide and statewide benefit authorizing options **passed the Assembly Education Committee with a 4-1 vote** and heads to the Assembly Appropriations Committee.
- **SB 765 (Weiner):** CCSA's sponsored bill providing charters access to district surplus property **passed the Senate Education Committee with a 5-1 vote** and heads to the Senate Appropriations Committee.
- **SB 808 (Mendoza):** CCSA opposed legislation that would eliminate charter school appeal options and potentially result in the closure of hundreds of charter schools **was heard by the Senate Education Committee for testimony only and is now a two-year bill**. SB 808 will be held until January in 2018 pending informational hearings in the Los Angeles area in the Summer.



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- **SB 806 (Glazer):** CCSA’s sponsored bill on conflict of interest and for-profit charter schools **failed passage in the Senate Judiciary Committee with a 2-1 vote.** SB 806 is now a two-year bill.
- **AB 1224 (Weber):** CCSA’s sponsored bill to establish a county charter authorizing pilot program under the State Board of Education was pulled by the author and not taken for a vote. AB 1224 is now a two-year bill.
- **AB 1360 (Bonta):** CCSA’s opposed legislation that would impose restrictive procedures on charter school discipline and admissions practices **passed the Assembly Education Committee with a 5-2 vote.** CCSA is in the process of working with the author and sponsors of this bill in good faith on amendments to remove areas of opposition.
- **AB 1661 (Limon):** AB 1661 is a newly amended bill intended to align current law to the new state accountability system. However, this bill significantly changes the renewal criteria for charter schools. CCSA opposes this bill unless it is amended to address our concerns on the charter renewal changes. AB 1661 **passed the Assembly Education Committee with a 4-2 vote** and heads to the Assembly Appropriations Committee.

Upcoming Senior Class Events

Prom

May 20 The Annex Hollywood

Senior Awards reception

May 24 3:30pm Mercer Hall

Senior Spectacular

June 2 6:00pm PCHS

Commencement Ceremony

June 8 5:30pm Stadium by the Sea

Coversheet

Election Committee Report

Section: III. Board Committees (Stakeholder Board Level Committees)
Item: D. Election Committee Report
Purpose: FYI
Submitted by:
Related Material: III_D_Election Committee Report_BoT_05_16_17.pdf



PALISADES CHARTER HIGH SCHOOL

Board of Trustees Election Committee Report 5.16.17

2016-2017 Election Results

Faculty Election (Student Voters)

Thompson, Mystic	<i>Student Run Election - Leadership class has election statistics – Ms. Thompson won with 100% of the vote</i>
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Faculty Election (Faculty Voters)

	Faculty Votes	Percentage
Carini, David	54	59.34%
Friedman, Michael	37	40.66%
<i>Abstentions</i>	2	

Classified Election

	Classified Votes	Percentage
Paris, Andy	15	100.00%
<i>Abstentions</i>	0	

Parent Election

	Parent Votes	Percentage
McClellan, Shawn	110	100.00%
<i>Abstentions</i>	12	

Community (PCHS Personnel Only)

	Faculty Votes	Classified Votes	Admin/Management Votes	Totals	Percentage
Hirsch, Emily	70	13	11	94	100.00%
<i>Abstentions</i>	23	2	3	28	



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	Faculty Votes	Classified Votes	Admin/Management Votes	Parent Votes	Totals	Percentage
Community (All Electorate)						
Schoenberg, Camille	69	11	12	111	203	100.00%
<i>Abstentions</i>	24	4	2	11	41	

2016-2017 Voter Statistics

	Eligible Voters	Ballots Submitted	Percentage That Voted
Faculty	142	93	65.49%
Classified	53	15	28.30%
Admin/Management	21	14	66.67%
Parent	3503	122	3.48%
Total	3719	244	6.56%

Excerpt from Brown Act

receives funds from a local agency and, as of February 9, 1996, has a member of the legislative body of the local agency as a full voting member of the governing body of that private corporation, limited liability company, or other entity shall be relieved from the public meeting requirements of this chapter by virtue of a change in status of the full voting member to a nonvoting member.

(d) The lessee of any hospital the whole or part of which is first leased pursuant to subdivision (p) of Section 32121 of the Health and Safety Code after January 1, 1994, where the lessee exercises any material authority of a legislative body of a local agency delegated to it by that legislative body whether the lessee is organized and operated by the local agency or by a delegated authority.

54952.1. Any person elected to serve as a member of a legislative body who has not yet assumed the duties of office shall conform his or her conduct to the requirements of this chapter and shall be treated for purposes of enforcement of this chapter as if he or she has already assumed office.

**Regarding newly
elected Trustees**

54952.2. (a) As used in this chapter, "meeting" means any congregation of a majority of the members of a legislative body at the same time and location, including teleconference location as permitted by Section 54953, to hear, discuss, deliberate, or take action on any item that is within the subject matter jurisdiction of the legislative body.

(b) (1) A majority of the members of a legislative body shall not, outside a meeting authorized by this chapter, use a series of communications of any kind, directly or through intermediaries, to discuss, deliberate, or take action on any item of business that is within the subject matter jurisdiction of the legislative body.

(2) Paragraph (1) shall not be construed as preventing an employee or official of a local agency, from engaging in separate conversations or communications outside of a meeting authorized by this chapter with members of a legislative body in order to answer questions or provide information regarding a matter that is within the subject matter jurisdiction of the local agency, if that person does not communicate to members of the legislative body the comments or position of any other member or members of the legislative body.

(c) Nothing in this section shall impose the requirements of this chapter upon any of the following:

(1) Individual contacts or conversations between a member of a legislative body and any other person that do not violate subdivision (b).

(2) The attendance of a majority of the members of a legislative body at a conference or similar gathering open to the public that involves a discussion of issues of general interest to the public or to public agencies of the type represented by the legislative body, provided that a majority of the members do not discuss among themselves, other than as part of the scheduled program, business of a specified nature that is within the subject matter jurisdiction of the local agency. Nothing in this paragraph is intended to allow members of the public free admission to a conference or similar gathering at which the organizers have required other participants or registrants to pay fees or charges as a condition of attendance.

(3) The attendance of a majority of the members of a legislative body at an open and publicized meeting organized to address a topic of local community concern by a person or organization other than the local agency, provided that a majority of the members do not discuss

Coversheet

Progress Update on Schoolwide Goals

Section: V. Academic Excellence
Item: A. Progress Update on Schoolwide Goals
Purpose: FYI
Submitted by:
Related Material: V_A_Schoolwide Goals_BoT_05_16_17.pdf



PALISADES CHARTER HIGH SCHOOL

PCHS Schoolwide Goals 2016-2017

Board Retreat August 27, 2016

Reviewed May 16, 2017

Goal 1: PCHS will continue to foster:

- 1) **Appropriate types of communication for all stakeholders in order to ensure a respectful, well-informed community**
- 2) **A sincere consideration of communications**
- 3) **An understanding of the appropriate avenues of communication**
 - a. Email communiques and robo-calls tailored to specific audiences (ex., incoming 9th graders, senior class parents, Virtual Academy participants, and PIQE parents)
 - b. Multiple means of communication used to reach parents and community members (Weekly newsletter, stand-alone e-blasts, robo-calls sent to specific groups, website, social media including Facebook and Twitter, Schoology and Infinite Campus notifications)
 - c. **Translation tools** purchased to provide services at meetings for parents
 - d. Translation of documents such as the updated Parent/Student Handbook, forms, and informational materials
 - e. Redesigned **website**
 - f. Increased levels of participation in annual stakeholder survey by providing time for all staff (All Staff Meeting in May 2, 2017) and students (Activity Day May 26, 2017) to complete the survey. Parent survey opened on May 6 closes on May 20, 2017.
 - g. **Communications Coordinator** serves as point person for all school community communiques
 - h. PCHS **charter story** shared at conferences and training: CCSA annual conference presentations on Dolphin Leadership Academy, Student Bill of Rights and Responsibilities, Pali Online Programs, and STEAMShop/Makers Space
 - i. Staff policies adopted and enforced pertaining to professionalism and communication
 - j. Parents polled to determine preferred methods of communication (results indicate email/newsletter and phone calls)
 - k. Implemented **Board on Track** to provide more streamlined access to Board of Trustees information



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

- a. Grading policies and practices analyzed in departments and PLCs. Survey conducted by UTLA representatives to gather detailed information about individual classroom practices and priorities. Information synthesized and presented at April faculty meeting. Additional discussion in Academic Accountability meetings and Curriculum Council/Department Chair meetings
- b. Growth mindset/health and wellness encouraged through professional development including Potential Project Mindfulness Course available to all staff. - SMART goals developed by all teachers and Individualized professional development plans focused personal/professional growth
- c. Positive student/teacher relationships encouraged through Activity Day lessons promoting interaction and involvement. Teachers trained by Trauma Informed Schools. Incorporation of wellness strategies (Mindful Mondays – Pali Pause) Voluntary Yoga for staff
- d. Differentiation encouraged at all levels/support provided for student success – Mixed honors/college prep classes in Social Studies, English coming on board next year; adding three inclusion classes (Alg I continued, Geo, Eng 11) More support in Virtual Academy for students who need assistance
- e. Diversity in honors/AP classes increased in Social Studies and English departments through blending of class levels; AP support classes offered to encourage students to enroll in AP courses
- f. Data collected to monitor success – Interim assessment blocks administered, creating baselines this year – High participation rates help increase confidence for Smarter Balanced Assessments
- g. Exploring mentor opportunities for 9th graders and new students such as **Link Crew**
- h. **Summer reading** – Creation of Virtual Reader with articles addressing topics of implicit bias and wellness for teachers
- i. **Common Assessments** – All PLCs administer; new step for PLCs to schedule times to analyze data with AA coaches monthly (Benchmark Meetings)
- j. **New teacher support program** focusing on effective teaching strategies
- k. Creation of **Activity Days** – Themes: Culture and Climate Survey, Student Bill of Rights and Responsibilities, Parent/Student Handbook, State of the School Address
- l. **Honor Roll Celebration** - More than 700 students on the Honor Roll – 3.7 and above/no U's ever!
- m. Implementation of new events and programs focused on building community and culture: Unity Month – Human Kind Film Festival – Teen Court – Peer Mediation – Expansion of Ambassador Program – Link Crew 9th grade buddy program
- n. Mentoring program provided by Academic Achievement Team coaches to create an inviting culture for teachers and PLC work



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- o. Contracted with **Schoolzilla** to build data dashboards providing faster access to critical academic data and to respond quickly to instructional needs

