



Palisades Charter High School

Special Board Meeting

Date and Time

Saturday August 26, 2017 at 9:00 AM PDT

Location

St. Matthews School/Church, 1031 Bienvenida Ave., 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)	Rocky Montz
Leslie Woolley (Vice Chair)	Andrew Paris
Deanna Hamilton (Secretary)	Robert Rene
David Carini	Camille Schoenberg
Emily Hirsch	Mystic Thompson
Shawn McClellan	

Student Liaison: Taylor Torgerson

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.

II. Governance

Governance

- A. Team Building Activities/Review Columbia Surveys; Student, Parent, Teachers
- B. Review of 2016-2017 Schoolwide Goals
- C. Determine 2017-2018 Goal Areas and Goals
- D. Board Committees - Purpose and Need

Including discussion regarding whether all committees are still needed

- E.** Review LCAP from 6-28-17
- F.** Review LSTP 2014-2015
- G.** Review LAUSD Annual Report from 2016-2017

III. New Business / Announcements

- A.** Announcements / New Business

- Date of Next Regular Board Meeting is Tuesday, September 26, 2017

IV. Closing Items

- A.** Adjourn Meeting

Coversheet

Team Building Activities/Review Columbia Surveys; Student, Parent, Teachers

Section: II. Governance
Item: A. Team Building Activities/Review Columbia Surveys; Student, Parent, Teachers
Purpose: Discuss
Submitted by:
Related Material: Part 2_Final 2017-18 LCAP 06.28.17.pdf
Part 3_2016-2017 Annual Oversight Report LAUSD (1).pdf
Part 1_Columbia Surveys_06_2017_2 (1).pdf

LCAP Year 2017-18 2018-19 2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Palisades Charter High

Contact Name and Title

Greg Wood
Chief Business Officer

Email and Phone

gwood@palihigh.org
(310) 230-6650

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Palisades Charter High School (PCHS), a comprehensive high school serving students in grades 9 through 12, has provided children from far-reaching areas of Los Angeles with access to a high-quality educational program that focuses on skills needed for college and career readiness. PCHS is the home school to students residing in the communities of Pacific Palisades, Topanga, and Brentwood; however, approximately 68% at the school live outside the traditional attendance boundaries. In 2016-17, PCHS served 2,893 students. Of these students, 1,976 come from more than 100 ZIP codes, making this student body population one of the most ethnically diverse (Mexican, Central American, African American, Chinese, Korean, Persian, Filipino, Russian, Pacific Islander, Arab, and Brazilian) and geographically diverse (West Los Angeles, Mid City, Baldwin Hills, Palms/MarVista, Midcity, Koreatown, Inglewood) in Los Angeles. Some students come from distant areas such as Long Beach, Granada Hills, Carson City, and Highland Park. Applications for transportation scholarships and subsidies are made available to students from low-income households. The traveling students commit to making daily three- to four-hour commutes to and from the campus in order to take advantage of the school's highly regarded academic, athletic, and arts programs. Our students report that they are happy with their experience at PCHS (77%) and feel safe at the school (96%) according to the 2015-16 PCHS Columbia University School Survey. Their satisfaction is reflected in the school's academic achievement. Palisades Charter consistently is ranked among the best high school in the nation, according to polls published by both U.S. News and World Report and Newsweek Magazine.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

This year's LCAP focuses on support for individual student achievement in subgroups, targeting high needs students and specific subgroups whenever state or internal assessments warrant. Key features include:

- allocating resources to academic intervention and support programs, and professional development aimed at closing the achievement gap;
- encouraging innovation and constant improvement of educational programs and practices, based on professional reflection on student achievement data;
- refining the Professional Learning Community model of aligning standards, goals, and assessments for student achievement, collaborating on best practices, and providing continuous on-site professional development;
- expanding opportunities for students to gain access to rigorous curricula and experience the diversity of learning in heterogeneously grouped classrooms;
- continuing refinement of a comprehensive, tiered intervention system to support struggling students;
- implementing policies to encourage student attendance and participation resulting in an in-seat attendance rate of 96 percent;
- continuing implementation of a comprehensive school technology plan,
- replacing obsolete textbooks on a continuous basis;
- improving communication among all stakeholders, a process that includes using Infinite Campus, a web-based, password-protected student information system, Schoology learning management system, and translation services.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Based on feedback received from students and parents, support in math classes, intervention options, and transportation scholarships are top funding priorities.