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

- a. Professional development regarding listening to and understanding student challenges provided for all employees: Trauma Informed Schools, Center for the Celebration of Diversity Through Education, Human Rights and Diversity Training, Student Bill of Rights and Responsibilities introduction
- b. Lessons for students regarding respect/compassion for others provided through Unity Month activities, BSU, TVN and FUN assemblies, Human Kind project and presentation
- c. Parent involvement promoted through parent groups (PTSA, Booster Club, Parent Information Nights for CTE, New Students, Virtual Academy)
- d. Satellite location parent meetings planned for 2017-18 school year
- e. Parent group outreach to ensure all parents feel welcomed and included
- f. LTSP recaps and opportunities for input provided quarterly at PTSA meetings throughout the year
- g. Parenting support on timely topics provided by therapist at monthly PTSA meetings
- h. Parent meetings offered on Saturday morning and evenings to make attendance more convenient by Pali Special Education Council, Parent Involvement for Quality Education, The Village Nation, and English Learner Advisory Committee
- i. Safe Zone Resolution adopted by PCHS Board, presented to staff and students along with the *Fuerza Unida*/Latino Student Union Red Card Campaign
- j. Youth Suicide Prevention Policy presented to Board for review and later approval (May 16, 2017)
- k. Wellness Committee meets monthly to revise Wellness Policy
- l. Increased levels of participation in annual stakeholder survey by providing time for all staff (All Staff Meeting in May 2017) and students (Activity Day May 26, 2017) to complete the survey.
- m. Campus-wide focus on mental health and stress reduction: Monday Mindfulness Tips, Pali Pause at the start of staff meetings, Potential Project Mindfulness training offered to all PCHS staff
- n. Mentor program for incoming 9th grade students planned for 2017-18. Administrator participated in Link Crew training provided by the Boomerang Project
- o. New programs requested by students offered this year: Women's Self Defense Class for PE credit, career and networking opportunities, expanded STEAM classes, African American Literature class, more mental health counselors available to students, college courses earning dual credit, and more.



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- p. Gender neutral restrooms provided in M and A Buildings as well as AA Room
- q. Ongoing work with Culture and Climate Facilitators including convening of a committee to review employee policies to ensure professionalism and equity throughout the campus
- r. Expanded outreach to feeder middle schools to build diversity
- s. Review of transportation options to assist traveling families. Board discussion and action to determine impact on budget (June 2017).

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

- a. Development committee formed, **PCHS Fund**, that replaces the Education Foundation to work with EDP to fund strategic short and long term needs
- b. Grant committee formed to research and pursue grant opportunities
- c. Partnership formed with PCHS Alumni Association
- d. CTE committee formed to form partnerships to support CTE pathways, dual enrollment with SMC and WLAC, subsidize curriculum needs
- e. Collaboration with Chamber of Commerce and other civic and philanthropic groups
- f. Development survey administered to determine community response to development campaigns
- g. Monitoring fundraising activities to ensure compliance with PCHS Fundraising Policy provisions
- h. Revised fundraising policy to incorporate all fundraising (submitted for Board review on May 16, 2017)
- i. Proposition 51 application to be submitted (due May 30, 2017) for state funding for new campus construction to provide modern classroom space for science and STEM programs
- j. Tech Equity Campaign raised \$89k to date for Chromebooks for 1:1 program
- k. Donor Brick Campaign to be launched to raise funds for stadium refresh
- l. Create a culture of giving involving students, staff, and parents through development of school brand, marketing pieces and newsletter; streamlined process to make giving easier
- m. **Annual Fundraising Report** in development for release in the fall with monthly updates (Development Director's monthly report)

Coversheet

Schoolwide Grading Policy

Section: V. Academic Excellence
Item: C. Schoolwide Grading Policy
Purpose: Vote
Submitted by:
Related Material: V_C_Schoolwide Grading Policy PCHS GRADING POLICY05_16_17.pdf



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CURRENT PCHS GRADING POLICY (FROM THE PCHS-UTLA CONTRACT AND CALIFORNIA ED CODE)

Determination of Grades:

The grade to be given to any individual student shall be determined in the good faith professional judgment of the teacher and shall not be changed by PCHS except in situations of clerical or mechanical mistake, fraud, bad faith, incompetency, or failure to comply with the then-current PCHS grading policies, procedures, and criteria in accordance with the Education Code Sections 49066 and 49067.* A grade shall not be changed for any of the above reasons unless the responsible teacher has to the extent practical (a) been given prior notice and an opportunity to explain verbally and/or in writing, the reasons for which the grade was given; and (b) been included in discussions relating to the change of grade. Claimed violations of this section are subject to the grievance procedures of Article

Marking Practices and Procedures. In order to define expectations and provide a shared language for discussing student learning, marks and grading practices will be aligned to student performance on the California content standards and will conform to the following expectations:

- a. Marking Practices for Report Cards and Progress Reports
 - 1) Marking practices are to reflect individual student performance and progress toward mastery of the standards. A student's mark may not reflect a comparison of that student's performance with the performance of other students.
 - 2) Standards-based instruction and the concept of mastery of standards leads to marking system that reflects the notion that all students can learn. This is a shift from a competitive system in which there are available high grades in each course to a system in which all students are expected to master the content standards.
 - 3) Marks reflect a student's individual achievement toward mastering the standards. At the beginning of the school year, each classroom teacher is to provide students and parents with the course description or syllabus, a list of the standards addressed in the course, and the Criteria for Marks.* Cut and paste---Criteria for Marks
 - 4) Academic marks reflect multiple measures of performance and a variety of assignments that demonstrate progress toward and mastery of California content standards.
 - 5) Class work, homework, and other assignments that are taken into consideration for the progress report mark are to be graded, recorded, and returned to students within a reasonable time. The criteria for determining "reasonable time" might include students receiving an evaluation of their work allowing enough time to prepare for assessments and prior to issuing an academic mark along with the complexity of the assignment and the individual teacher's workload.
 - 6) Meaningful homework is an extension of classwork and is aligned to the standards



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for the course. Homework emphasizes quality rather than quantity and should be reflected in the progress report mark.

b. Recording Grades

- 1) For every course, a minimum of one performance mark reflecting progress toward mastery of standards for every five class hours of instruction is to be recorded in the Infinite Campus system.
- 2) All grades shall be entered into the Infinite Campus system within a reasonable time period after the work is graded as determined by the nature and complexity of the assignment as well as the schedule and workload of the teacher.

Ed Code **49066**. (Amended by Stats. 1980, Ch. 715, Sec. 1.)

(a) When grades are given for any course of instruction taught in a school district, the grade given to each pupil shall be the grade determined by the teacher of the course and the determination of the pupil's grade by the teacher, in the absence of clerical or mechanical mistake, fraud, bad faith, or incompetency, shall be final.

(b) The governing board of the school district and the superintendent of such district shall not order a pupil's grade to be changed unless the teacher who determined such grade is, to the extent practicable, given an opportunity to state orally, in writing, or both, the reasons for which such grade was given and is, to the extent practicable, included in all discussions relating to the changing of such grade.

(c) No grade of a pupil participating in a physical education class, however, may be adversely affected due to the fact that the pupil does not wear standardized physical education apparel where the failure to wear such apparel arises from circumstances beyond the control of the pupil.



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Current PCHS Make-up Policy

Students shall be given the opportunity to make up (or be excused from, at the teacher's discretion) schoolwork that was missed because of school activities, an excused absence (not truancies) or a suspension. The student shall receive full credit if the work is turned in according to a reasonable makeup schedule, as determined by the teacher. The tests and assignments may differ from the tests and assignments that the pupil missed during the absence.

It shall be at the discretion of the individual teachers to allow or not allow students who miss school work, because of unexcused absences (truancies), the opportunity to make up missed work.*

*The second paragraph was added by the Policy Committee in November of 2008

NEW PROPOSED LANGUAGE:

PROPOSED PCHS Make-up Policy (Change is highlighted in yellow below.)

Students shall be given the opportunity to make up (or be excused from, at the teacher's discretion) schoolwork that was missed because of school activities, an excused absence, or a suspension. The student shall receive full credit if the work is turned in according to a reasonable makeup schedule, as determined by the teacher. *A reasonable makeup schedule should include at least one class extension for every class the student has missed.* The tests and assignments may differ from the tests and assignments that the pupil missed during the absence.

It shall be at the discretion of the individual teachers to allow or not allow students who miss school work, because of truancies, the opportunity to make up missed work.

Should a student need to make-up an assignment/assessment for a class, this should not infringe on another teacher's class



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time. Teachers must give written permission for students to miss their class in order to make up work for another class.

Note: Students are strongly encouraged to get work or schedule assessments from the teacher in advance if the student knows about an absence in advance.

GRADING MALPRACTICES (From Academic Accountability Ad Hoc Committee)

1. Teachers should not use academic grades to punish bad behavior. For example, you should not lower a student's grade on a vocabulary quiz for talking out of turn during a discussion.
2. Teachers should not "curve" an assessment/assignment if scores are too high. For example, if the majority of scores are 90% or better, do not then adjust the scale to 97-100 is an A, 93-96 is a B, 90-94 is a C, etc.
3. Teachers should not give a student a ZERO because the student was absent for a group activity that they cannot make up.
4. Teachers should not require a student to make-up a quiz/test during a period when the student has another class. Teachers should provide time during THEIR OWN class, lunchtime, office hours, 7th period (if the student does not have a class), or before/after school.
5. Teachers should not require a student to stay after-school without advance notice.
6. Teachers should not offer extra credit that is not content-based (bringing in boxes of Kleenex, attending events for school spirit, etc.) or have (un)intended monetary consequences (activity that requires a fee, watching a movie, etc.)
7. Teachers should not take off points for use of hall pass without allowing students to make up points.
8. Teachers should not take away points from a student for not having materials for learning.



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Recommendations to the Board:

1. Pass the changes in the make-up policy.
2. Incorporate all the existing policies from edcode, handbook, and contract into one document.
3. Task Dr. Magee to meet with UTLA representation to update existing contractual language.
4. Task the Academic Accountable committee to continue to research and refine best policies and practices for grading. (e.g. use of zeroes, late work, weighting, etc.)
5. Grade Policy for summer school should be reviewed.

Departmental Grading Policy Template

- A. Scales
- B. Categories/Types of Assignments
- C. % or weight of categories
- D. PLC common grading specifications



PALISADES

CHARTER HIGH SCHOOL

PHASING IN ASPECTS OF A SCHOOLWIDE GRADING POLICY
MIGHT INCLUDE

ZEROES

HOMEWORK

EXTRA CREDIT

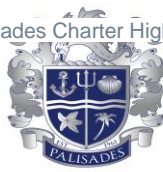
USE SURVEYS TO GET DATA

QUESTION: DO WE INCLUDE CRITERION FOR MARKS?