PCHS Palisades Charter High School - Special Board Meeting - Agenda - Saturday August 26, 2017 at 9:00 AM offers small class sizes in courses such as Algebra I. Sheltered English and math classes will be offered for newly reclassified EL students.

PCHS supports transportation options for students who travel to the school from outside the immediate neighborhood. PCHS has contracted with an independent transportation vendor to provide transportation for all interested families. Students who qualify for the Free and Reduced Lunch program are eligible for partial or full transportation scholarships. PCHS will continue this program in the 2017-18 school year.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Suspension rates and finding ways to reduce suspensions are a focus area for PCHS. Our goal is to link students with behavior challenges to adult mentors to develop positive, alternative behaviors. Counseling services including crisis counseling and Educationally Related Mental Health Service to improve behavior and in the long-run, completion and drop out rates. Training for the discipline deans and staff is also an important component of this identified need.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

Math achievement and closing the math achievement gap continue to be challenges for PCHS. To address these concerns, PCHS will pilot a paraprofessional program to provide in-class support for students who need specialized attention. PCHS will provide both in-class and out-of -class math interventions including the Math Lab and tutoring in the Study Center. We plan to work with programs such as The Village Nation, Fuerza Unida, Black Student Union, Latino Student Union, and Link Crew to provide targeted support and intervention.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Areas of the LCAP that will most significantly impact low-income students, English learners, and foster youth are transportation scholarships, math support and intervention options. PCHS is redesigning teacher training to better address student needs. More details about these support systems are provided above.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$32,420,549
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$32,420,549

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General fund budget expenditures not included in LCAP plan are expenses such as classified office staff, tech staff, administrative salaries -- all groups who help implement plans listed in the LCAP.

\$26,289,413	Total Projected LCFF Revenues for LCAP Year
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Annual Update LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 1</h2>	#1- Teachers required to hold a credential will hold a valid CA teaching credential as defined by the CA Commission on Teaching Credentialing and be appropriately qualified in the content area taught.
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State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Addition of 5 CTE credentialed teachers to create a Career Tech Ed pathway for students.	All faculty members currently hold English Learners Authorization as appropriate for their individual class and credential. Will expand this program to include elective and other credential classes.
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Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Actions/Services	<p>PLANNED</p> <p>English Learners: All teachers of EL students will be certified in SDAIE and ELD instructional strategies</p>	<p>ACTUAL</p> <p>All faculty members have certified English Learner Authorization as required per their individual credential. Currently increasing ELA to include elective classes and credentials associated with elective classes.</p>
Expenditures	<p>BUDGETED</p> <p>Salaries and conferences - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$15,636 (repeated expenditure)</p>	<p>ESTIMATED ACTUAL</p> <p>Salaries and conferences - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$19,393 (repeated expenditure)</p>
Actions/Services	<p>PLANNED</p> <p>Staffing of instructional program Review of all teacher credentials and master schedule</p>	<p>ACTUAL</p> <p>Reviewed staffing of instructional program as well as teacher credentials and master schedule. PCHS continued to increase the number of faculty members with CTE credentials from the current five faculty members to ten faculty members and expanded the CTE pathways and programs</p>
Expenditures	<p>BUDGETED</p> <p>Teacher Salaries - 1000-1999 Certificated Salaries - LCFF Base: \$10,302,020 (repeated expenditure) Teacher benefits - 3000-3999 Employee Benefits - LCFF Base: \$3,434,007 (repeated expenditure)</p>	<p>ESTIMATED ACTUAL</p> <p>Teacher Salaries - 1000-1999 Certificated Salaries - LCFF Base: \$13,177,610 (repeated expenditure) Teacher benefits - 3000-3999 Employee Benefits - LCFF Base: \$4,648,853 (repeated expenditure)</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>During the 2016/2017 PCHS increased the number of faculty members with CTE credentials from the current five faculty members to ten faculty members and expanded the CTE pathways and programs.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>We were effective in reaching our goal of 100% credentialed teachers by hiring and training credentialed teachers.</p>