Coversheet

Youth Suicide Prevention Policy Draft

Section: V. Academic Excellence
Item: D. Youth Suicide Prevention Policy Draft
Purpose: Discuss
Submitted by:
Related Material:
V_D_Acad Excel_Pali Draft Suicide Policy Revised_V4_05_16_17.doc.pdf



PALISADES

CHARTER HIGH SCHOOL

Model Youth Suicide Prevention Policy

Introduction

California *Education Code (EC)* Section 215, as added by Assembly Bill 2246, (Chapter 642, Statutes of 2016) mandates that the Governing Board of any local educational agency (LEA) that serves pupils in grades seven to twelve, inclusive, adopt a policy on pupil suicide prevention, intervention, and postvention. The policy shall specifically address the needs of high-risk groups, including suicide awareness and prevention training for teachers, and ensure that a school employee acts within the authorization and scope of the employee's credential or license.

For more information on AB 2246 Pupil Suicide Prevention Policies, go to the California Legislative Information Web page at https://leginfo.ca.gov/faces/billNavClient.xhtml?bill_id=201520160AB2246.

For resources regarding youth suicide prevention, go to the State Superintendent of Public Instruction (SSPI) letter regarding Suicide Prevention Awareness Month on the California Department of Education (CDE) Web page at <http://www.cde.ca.gov/nr/el/le/yr16ltr0901.asp> and the Directing Change For Schools Web page at <http://www.directingchange.org/schools/>.

Palisades Charter High School Youth Suicide Prevention Policy

The Governing Board of Palisades Charter High School recognizes that suicide is a leading cause of death among youth and that an even greater amount of youth consider (17 percent of high school students) and attempt suicide (over 8 percent of high school students) (Centers for Disease Control and Prevention, 2015).

The possibility of suicide and suicidal ideation requires vigilant attention from our school staff. As a result, we are ethically and legally responsible for providing an appropriate and timely response in preventing suicidal ideation, attempts, and deaths. We also must work to create a safe and nurturing campus that minimizes suicidal ideation in students.

Recognizing that it is the duty of the district and schools to protect the health, safety, and welfare of its students, this policy aims to safeguard students and staff against suicide attempts, deaths and other trauma associated with suicide, including ensuring adequate supports for students, staff, and families affected by suicide attempts and loss. As it is known that the emotional wellness of students greatly impacts school attendance and educational success, this policy shall be paired with other policies that support the emotional and behavioral wellness of students.

This policy is based on research and best practices in suicide prevention, and has been adopted with the understanding that suicide prevention activities decrease suicide risk, increase help-seeking behavior, identify those at risk of suicide, and decrease suicidal behaviors. Empirical evidence refutes a common belief that talking about suicide can increase risk or “place the idea in someone’s mind.”

In an attempt to reduce suicidal behavior and its impact on students and families, the Executive Director/Principal of Palisades Charter High School shall develop strategies for suicide prevention, intervention, and postvention, and the identification of the mental health challenges frequently associated with suicidal thinking and behavior. These strategies shall include professional development for all school personnel in all job categories who regularly interact with students or are in a position to recognize the risk factors and warning signs of suicide, including substitute teachers, volunteers, expanded learning staff (afterschool) and other individuals in regular contact with students such as crossing guards, tutors, and coaches.

The Executive Director/Principal of Palisades Charter High School shall develop and implement preventive strategies and intervention procedures that include the following:

Overall Strategic Plan for Suicide Prevention

The Executive Director/Principal of Palisades Charter High School shall involve school-employed mental health professionals (e.g., school counselors, psychologists, social workers, and nurses), administrators, other school staff members, parents/guardians/caregivers, students, local health agencies and professionals, law

enforcement, and community organizations in planning, implementing, and evaluating the district's strategies for suicide prevention and intervention. PCHS will work in conjunction with local government agencies, community-based organizations, and other community supports to identify additional resources. Palisades Charter High School will List Representatives by Name, Sector, and Title (TBD).

To ensure the policies regarding suicide prevention are properly adopted, implemented, and updated, PCHS shall appoint a team to serve as the suicide prevention point of contact for the school. In addition, each school shall identify at least one staff member to serve as the liaison to the district's suicide prevention point of contact, and coordinate and implement suicide prevention activities on their specific campus. This policy shall be reviewed and revised as indicated, at least annually in conjunction with the previously mentioned community stakeholders.

Resources:

- The K–12 Toolkit for Mental Health Promotion and Suicide Prevention has been created to help schools comply with and implement AB 2246, the Pupil Suicide Prevention Policies. The Toolkit includes resources for schools as they promote youth mental wellness, intervene in a mental health crisis, and support members of a school community after the loss of someone to suicide.

Additional information about this Toolkit for schools can be accessed on the Heard Alliance Web site at <http://www.heardalliance.org/>.

- You can find information about a comprehensive suicide prevention toolkit for schools on the Palo Alto Unified School District Counseling Services Web page at <https://www.pausd.org/student-services/counseling-services>

Prevention

A. Messaging about Suicide Prevention

Messaging about suicide has an effect on suicidal thinking and behaviors. Consequently, Palisades Charter High School along with its partners has critically reviewed and will continue to review all materials and resources used in awareness efforts to ensure they align with best practices for safe messaging about suicide.

Resources:

- For information on public messaging on suicide prevention, see the National Action Alliance for Suicide Prevention Web site at <http://suicidepreventionmessaging.actionallianceforsuicideprevention.org/>

- For information on engaging the media regarding suicide prevention, see the Your Voice Counts Web page at <http://resourcecenter.yourvoicecounts.org/content/making-headlines-guide-engaging-media-suicide-prevention-california-0>
- For information on how to use social media for suicide prevention, see the Your Voice Counts Web page at <http://resource-center.yourvoicecounts.org/content/how-use-social-media>

B. Suicide Prevention Training and Education

Palisades Charter High School along with its partners has carefully reviewed available staff training to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Training shall be provided for all school staff members and other adults on campus (including substitutes and intermittent staff, volunteers, interns, tutors, coaches, and expanded learning [afterschool] staff).

Training:

- At least annually, all staff shall receive training on the risk factors and warning signs of suicide, suicide prevention, intervention, referral, and postvention.
- All suicide prevention trainings shall be offered under the direction of school-employed mental health professionals (e.g., school counselors, psychologists, or social workers) who have received advanced training specific to suicide and may benefit from collaboration with one or more county and/or community mental health agencies. Staff training can be adjusted year-to-year based on previous professional development activities and emerging best practices.
- At a minimum, all staff shall participate in training on the core components of suicide prevention (identification of suicide risk factors and warning signs, prevention, intervention, referral, and postvention) at the beginning of their employment. Previously employed staff members shall attend a minimum of one-hour general suicide prevention training Palisades Charter High School Training Options. Core components of the general suicide prevention training shall include:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the youth who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and an immediate referral for a suicide risk assessment;

- Emphasis on immediately referring (same day) any student who is identified to be at risk of suicide for assessment and ensuring student is under constant monitoring by an appointed staff member;
- Emphasis on reducing stigma associated with mental illness and that early prevention and intervention can drastically reduce the risk of suicide;
- Reviewing the data annually to look for any patterns or trends of the prevalence or occurrence of suicide ideation, attempts, or death. Data from the California School Climate, Health, and Learning Survey (Cal-SCHLS) should also be analyzed to identify school climate deficits and drive program development. See the Cal-SCHLS Web site at <http://cal-schls.wested.org/>.
- In addition to initial orientations to the core components of suicide prevention, ongoing annual staff professional development for all staff should include the following components:
 - The impact of traumatic stress on emotional and mental health;
 - Common misconceptions about suicide;
 - School and community suicide prevention resources;
 - Appropriate messaging about suicide (correct terminology, safe messaging guidelines);
 - The factors associated with suicide (risk factors, warning signs, protective factors);
 - How to identify youth who may be at risk of suicide;
 - Appropriate ways to interact with a youth who is demonstrating emotional distress or is suicidal. Specifically, how to talk with a student about their thoughts of suicide and (based on district guidelines) how to respond to such thinking; how to talk with a student about thoughts of suicide and appropriately respond and provide support based on district guidelines;
 - School approved procedures for responding to suicide risk (including multi-tiered systems of support and referrals). Such procedures should emphasize that the suicidal student should be constantly supervised until a suicide risk assessment is completed;
 - School approved procedures for responding to the aftermath of suicidal behavior (suicidal behavior postvention);
 - Responding after a suicide occurs (suicide postvention);

- Resources regarding youth suicide prevention;
- Emphasis on stigma reduction and the fact that early prevention and intervention can drastically reduce the risk of suicide;
- Emphasis that any student who is identified to be at risk of suicide is to be immediately referred (same day) for assessment while being constantly monitored by a staff member.
- The professional development also shall include additional information regarding groups of students judged by the school, and available research, to be at elevated risk for suicide. These groups include, but are not limited to, the following:
 - Youth affected by suicide;
 - Youth with a history of suicide ideation or attempts;
 - Youth with disabilities, mental illness, or substance abuse disorders;
 - Lesbian, gay, bisexual, transgender, or questioning youth;
 - Youth experiencing homelessness or in out-of-home settings, such as foster care;
 - Youth who have suffered traumatic experiences;
 - Palisades Charter High School Youth Populations Vulnerable to Depression and Suicide.

Resources:

- Youth Mental Health First Aid (YMHFA) teaches a 5-step action plan to offer initial help to young people showing signs of a mental illness or in a crisis, and connect them with the appropriate professional, peer, social, or self-help care. YMHFA is an 8-hour interactive training for youth-serving adults without a mental health background. See the Mental Health First Aid Web page at <https://www.mentalhealthfirstaid.org/cs/take-a-course/course-types/youth/>
- Free YMHFA Training is available on the CDE Mental Health Web page at <http://www.cde.ca.gov/ls/cg/mh/projectcalwell.asp>
- Question, Persuade, and Refer (QPR) is a gatekeeper training that can be taught online. Just as people trained in cardiopulmonary resuscitation (CPR) and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help. See the QPR Web site at <http://www.qprinstitute.com/>

- SafeTALK is a half-day alertness training that prepares anyone over the age of fifteen, regardless of prior experience or training, to become a suicide-alert helper. See the LivingWorks Web page at <https://www.livingworks.net/programs/safetalk/>
- Applied Suicide Intervention Skills Training (ASIST) is a two-day interactive workshop in suicide first aid. ASIST teaches participants to recognize when someone may have thoughts of suicide and work with them to create a plan that will support their immediate safety. See the LivingWorks Web page at <https://www.livingworks.net/programs/asist/>
- Kognito At-Risk is an evidence-based series of three online interactive professional development modules designed for use by individuals, schools, districts, and statewide agencies. It includes tools and templates to ensure that the program is easy to disseminate and measures success at the elementary, middle, and high school levels. See the Kognito Web page at <https://www.kognito.com/products/pk12/>

C. Employee Qualifications and Scope of Services

Employees of Palisades Charter High School and their partners must act only within the authorization and scope of their credential or license. While it is expected that school professionals are able to identify suicide risk factors and warning signs, and to prevent the immediate risk of a suicidal behavior, treatment of suicidal ideation is typically beyond the scope of services offered in the school setting. In addition, treatment of the mental health challenges often associated with suicidal thinking typically requires mental health resources beyond what schools are able to provide.

D. Specialized Staff Training (Assessment)

Additional professional development in suicide risk assessment and crisis intervention shall be provided to mental health professionals (school counselors, psychologists, social workers, and nurses) employed by Palisades Charter High School.

Resource:

- Assessing and Managing Suicide Risk (AMSR) is a one-day training workshop for behavioral health professionals based on the latest research and designed to help participants provide safer suicide care. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/training-events/amsr>

E. Parents, Guardians, and Caregivers Participation and Education

- To the extent possible, parents/guardians/caregivers should be included in all suicide prevention efforts. At a minimum, schools shall share with parents/guardians/caregivers Palisades Charter High School suicide prevention policy and procedures.
- This suicide prevention policy shall be prominently displayed on Palisades Charter High School Web page and included in the parent handbook.
- Parents/guardians/caregivers should be invited to provide input on the development and implementation of this policy.
- All parents/guardians/caregivers should have access to suicide prevention training that addresses the following:
 - Suicide risk factors, warning signs, and protective factors;
 - How to talk with a student about thoughts of suicide;
 - How to respond appropriately to the student who has suicidal thoughts. Such responses shall include constant supervision of any student judged to be at risk for suicide and referral for an immediate suicide risk assessment.

Resource:

- Parents as Partners: A Suicide Prevention Guide for Parents is a booklet that contains useful information for parents/guardians/caregivers who are concerned that their children may be at risk for suicide. It is available from Suicide Awareness Voices of Education (SAVE). See the SAVE Web page at <https://www.save.org/product/parents-as-partners/>

F. Student Participation and Education

Palisades Charter High School along with its partners has carefully reviewed available student curricula to ensure it promotes the mental health model of suicide prevention and does not encourage the use of the stress model to explain suicide.

Under the supervision of school-employed mental health professionals, and following consultation with county and community mental health agencies, students shall:

- Receive developmentally appropriate, student-centered education about the warning signs of mental health challenges and emotional distress;

- Receive developmentally appropriate guidance regarding the district's suicide prevention, intervention, and referral procedures.
- The content of the education shall include:
 - Coping strategies for dealing with stress and trauma;
 - How to recognize behaviors (warning signs) and life issues (risk factors) associated with suicide and mental health issues in oneself and others;
 - Help-seeking strategies for oneself and others, including how to engage school-based and community resources and refer peers for help;
 - Emphasis on reducing the stigma associated with mental illness and the fact that early prevention and intervention can drastically reduce the risk of suicide.

Student-focused suicide prevention education can be incorporated into classroom curricula (e.g., health classes, freshman orientation classes, science, and physical education).

Palisades Charter High School will support the creation and implementation of programs and/or activities on campus that raise awareness about mental wellness and suicide prevention (e.g., Mental Health Awareness Weeks, Peer Counseling Programs, Freshman Success Programs, and National Alliance on Mental Illness on Campus High School Clubs).

Resources:

- More Than Sad is school-ready and evidence-based training material, listed on the national Suicide Prevention Resource Center's best practices list, specifically designed for teen-level suicide prevention. See the American Foundation for Suicide Prevention Web page at <https://afsp.org/our-work/education/more-than-sad/>
- Break Free from Depression (BFFD) is a 4-module curriculum focused on increasing awareness about adolescent depression and designed for use in high school classrooms. See the Boston Children's Hospital Web page at <http://www.childrenshospital.org/breakfree>
- Coping and Support Training (CAST) is an evidence-based life-skills training and social support program to help at-risk youth. See the Reconnecting Youth Inc. Web page at <http://www.reconnectingyouth.com/programs/cast/>
- Students Mobilizing Awareness and Reducing Tragedies (SMART) is a program comprised of student-led groups in high schools designed to give students the freedom to implement a suicide prevention on their campus that best fits their

school's needs. See the SAVE Web page at <https://www.save.org/what-we-do/education/smart-schools-program-2/>

- Linking Education and Awareness for Depression and Suicide (LEADS) for Youth is a school-based suicide prevention curriculum designed for high schools and educators that links depression awareness and secondary suicide prevention. LEADS for Youth is an informative and interactive opportunity for students and teachers to increase knowledge and awareness of depression and suicide. See the SAVE Web page at <https://www.save.org/what-we-do/education/leads-for-youth-program/>

Intervention, Assessment, Referral

A. Staff

Two Palisades Charter High School staff members who have received advanced training in suicide intervention shall be designated as the primary and secondary suicide prevention liaisons. Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary designated suicide prevention liaison. If this primary suicide prevention liaison is unavailable, the staff shall promptly notify the secondary suicide prevention liaison.

- Under normal circumstances, the primary and/or secondary contact persons shall notify the principal, another school administrator, school psychologist or school counselor, if different from the primary and secondary contact persons. The names, titles, and contact information of multi-disciplinary crisis team members shall be distributed to all students, staff, parents/guardians/caregivers and be prominently available on school and district Web sites. Palisades Charter High School to select Primary and Secondary Suicide Prevention Liaisons (TBD).

The principal, another school administrator, school counselor, school psychologist, social worker, or nurse shall then notify, if appropriate and in the best interest of the student, the student's parents/guardians/caregivers as soon as possible and shall refer the student to mental health resources in the school or community. Determination of notification to parents/guardians/caregivers should follow a formal initial assessment to ensure that the student is not endangered by parental notification.

If the student is in imminent danger (has access to a gun, is on a rooftop, or in other unsafe conditions), a call shall be made to 911.

- Whenever a staff member suspects or has knowledge of a student's suicidal intentions, they shall promptly notify the primary or secondary suicide prevention liaisons.

- Students experiencing suicidal ideation shall not be left unsupervised.
- A referral process should be prominently disseminated to all staff members, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.
- The Executive Director/Principal of Palisades Charter High School shall establish crisis intervention procedures to ensure student safety and appropriate communications if a suicide occurs or an attempt is made by a student or adult on campus or at a school-sponsored activity.

B. Parents, Guardians, and Caregivers

A referral process should be prominently disseminated to all parents/guardians/caregivers, so they know how to respond to a crisis and are knowledgeable about the school and community-based resources.

C. Students

Students shall be encouraged to notify a staff member when they are experiencing emotional distress or suicidal ideation, or when they suspect or have knowledge of another student's emotional distress, suicidal ideation, or attempt. Palisades Charter High School to include crisis intervention procedures, including counseling and other support systems).

D. Parental Notification and Involvement

Each school within Palisades Charter High School shall identify a process to ensure continuing care for the student identified to be at risk of suicide. The following steps should be followed to ensure continuity of care:

- After a referral is made for a student, school staff shall verify with the parent/guardian/caregiver that follow-up treatment has been accessed. Parents/guardians/caregivers will be required to provide documentation of care for the student.
- If parents/guardians/caregivers refuse or neglect to access treatment for a student who has been identified to be at-risk for suicide or in emotional distress, the suicide point of contact (or other appropriate school staff member) will meet with the parents/guardians/caregivers to identify barriers to treatment (e.g., cultural stigma, financial issues) and work to rectify the situation and build understanding of the importance of care. If follow-up care for the student is still not provided, school staff should consider contacting Child Protective Services

(CPS) to report neglect of the youth. Palisades Charter High School to select CPS Contact Information (TBD).

E. Action Plan for In-School Suicide Attempts

If a suicide attempt is made during the school day on campus, it is important to remember that the health and safety of the student and those around him/her is critical. The following steps should be implemented:

- Remain calm, remember the student is overwhelmed, confused, and emotionally distressed;
- Move all other students out of the immediate area;
- Immediately contact the administrator or suicide prevention liaison;
- Call 911 and give them as much information about any suicide note, medications taken, and access to weapons, if applicable;
- If needed, provide medical first aid until a medical professional is available;
- Parents/guardians/caregivers should be contacted as soon as possible;
- Do not send the student away or leave them alone, even if they need to go to the restroom;
- Listen and prompt the student to talk;
- Review options and resources of people who can help;
- Be comfortable with moments of silence as you and the student will need time to process the situation;
- Provide comfort to the student;
- Promise privacy and help, and be respectful, but do not promise confidentiality;
- Student should only be released to parents/guardians/caregivers or to a person who is qualified and trained to provide help.

F. Action Plan for Out-of-School Suicide Attempts

If a suicide attempt by a student is outside of Palisades Charter High School property, it is crucial that the LEA protects the privacy of the student and maintain a confidential

record of the actions taken to intervene, support, and protect the student. The following steps should be implemented:

- Contact the parents/guardians/caregivers and offer support to the family;
- Discuss with the family how they would like the school to respond to the attempt while minimizing widespread rumors among teachers, staff, and students;
- Obtain permission from the parents/guardians/caregivers to share information to ensure the facts regarding the crisis is correct;
- Designate a staff member to handle media requests;
- Provide care and determine appropriate support to affected students;
- Offer to the student and parents/guardians/caregivers steps for re-integration to school.

G. Supporting Students after a Mental Health Crisis

It is crucial that careful steps are taken to help provide the mental health support for the student and to monitor their actions for any signs of suicide. The following steps should be implemented after the crisis has happened:

- Treat every threat with seriousness and approach with a calm manner; make the student a priority;
- Listen actively and non-judgmental to the student. Let the student express his or her feelings;
- Acknowledge the feelings and do not argue with the student;
- Offer hope and let the student know they are safe and that help is provided. Do not promise confidentiality or cause stress;
- Explain calmly and get the student to a trained professional, guidance counselor, or designated staff to further support the student;
- Keep close contact with the parents/guardians/caregivers and mental health professionals working with the student.

H. Re-Entry to School After a Suicide Attempt

A student who threatened or attempted suicide is at a higher risk for suicide in the months following the crisis. Having a streamlined and well planned re-entry process ensures the safety and wellbeing of students who have previously attempted suicide and reduces the risk of another attempt. An appropriate re-entry process is an important component of suicide prevention. Involving students in planning for their return to school provides them with a sense of control, personal responsibility, and empowerment.

The following steps shall be implemented upon re-entry:

- Obtain a written release of information signed by parents/guardians/caregivers and providers;
- Confer with student and parents/guardians/caregivers about any specific requests on how to handle the situation;
- Inform the student's teachers about possible days of absences;
- Allow accommodations for student to make up work (be understanding that missed assignments may add stress to student);
- Mental health professionals or trusted staff members should maintain ongoing contact to monitor student's actions and mood;
- Work with parents/guardians/caregivers to involve the student in an aftercare plan.

Resource:

- The School Reentry for a Student Who Has Attempted Suicide or Made Serious Suicidal Threats is a guide that will assist in school re-entry for students after an attempted suicide. See the Mental Health Recovery Services Resource Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/

I. Responding After a Suicide Death (Postvention)

A death by suicide in the school community (whether by a student or staff member) can have devastating consequences on students and staff. Therefore, it is vital that we are prepared ahead of time in the event of such a tragedy. Palisades Charter High School to select Primary and Secondary Suicide Prevention Liaisons (TBD) for Palisades Charter High School shall ensure that each school site adopts an action plan for responding to a suicide death as part of the general Crisis Response Plan. The Suicide Death Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives.

- Suicide Postvention Response Plan shall:
 - Identify a staff member to confirm death and cause (school site administrator);
 - Identify a staff member to contact deceased's family (within 24 hours);
 - Enact the Suicide Postvention Response Plan, include an initial meeting of the district/school Suicide Postvention Response Team;
 - Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification).
- Coordinate an all-staff meeting, to include:
 - Notification (if not already conducted) to staff about suicide death;
 - Emotional support and resources available to staff;
 - Notification to students about suicide death and the availability of support services (if this is the protocol that is decided by administration);
 - Share information that is relevant and that which you have permission to disclose.
- Prepare staff to respond to needs of students regarding the following:
 - Review of protocols for referring students for support/assessment;
 - Talking points for staff to notify students;
 - Resources available to students (on and off campus).
- Identify students significantly affected by suicide death and other students at risk of imitative behavior;
- Identify students affected by suicide death but not at risk of imitative behavior;
- Communicate with the larger school community about the suicide death;
- Consider funeral arrangements for family and school community;
- Respond to memorial requests in respectful and non-harmful manner; responses should be handed in a thoughtful way and their impact on other students should be considered;

- Identify media spokesperson skilled to cover story without the use of explicit, graphic, or dramatic content (go to the Reporting on Suicide.Org Web site at www.reportingonsuicide.org). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.
- Utilize and respond to social media outlets:
 - Identify what platforms students are using to respond to suicide death
 - Identify/train staff and students to monitor social media outlets
- Include long-term suicide postvention responses:
 - Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
 - Support siblings, close friends, teachers, and/or students of deceased
 - Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide

Resources:

- After a Suicide: A Toolkit for School is a comprehensive guide that will assist schools on what to do if a suicide death takes place in the school community. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/comprehensive-approach/postvention>
- Help & Hope for Survivors of Suicide Loss is a guide to help those during the bereavement process and who were greatly affected by the death of a suicide. See the Suicide Prevention Resource Center Web page at <http://www.sprc.org/resources-programs/help-hope-survivors-suicide-loss>
- For additional information on suicide prevention, intervention, and postvention, see the Mental Health Recovery Services Model Protocol Web page at http://www.mhrsonline.org/resources/suicide%5Cattempted_suicide_resources_for_schools-9/
- Information on school climate and school safety is available on the CDE Safe Schools Planning Web page at <http://www.cde.ca.gov/lr/ss/vp/safeschlplanning.asp>
- Additional resources regarding student mental health needs can be found in the SSPI letter Responding to Student Mental Health Needs in School Safety Planning at <http://www.cde.ca.gov/nr/el/le/yr14ltr0212.asp>.

Note: This model policy is considered exemplary and is not prescriptive, per *EC* Section 33308.5:

- (a) Program guidelines issued by the State Department of Education shall be designed to serve as a model or example, and shall not be prescriptive. Program guidelines issued by the department shall include written notification that the guidelines are merely exemplary, and that compliance with the guidelines is not mandatory.

- (b) The Superintendent of Public Instruction shall review all program guidelines prepared by the State Department of Education prior to issuance to local education agencies. The superintendent shall approve the proposed guidelines only if he or she determines that all of the following conditions are met:
 - (1) The guidelines are necessary.
 - (2) The department has the authority to issue the guidelines.
 - (3) The guidelines are clear and appropriately referenced to, and consistent with, existing statutes and regulations.

Coversheet

Policy Regarding Student Teaching at PCHS

Section: V. Academic Excellence
Item: E. Policy Regarding Student Teaching at PCHS
Purpose: Vote

Submitted by:

Related Material:

V_E_Part 1_Acad Excellence Board Resolution - student teaching CSUN.pdf
V_E_Part 5_Acad Excellence_Student Teacher assignment policy_05_16_17.pdf
V_E_All Resolutions Fully Signed Acad Excellence _05_18_17.pdf
V_E_Part 4_Acad Excellence Board Resolution - student teaching Pepperdine University.pdf
V_E_Part 3_Acad Excellence CSUN Student Teaching agreement.pdf
V_E_Part 2_Acad Excellence Pepperdine Student Teaching agreement.pdf

RESOLUTION
AUTHORIZING ACCEPTANCE OF STUDENT TEACHERS
AND TEACHER CANDIDATES FROM
CALIFORNIA STATE UNIVERSITY - NORTHRIDGE

BE IT RESOLVED by the Board of Trustees of Palisades Charter High School, in a regular meeting assembled, that the Executive Director/Principal of the school under our jurisdiction is hereby authorized and directed to enter into arrangements in conformity herewith for the use of school facilities and assignment of teachers for the supervision of teacher candidates of California State University - Northridge as student teachers

Sign

Date



PALISADES CHARTER HIGH SCHOOL

Policy for Requesting and Assigning a Student Teacher to a Classroom and Faculty Member

Staffing Procedures

The following procedures apply to staffing decisions

1. A Teacher with 5+ years of experience and in good standing may request that a student teacher be assigned to their classroom.
2. All requests must be made through the Human Resources department at PCHS.
3. The Executive Director/Principal has final determination and complete discretion on
 - a. Number of student teaching candidates at PCHS during any semester
 - b. Placement of student teachers to a class, classroom or faculty member

In doing so, the EDP will take into account department, seniority and educational program needs.

4. Upon approval and placement of a student teaching candidate, the Human Resource office will
 - a. Complete an agreement with the candidate's credentialing University program
 - b. Have the candidate complete a PCHS application, DOJ background check, TB Assessment compliance as well as the child abuse awareness and blood borne pathogens training

Note: Follows similar protocol as the current Article IX-A – Assignments in the UTLA-PCHS agreement

RESOLUTION
AUTHORIZING ACCEPTANCE OF STUDENT TEACHERS
AND TEACHER CANDIDATES FROM
PEPPERDINE UNIVERSITY

BE IT RESOLVED by the Board of Trustees of Palisades Charter High School, in a regular meeting assembled, that the Executive Director/Principal of the school under our jurisdiction is hereby authorized and directed to enter into arrangements in conformity herewith for the use of school facilities and assignment of teachers for the supervision of teacher candidates of Pepperdine University as student teachers

Emilie Larew, Board Chair

Sign

5/16/17

Date

RESOLUTION
AUTHORIZING ACCEPTANCE OF STUDENT TEACHERS
AND TEACHER CANDIDATES FROM
CALIFORNIA STATE UNIVERSITY - NORTHRIDGE

BE IT RESOLVED by the Board of Trustees of Palisades Charter High School, in a regular meeting assembled, that the Executive Director/Principal of the school under our jurisdiction is hereby authorized and directed to enter into arrangements in conformity herewith for the use of school facilities and assignment of teachers for the supervision of teacher candidates of California State University - Northridge as student teachers

Emilie Laneu, Board Chair

Sign

5/16/17

Date

RESOLUTION
AUTHORIZING ACCEPTANCE OF STUDENT TEACHERS
AND TEACHER CANDIDATES FROM
PEPPERDINE UNIVERSITY

BE IT RESOLVED by the Board of Trustees of Palisades Charter High School, in a regular meeting assembled, that the Executive Director/Principal of the school under our jurisdiction is hereby authorized and directed to enter into arrangements in conformity herewith for the use of school facilities and assignment of teachers for the supervision of teacher candidates of Pepperdine University as student teachers

Sign

Date

STUDENT TEACHING AGREEMENT

THIS AGREEMENT entered into by and between the State of California through the Trustees of The California State University on behalf of the State University noted below, all of which are hereinafter called State or State University, and the School District/School, noted below, hereinafter called the District.

WITNESSETH

WHEREAS, The District is authorized to enter into agreements with the State, to provide teaching experience through practice teaching to students enrolled in teacher training curricula of the State University; and

WHEREAS, any such agreement may provide for the payment for the services rendered by the District of an amount not to exceed the actual costs to the District of the services rendered; and

WHEREAS, it has been determined between the parties hereto that the payments to be made to the District under this agreement do not exceed the actual cost to the District of the services rendered by the District; and

WHEREAS, the honorarium or payment provided herein is intended to be transmitted promptly by the District to the supervising teacher as compensation for and recognition to services performed for the student teacher in the supervisory teacher's charge.

NOW THEREFORE, it is mutually agreed between the State and the District as follows:

SPECIAL PROVISIONS

The State University and the District are as follows:

UNIVERSITY
California State University, Northridge

DISTRICT
Palisades Charter High

This AGREEMENT shall become effective upon execution and shall continue in perpetuity until terminated by either party after giving the other party thirty (30) days' advance written notice of the intention to terminate, provided further, however, that any such termination of the agreement by the CP shall not be effective against any such STUDENT(S) who at the date of the mailing of notice of termination was participating in said program until such STUDENT(S) has completed the program as mutually agreed upon.

Payment for SERVICES for subsequent fiscal years is contingent upon approval of the State Budget.

The SERVICES to be provided by District to State shall not exceed 15 semester units of Practice Teaching per Fiscal Year (July 1-June 30).

The State shall pay District for such services at the RATE AND AMOUNT of \$25.00 per semester unit per Fiscal Year.

Invoices must be sent to:

**University Accounts Payable
California State University, Northridge
18111 Nordhoff Street
Northridge, CA 91330-8202**

GENERAL TERMS

1. The District shall provide to State University students teaching experience through practice teaching in schools and classes of the District not to exceed the units of practice teaching set forth in the Special Provisions. Such practice teaching shall be provided in such schools or classes of the District and under the direct supervision and instruction of such employees of the District, as the District and the State through their duly authorized representatives may agree upon.

The District may, for good cause, refuse to accept for practice teaching any student of the State University assigned to practice teaching in the District, and upon request of the District, made for good cause, the State shall terminate the assignment of any student of the State University to practice teaching in the District.

Practice teaching as used herein and elsewhere in this agreement means active participation in the duties and functions of classroom teaching under the direct supervision and instruction of employees of the District holding valid life diplomas or credentials issued by the State Board of Education, other than emergency or provisional credentials, authorizing them to serve as classroom teachers in the schools or classes in which the practice teaching is provided.

2. The State will pay the District for the performance by the District of all services required to be performed under this agreement at the rates set forth in the Special Provisions for each semester or quarter unit of practice teaching.

A semester unit of practice teaching for elementary and secondary schools is approximately twenty (20) minutes of practice teaching daily for five (5) days a week for eighteen (18) weeks. A quarter unit of practice teaching is two-thirds (2/3) of a semester unit. For community colleges and/or adult schools, a semester unit is approximately 20 minutes of practice teaching daily three (3) days a week for eighteen (18) weeks during regular session.

3. An assignment of a student of the State University to practice teaching in schools or classes of the District shall be, at the discretion of the State, either for approximately nine (9) weeks or for approximately eighteen (18) weeks, but a student may be given more than one assignment by the State University to practice teaching in such schools or classes.

The assignment of a student of the State University to practice teaching in the District shall be deemed to be effective for purposes of this agreement as of the date the student presents to the proper authorities of the District the assignment card or other document given the student by the State University effecting such assignment, but not earlier than the date of such assignment as shown on such card or other document.

In the event the assignment of a student of the State University to practice teaching is terminated by the State University for any reason, the District shall receive payment on account of such student except that if such assignment is terminated before the end of the ninth week of the term of the assignment, the District shall receive payment for an assignment for nine (9) weeks only. If a student is assigned by the State University to another teacher of the District after an assignment has become effective, this shall be considered for payment purposes as an entirely new and separate assignment.

Absences of a student from assigned practice teaching shall not be counted as absences in computing the semester units of practice teaching provided the student by the District.

4. Within a reasonable time following the close of each semester or quarter of the State University, the District shall submit an invoice, in triplicate, to the State University for payment, at the rate provided herein, for all units of practice teaching provided by the District under and in accordance with this agreement during said semester or quarter. The District shall attach to the invoice a certificate, in triplicate, executed by a duly authorized representative of the District certifying that the District expended or became obligated to expend in providing such practice teaching an amount not less than the amount of the invoice. The State will pay the amount of such invoice from moneys made available for such purpose by or pursuant to the laws of the State. All invoices for services for each fiscal year must be received by University Accounts Payable no later than August 31 following the close of that fiscal year. Any invoices received after this date will be returned unprocessed.

5. Notwithstanding any other provisions of this agreement, the State shall not be obligated by this agreement to pay the District any amount in excess of the total sum set forth in the Special Provisions.

6. STUDENT(S) shall at no time throughout this agreement be considered officers, employees, agents or volunteers of the UNIVERSITY. The student shall be considered employees of the CP for the duration of the Internship/Service-Learning placement, or where this is not possible CP will sign up STUDENT(S) as an "official volunteer" of CP for purposes of Workers' Compensation and liability coverage.

STATE OF CALIFORNIA

SCHOOL DISTRICT

Trustees of the California State University

XXXXXXXXXXXXXXXXXXXXXXXXXXXX

BY _____

BY _____

TITLE Director, Purchasing & Contract Administration
California State University, Northridge
18111 Nordhoff Street
Northridge, CA 91330-8231
818/677-2301
818/677-6544 (fax)

TITLE _____

SCHOOL DISTRICT CERTIFICATION

I, the duly appointed and acting Clerk or Secretary of the Governing Board of the School District listed below, do hereby certify that the following is a true and exact copy of a portion of the Minutes of the regular meeting of said Board held on _____, 20__.

It was moved, seconded and carried that the attached contract with the Trustees of The California State University, whereby the University may assign students to the schools in the School District for practice teaching, be approved; and the

_____ is hereby authorized to execute the same.≡

BY _____
Clerk, Secretary (strike one) of the Governing Board of
The School District

DIRECTED TEACHING AGREEMENT

This Agreement is made between Pepperdine University (“Pepperdine”) on behalf of Pepperdine Teacher Preparation Programs and the hereinafter mentioned school district (“District”). It is the parties’ intent that this agreement is a cooperative agreement for the benefit of the public and that entering into this agreement does not trigger any compliance or reporting obligation on the part of Pepperdine. This agreement does not in any way enlarge the University’s obligations under federal or state law regulation.

RECITALSA. Pepperdine has established an approved program (the “Program”) of directed teaching for training education students of the University;

- B. Directed teaching experiences are a required and integral part of the Program;
- C. Pepperdine desires the cooperation of Pacific Palisades High School in the training of students through the directed teaching experiences, which will provide a benefit to the public; and
- D. Pursuant to the provisions of Section 44320 of the California Education Code, the governing board of a District is authorized to enter into agreements with any university or college accredited by the State Board of Education as a teacher education institution, to provide teaching experience through directed teaching to students enrolled in teacher education curricula of such institution; and
- E. Any such agreement may provide for the payment in money or services for the services rendered by the District in an amount not to exceed the actual cost to the District of the services rendered by the District.

Now, therefore, it is mutually agreed between the parties hereto as follows:

SPECIAL PROVISIONS

DATE: May 11, 2017

PARTIES: Pepperdine University and Palisades Charter High School

TERM: From August 28, 2017 to August 27, 2022.

CONTRACT SERVICES: Not to exceed three Clinical Experiences per year, per mentor.

RATE AND AMOUNT: \$150 Master Teaching Stipend per student, per session of Clinical Observation of student by Master Teacher. \$150 Master Teaching Stipend per student teacher, per session of directed mentoring for Clinical Experience.

METHOD OF PAYMENT: Check one.

_____ Stipend is to be paid directly to the District.

X Stipend is to be paid directly to the Master Teacher. (Requires an itemized invoice from District)

GENERAL TERMS

1. Directed Teaching
 - A. The District shall provide teaching experience through directed teaching in schools and classes of the District, not to exceed the number of directed teaching assignments. Such directed teaching shall be provided in such schools or classes of the District, and under the direct supervision and instruction of such employees of the District, as the District and Pepperdine through their duly authorized representatives may agree upon.
 - B. The District may, for good cause, refuse to accept for directed teaching any student of Pepperdine assigned to directed teaching in the District. In such event, Pepperdine shall terminate the assignment of such student to the directed teaching program in the District.
 - C. The term “directed teaching” as used herein and elsewhere in this Agreement means active participation in the duties and functions of classroom teaching under the direct supervision and instruction of employees of the District who hold valid clear teaching credentials issued by the California Commission on Teacher Credentialing authorizing them to serve as classroom teachers in the schools or classes in which the direct teaching is provided, and who have completed a minimum of three years successful teaching experience.
 - D. Pepperdine student teachers without emergency or substitute credentials may not be asked by the school districts to serve and be paid for substitute teaching. Such students are not regarded as properly certified and require full-time supervision. Those holding substitute or emergency credentials may substitute only for their master teacher when s/he is out ill; when it is determined by the principal that such substitution is in the best interest of the student teacher and the students in the classroom; only after the first four weeks of that student’s first student teaching assignment; the student teacher is paid by the District; and the number of days is kept to a minimum.
 - E. Pepperdine will pay for the performance by the District of all services required to be performed by the District under this Agreement at the aforesaid rates for each session of part-time directed teaching or full-time directed teaching provided by the District pursuant to this Agreement.
 - F. The term “session of directed teaching” as used herein and elsewhere in this Agreement is considered to be a full day of directed teaching for five (5) days a week for a minimum of eight (8) weeks for elementary credential candidates (for this, the elementary credential candidates receives four (4) semester units of practice teaching credit) and six (6) periods a day for five (5) days a week for a minimum of eight (8) weeks for secondary credential candidates (for this, the secondary credential candidates receive four (4) semester units of practice teaching credit). The credential candidate must complete two (2) sessions for a minimum total of sixteen (16) weeks.
 - G. An assignment of a Pepperdine student to directed teaching in classes of schools of the Directed Teaching Agreement – 8/2014

District shall be for one (1), two (2), or three (3) sessions as mutually agreed between Pepperdine and the District.

- H. An assignment of a Pepperdine student to directed teaching in the District shall be deemed to be effective for the purposes of this Agreement as of the date the student presents to the proper authorities of the District the assignment papers or other documents provided by Pepperdine affecting such assignment, but no earlier than the date of such assignment as shown on such card or other documents.
- I. In the event the assignment of a Pepperdine student to directed teaching is terminated by Pepperdine for any reason after the student has been in directed teaching and has been at the assignment for a minimum of two weeks, the District shall receive payment for the assignment on account of such student as though there had been no termination of the assignment. Said payment to exceed \$150 per student per session of terminated assignment.
- J. If applicable, within a reasonable time following the close of each session of Pepperdine, the District shall submit an invoice in triplicate, to Pepperdine for payment, at \$150 per student, per term, for all directed teaching provided by the District under and in accordance with this Agreement during said session. This process may be altered in writing according to individual district procedures as to how the invoicing will proceed.
- K. Notwithstanding any other provision of this Agreement, Pepperdine shall not be obligated by this Agreement to pay the District any amount in excess of the total sum.
- L. In accordance with California Education Code Section 44320(b), each credential candidate, prior to assignment to District, must obtain at his or her sole expense a "Certificate of Clearance", which includes a complete Live Scan Service. The University will ensure that students receive a Certificate prior to beginning their assignment in the district.
- M. In accordance with California Education Code Section 49406, each credential candidate prior to assignment to District must obtain at his or her sole expense an examination, by a licensed physician or surgeon within the past 60 days to determine that he or she is free of active tuberculosis, or provide a current certificate that shows s/he is free of communicable tuberculosis prior to beginning their assignment in the District.

1. Minimum Insurance Requirements

- A. District. The District shall maintain insurance in full force and effect, at its sole expense, the following minimum insurance coverage or comparable program of self-insurance:
 - i. Commercial General Liability (Minimum Requirement):
\$1,000,000 Combined Single Limit
 - ii. Coverage:
Premises/Operations
Liability Medical Payments

Liability
Personal Injury Liability

- iii. The District shall maintain in full force and effect, at its sole expense, Workers' Compensation and Employers Liability Insurance in a form and amount covering District's full liability under the Workers' Compensation Insurance and Safety Act of the State of California as amended from time to time. Coverage:

- 1. Statutory limits per State of California
- 2. Employers Liability
 - \$1,000,000 Each Accident
 - \$1,000,000 Each Employee

District shall provide University with 30 days written notice before cancellation, or any reduction or material change in coverage.

- B. University shall maintain insurance in full force and effect, at its sole expense:

- i. Commercial General Liability (Minimum Requirement):
 - \$2,000,000 General Aggregate
 - \$1,000,000 Combined Single Limits

- ii. Coverage:
 - Premises/Operations Liability Medical
 - Payments Liability Contractual Liability
 - Personal Injury Liability
 - Independent Contractors

- iii. The University will maintain in full force and effect, at its sole expense Workers' Compensation and Employers Liability Insurance in a form and amount covering University's full liability under the Workers' Compensation Insurance and Safety Act of the State of California as amended from time to time. Coverage:

- 1. Statutory limits per State of California
- 2. Employers Liability
 - \$1,000,000 Each Accident
 - \$1,000,000 Each Employee

A certificate of general liability insurance with the District named as an additional insured shall be provided by Pepperdine University' Insurance and Risk Department to the District 30 days in advance of the commencement of this agreement.

The District will require 30 days written notice before cancellation, or any reduction or material change in coverage.

3. Indemnity

District shall defend, indemnify and hold Pepperdine, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the District, its officers, agents, or employees.

Pepperdine shall defend, indemnify and hold the District, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of Pepperdine, its officers, agents or employees.

4. Miscellaneous

- A. Termination. Either party may terminate this Agreement with or without cause by providing written notice to the other party. Termination will be effective at the end of the school year during which the notice is issued. The notice required under this paragraph shall be sent by registered mail.
- B. Any notice required to be given pursuant to this Agreement shall be in writing and shall be served by personal service or first class mail. When served by first class mail, service shall be conclusively deemed effective three (3) days after deposit thereof in the United States mail, postage prepaid, addressed to the party to whom such notice is to be given as herein provided:

Notice to Pepperdine: Pepperdine University
Graduate School of Education and Psychology
6100 Center Drive, 5th Floor
Los Angeles, CA 90045
ATTN: Teacher Preparation Program Director

Notice to District: Palisades Charter High School
15777 Bowdoin St, Pacific Palisades, CA 90272

- C. District and Pepperdine agree that neither will unlawfully discriminate against any individual on the basis of age, sex, race, creed, color, religious belief, national origin, and disability, status as a disabled veteran, or veteran of the Vietnam era.
- D. Neither party shall use the other's name or any corporate or business name which is reasonably likely to suggest that the two are related without first obtaining the written consent of the other party.

- E. The Agreement constitutes the entire understanding between the parties with respect to the subject matter hereof and may be modified only by a writing signed by both parties.
- F. The parties hereto shall not have either the power or the right to assign this Agreement or any part thereof to any person or party for any reason, and any attempt to do so shall be void and of no legal effect.
- G. This Agreement shall be governed by and construed under the laws of the State of California, which shall be the forum for any lawsuit arising from or incident to this Agreement.
- H. Should either party reasonably retain an attorney to enforce the terms of this Agreement, the prevailing party shall be entitled to recover reasonable attorney's fees and costs including fees and costs of corporate staff and counsel.
- I. In the event that any provision of this Agreement shall be held void, voidable, or unenforceable, the remaining provisions of this Agreement shall remain in full force and effect in accordance with its terms disregarding such unenforceable or invalid provision.
- J. Each party is an independent agent and shall not act as, or be an agent or employee of, the other party.

In witness thereof, the parties hereto have caused this Agreement to be signed by its duly authorized representative.

School District
Representative

Print Name

Signature

Date

Reyna Garcia Ramos,
Program Director

Print Name

Signature

Date

Coversheet

Potential Revision of Approved 2017-2018 Board Meeting Dates

Section: VI. Governance
Item: D. Potential Revision of Approved 2017-2018 Board Meeting Dates
Purpose: Vote
Submitted by:
Related Material: VI_D 2017_2018 Board Meeting Dates Revised BOT_05_16_17.pdf



PALISADES

CHARTER HIGH SCHOOL

Board of Trustees 2017-2018 Meeting Dates

June 17, 2017 – Board Governance Training

July 18, 2017

August 22, 2017

August 26, 2017 – Board Retreat

September 19, 2017

October 17, 2017

November 7, 2017

December 12, 2017

January 23, 2018

February 27, 2018

March 20, 2018

April 17, 2018

May 15, 2018

June 5, 2018 (Budget Approval)

June 19, 2018

Approved: 4/18/17
Revised: 5/16/17

Coversheet

2017-2018 Budget Update

Section: VIII. Finance
Item: A. 2017-2018 Budget Update
Purpose: FYI
Submitted by:
Related Material: VIII_A_2017_2018 Budget Update_05_16_2017.pdf

Item VIII.A.



Important Budget Information

State Budget Update

May 11, 2017: Increases for Schools in 2017-18 Budget Revision

On May 11, 2016, Governor Jerry Brown released the May Revision to his budget proposal for the 2017-18 fiscal year. The May Revision is the final update to economic assumptions and revenue estimates before the 2017-18 budget is approved in June.

State Fiscal Outlook

Overall, the May Revision includes \$124 billion in General Fund spending for 2017-18, about \$1.7 billion more than the 2016-17 budget, and an improvement over the January projections.

Key Elements for Education

The May Revision contains a Proposition 98 school funding guarantee of \$74.6 billion for the 2017-18 fiscal year. This is an increase of \$1.1 billion from the January budget projection. Education funding from all sources is estimated to be \$92.3 billion in 2017-18.

Key education proposals include:

- Local Control Funding Formula (LCFF): Because of the increased Proposition 98 minimum guarantee, the May Revision increases funding for the Local Control Funding Formula for K-12 education, providing a total increase of \$1.4 billion in 2017-18. This increases **the formula's implementation to 97 percent complete. The January Budget proposal provided funding for 96 percent of full implementation.**
- Proposed Deferral Eliminated: The increased funding is sufficient to eliminate the \$859 million expenditure deferral from 2016-17 to 2017-18 that was proposed in the Governor's Budget.
- **One- Time Grants Increased:** The Governor's Budget proposed almost \$290 million in discretionary one-time block grants **(about \$50 per pupil)**. The May Revision proposes almost \$750 million in additional funds, providing more than \$1 billion **(about \$170 per pupil)**, to be allocated based on prior year average daily attendance counts.
- Charter School Facilities: The May Revision proposes changes to the Charter School Facility Grant Program (SB 740) to increase rates to the lower of \$1,236 per pupil, or 75 percent of actual facility costs for eligible schools.
- Cost-of-Living Adjustments (COLA): The statutory COLA factor increases from 1.48 percent at the Governor's Budget to 1.56 percent at the May Revision. This adjustment results in a small increase to the LCFF target rates and to some categorical programs.
- Childcare Restored: The 2016 Budget Act increased provider reimbursement rates and added an additional 2,959 full-day State Preschool slots. However, the Governor's Budget proposed pausing these additional augmentations until 2018-19, due to lower-than-expected projected funds at that time. The May Revision proposes \$500 million to fully restore this funding.
- Special Education: In January, the Governor's Budget raised concerns about special education funding, and held several public hearings to receive public input. The May Revision does not offer any specific proposals for changes to special education funding, but notes that the administration will continue to explore this issue.

Next Steps

The May Revision is the final update to economic assumptions and revenue estimates before the 2017-18 budget is approved. In the coming days, CCSA will follow up with a full Budget Brief. The California State Legislature will discuss budget priorities over the next few weeks before a final plan is adopted by June 15, and signed by the Governor before the start of the new fiscal year on July 1. CCSA will continue to work on your behalf to ensure positive budget outcomes for charter schools. Please check our web page periodically for the 2017-18 May Revision Budget Brief.

Coversheet

Schoolwide Fundraising Policies and Procedures

Section: VIII. Finance
Item: E. Schoolwide Fundraising Policies and Procedures
Purpose: Discuss
Submitted by:
Related Material: VIII_E_Finance_Schoolwide Fundraising Policies_05_16_17.pdf



**Palisades Charter High School
Schoolwide Fundraising Policies & Procedures**

A. Purpose

The purpose of this policy is to establish policy and procedures governing the initiation, authorization, and review of all fundraising activities of Palisades Charter High School (PCHS). This policy is intended to create practices that adequately safeguard public funds, provide for accountability, and ensure compliance with state and federal laws.

PCHS encourages community and business partnerships that enhance and supplement the public education system. PCHS also desires to protect students, parents, teachers, and school administrators from over-commercialization and fundraising efforts that are coercive and disruptive to the education processes, threatening to the health and welfare of students, or lacking in educational merit.

B. Scope

This policy applies to all PCHS administrators, licensed educators, staff members, students, organizations, sports teams, volunteers and individuals who initiate, authorize, or participate in fundraising events or activities for school-sponsored events. It is expected that in all dealings, PCHS and school employees will act ethically and consistent with PCHS' mission and strategic goals.

While the relationship is one of trust and support, PCHS-related independent non-profit 501(c) (3) such as booster organizations and parent-teacher organizations are not PCHS sponsored organizations, these organizations must meet the terms and conditions of this policy to use the PCHS name, mascot, logo, PCHS facilities or to represent any affiliation with PCHS.

C. General Policy Statement for School-sponsored Activities

1. "Public funds" are money, funds, and accounts, regardless of the source from which the funds are derived, that are owned, held, or administered by the state and any of its political subdivisions.
2. Fundraising is permitted within PCHS to raise additional funds to supplement school-sponsored academic and co-curricular programs.
3. "School-sponsored" means activities, fundraising events, clubs, camps, clinics, programs, sports, etc., or events, or activities that are authorized by PCHS that support PCHS or authorized curricular school clubs, activities, sports, classes or programs that also satisfy one or more of the following criteria.



The activity:

- a. Is managed or supervised by a PCHS employee.
 - b. Uses PCHS facilities, equipment, or other school resources.
 - c. Is supported or subsidized by public funds, including school's activity funds or minimum school program dollars.
4. PCHS recognizes that fundraising efforts, donations, and public supports varies. PCHS is committed to appropriate distribution of unrestricted funds and the management of fundraising to ensure that the educational opportunities of all students are equal and fair.
 5. PCHS is committed to the principles of gender equity and compliance with Title IX guidance. PCHS commits to use all facilities, unrestricted gifts and other available funds in harmony with these principles. PCHS reserves the right to decline or restrict donations, gifts, and fundraising proceeds, including those that might result in gender inequity or a violation of Title IX.
 6. The Executive Director/Principal, consistent with PCHS policy, shall have the responsibility to review and approve all fundraising activities in advance of scheduled events or activities.
 7. Annually, each PCHS department or program will review all planned camps, clinics, activities, and fundraisers to determine those as school-sponsored. Those not designated as school-sponsored will follow the non-school-sponsored criteria in Section E.
 8. All monies raised through fundraisers from school-sponsored activities are considered public funds. PCHS is ultimately responsible for the expenditure and allocation of all monies collected and expended through student, school-organized fundraising.
 9. The collection of money associated with fundraisers for school-sponsored activities will comply with PCHS cash receipting policies.
 10. The expenditure of any public funds associated with fundraisers for school-sponsored activities will comply with PCHS cash disbursement policies.
 11. Properly approved school-sponsored activities may:
 - a. Use the school's name, facilities and equipment.
 - b. Utilize PCHS employees and other resources to supervise, promote, and otherwise staff the activity or fundraiser.
 - c. Be insured under PCHS' risk management policy.
 12. Authorization and supervision of fundraising for school-sponsored activities:
 - a. Fundraising at PCHS shall be approved in writing, prior to the activity by the Executive Director/Principal and supervised by PCHS employees.
 - b. Donations from individuals or organizations will follow PCHS' gift and donation policy.



- c. The sale of banners, advertising, signs, or other promotional materials that will be displayed on school property must be approved by the Executive Director/Principal before the items are initiated or printed, and must meet community standards. Partisan or political advertising and advertising for products that are prohibited by law or use by minors, such as alcohol, tobacco, or other substances that are known to endanger the health and well-being of students, are prohibited.
- d. All fundraising projects for construction, maintenance, facilities renovation or improvement and other capital equipment purchases must be approved in writing by the Executive Director/Principal, Chief Business Officer and the PCHS Board of Trustees.

D. General Fundraising Standards for School-sponsored Activities

- 1. PCHS reserves the right to prohibit, restrict or limit any fundraising activities associated with the school.
- 2. Faculty and student participation in fundraisers is voluntary.
- 3. Participation in fundraising shall not affect a student's grade. Students shall not be required to participate in fundraising activities as a condition of belonging to a team, club or group, nor shall a student's fundraising effort affect his/her participation time or standing on any team, club or group.
- 4. Competitive enticements for participation in fundraisers are discouraged. If prizes or rewards are offered by a selected fundraising vendor, they should only be awarded to groups, classes or students, and must be disclosed and approved prior to the fundraiser. Rewards, prizes, commissions, or other direct or indirect compensation shall not be received by any teacher, activity, club or group director, or any other PCHS employee or volunteer.
- 5. Door-to-door sales or solicitations are prohibited.
- 6. Approval may be denied for fundraising activities that would expose PCHS to risk of financial loss or liability if the activity is not successful.
- 7. Fundraising activities shall be age appropriate, and shall maintain the highest standards of ethical responsibility and integrity.
- 8. Fundraising revenues should be accounted for at an individual contribution level or participation level. Participation logs should be retained and turned into the business office to be included with the deposit detail.
- 9. PCHS employees may not set up bank accounts for activities or fundraisers associated with PCHS.
- 10. PCHS employees may not create any Go Fund Me campaigns in the name of PCHS without prior approval of the Executive Director/Principal.
- 11. PCHS-related organizations shall not make any direct purchases or payments, including,



but not limited to, purchasing uniforms and payment of fees associated with any student activity without obtaining the Executive Director/Principal's approval of such purchase. Representatives from PCHS-related organizations should meet and confer with the Executive Director/Principal prior to the end of the school year to determine if such approval for purchases and fundraising are authorized.

11. PCHS-related organizations cannot hire employees or independent contractors employed by PCHS without prior written approval from the Executive Director/Principal and without adhering to required background checks.
12. All fundraising organizations shall not solicit funds directly from prospective student participants and/or their families until a roster or the equivalent has been established for said activity.
13. All PCHS fundraising entities are prohibited from requiring students or families to pay to participate in any school activities. Pursuant to Education Code Section 49010 and 49011 supplies, materials, activity fees and equipment must be provided to students free of charge.

E. Non-school sponsored Activities & Fundraisers

1. Activities, clubs, groups and their associated fundraisers or other activities that are not school-sponsored or groups, clubs, sports, and programs that are not managed by PCHS employees are deemed to be non-school-sponsored. Non-school-sponsored activities may:
 - a. NOT use the school's name without express PCHS permission.
 - b. NOT use PCHS' facilities, equipment, and other assets or staff unapproved by the Executive Director/Principal in advance.
 - c. NOT co-mingle public funds and private fundraising proceeds or expenditures.
 - d. NOT use school records to contact parents or students.
2. Funds, donations, or gifts generated through non-school-sponsored activities or events may be donated to PCHS to support specific programs, teams, groups, clubs, etc. All donations or gifts shall follow guidance established in the PCHS donations and gifts policy.

F. Conditions for Non-Profit 501(c) (3) Corporations Representing PCHS

1. Palisades Charter High School currently recognizes the following booster groups whose sole fundraising efforts are to benefit PCHS students and school related activities: Palisades High School Booster Club, Pacific Palisades Lacrosse Association, Pali Quarterback Club and the Pacific Palisades Baseball Association.
2. Each entity, current or new, will provide the Executive Director/Principal copies of the following:
 - a.) Letter from Dept., of Treasury verifying tax exempt status by August 15, 2017.
 - b.) Articles of Incorporation by August 15, 2017.



- c.) Current Bylaws by August 15, 2017, and any amendments thereto within a month of Adoption.
 - d.) Evidence of Liability insurance by August 15 of each year.
 - e.) Annual Registration with Attorney General (RRF-1) by approximately November 15 of each year.
 - f.) Current Statement of Information (S1-100) by August 15, 2017 and biennially thereafter by approximately November 15th.
 - g.) Copies of the most recent Federal and State tax returns by approximately November 15 of each year.
3. By no later than August 15, 2017, and annually thereafter if the documents are **updated** or **revised**, all non-profit 501(C) (3) corporations will provide to the Executive Director/Principal the following documents:
- a.) Letter from Dept. of Treasury verifying tax exempt status.
 - b.) Articles of Incorporation.
 - c.) Current Bylaws.
4. Accounting
- a.) Audits: A PCHS-related organization must conduct an annual accounting or audit of its receipts and disbursements and submit a financial or audit report, performed in accordance with generally accepted accounting principles, to the Executive Director/Principal by October 1 of each calendar year. A PCHS-related organization shall permit the PCHS's Chief Business Officer or designee to at least annual audit all bank accounts maintained by the PCHS-related organization at the PCHS's discretion.
 - b.) The PCHS-related organization's bylaws must specify a reasonable procedure for internal financial control that shall be reviewed and approved by the PCHS's Chief Business Officer.
5. PCHS Website
- a.) A PCHS-related organization may operate a website that is accessed through the PCHS website if the following conditions are met:
 - i.) Written permission from the Executive Director/Principal is granted for the for the PCHS related organization to create a link to the organization's web-Site.
 - ii.) The content of the website is approved by the Executive Director/Principal.
 - iii.) Sites, pages and/or other material that have not been actively maintained for six (6) months may be removed without notice.
 - iv.) Information published will not contain advertising, sponsored links, or the endorsement of any products or services without the written approval of the Executive Director/Principal.
 - v.) No names, images, work or other information about specific students shall be published on the Internet without the written consent of the parent or legal Guardian.



- vi.) If any photograph, video, or other published image contains individually identifiable students, permission to use the image must be on file from all students in the image.
 - vii.) Each PCHS-related organization shall maintain a file of permission forms. It is the responsibility of the person publishing the content to verify written parent or legal guardian consent before using any student name, image, work or other information on the Internet.
 - viii.) Web pages may not be used to promote political positions, personal agendas, non-PCHS related activities, or other uses that jeopardizes the PCHS's tax-exempt status or be deemed inappropriate by the Board of Trustees.
 - ix.) Sites may not contain links to any questionable material or anything that can be deemed to be in violation of any PCHS policy or any applicable law.
 - x.) The PCHS name, mascot and/or logo may not be used without the written permission of the Executive Director/Principal.
6. Prohibited Activities:
- a.) PCHS-related organizations should not make any direct purchases or payments, including, but not limited to, purchasing uniforms and payment of fees associated with any student activity without obtaining the Executive Director/Principal's approval of such purchase. Representatives from the PCHS-related organization should meet and confer with the Executive Director/Principal prior to the end of each school year to determine if such approval for purchases and fundraising objectives are authorized.
 - b.) PCHS-related organizations cannot hire employees or independent contractors employed at PCHS without prior written approval from the Executive Director/Principal and without adhering to required background checks.
 - c.) All PCHS-related organizations are prohibited from requiring a student or families to pay to participate in any school activities. Pursuant to Education Code Section 49010 and 49011 supplied, materials, activities fees and equipment must be provided to students free of charge.
 - d.) All PCHS-related organization shall not represent or imply that activities, contracts, purchases or financial commitments are made on behalf of or are legally binding upon PCHS.
 - e.) Any violation or breach of this policy by a non-profit 501(c) (3) will automatically terminate their relationship with PCHS and will be prohibited from soliciting any donations or other fundraising activity under the name of PCHS.

G. Capital Fundraising/Large Fundraising Projects

- 1. All fundraising projects for construction, maintenance, facilities renovation or improvement, and other capital equipment purchases must be approved by the Executive Director/Principal, the Chief Business Officer and the Board of Trustees. Prior



to the initiation of a large capital drive or specific fundraising drive, the following will be provided to the Chief Business Officer for evaluation and recommendation to the Executive Director/Principal:

- a. Prospective construction, maintenance or renovation plans and estimated costs.
- b. Proposed naming opportunities.
- c. Proposed fundraising timeline.
- d. Loans or financing agreements.
- e. Maintenance or upkeep requirements and costs.
- f. Assurances of compliance with Title IX and any ADA restrictions.
- g. The Executive Director/Principal will make a recommendation to the Board of Trustees. The Board reserves the right to tentatively approve plans, pending fundraising, donations, equity or other conditions

H. Gift and Donation Acceptance Policy

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

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

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

PCHS will accept donations of cash or publicly traded securities. Gifts of in-kind services will be accepted at the discretion of PCHS.

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

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



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

Coversheet

Approval of reimbursements for Executive Director / Principal

Section: X. Consent Agenda
Item: A. Approval of reimbursements for Executive Director / Principal
Purpose: Vote
Submitted by:
Related Material: X_A Consent Agenda Expense Reimbursement 04_17_P Magee.pdf