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

continued to increase the number of faculty members with CTE credentials from the current five faculty members to ten faculty members and expanded the CTE pathways and programs

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Reviewed teacher credentials and scheduling on the master schedule. PCHS continued to increase the number of faculty members with CTE credentials from the current five faculty members to ten faculty members and expanded the CTE pathways and programs

Goal 2

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Increase student access to technology by adding additional devices for classrooms by 20% per year over the next 3 years.

Purchased directly and via fundraising chromebook devices and carts for classrooms.

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Actions/Services	<p>PLANNED</p> <p>Instructional & Supplemental materials aligned to the Common Core State Standards. Update Instructional & Supplemental Materials.</p>	<p>ACTUAL</p> <p>Leased chromebooks and purchased chromebook carts to build to a 1:1 goal on campus. We have at least 2 grade levels of devices, reaching our 20% goal.</p>
Expenditures	<p>BUDGETED</p> <p>textbooks - 4000-4999 Books and Supplies - LCFF Base: \$258,088 chromebooks - 6000-6999 Capital Outlay - LCFF S & C: \$120,000 chromebooks - 6000-6999 Capital Outlay - LCFF Base: \$280,000 chromebook lease payment - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$13,249</p>	<p>ESTIMATED ACTUAL</p> <p>textbooks - 4000-4999 Books and Supplies - LCFF Base: \$224,263 (repeated expenditure) Tech Equity Campaign Chromebooks - 6000-6999 Capital Outlay - Other Local Revenues: \$72,884 (repeated expenditure) Chromebook lease payment - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$59,739 (repeated expenditure) chromebook lease payment - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$134,249 (repeated expenditure)</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Students were provided with standard aligned materials to go with their standard aligned curriculum
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	Overall, the goal was effective as materials purchased by the school must align with standards.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Chromebooks were leased over a three year period instead of a one time purchase. More digital content was purchased.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Changes made to the goal included the leasing of tech devices along with more digital content used in the classroom.

Goal 3

#3 Palisades Charter High School - Special Board Meeting - Agenda - Saturday August 26, 2017 at 9:00 AM
All school facilities are maintained and in good repair. Daily cleanliness is maintained and items on inspection list are in compliance.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Facilities will be at or above 95% compliance on SARC and Safe Schools inspection checklist.

ACTUAL

SARC overall rating on school facilities is **GOOD** in all categories.

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Actions/Services

<p>PLANNED</p> <p>Supervision and staffing of custodial staff Security staff (additional) Improve quality of air on campus through clean air handlers and maintenance School safety camera/surveillance system Condition of campus and classrooms Student restroom renovations CapEx budget and campus conditions</p>	<p>ACTUAL</p> <p>Repairs/Installs:</p> <ul style="list-style-type: none">• Upgraded most hand towel dispensers & toilet paper dispensers• All Girls Restrooms had newly installed or upgraded tampon machines• Replaced vast majority of the damaged ceiling and floor tiles• Renovated 3 Heavily Used Restrooms 2nd floor G-Building Bathroom, 1st Floor C-Building Bathroom, Girls Locker Room• Gym Pull-Out Bleachers had significant repairs/replacement to bring up-to-date and safe• Prop 39 LED Light Bulb Replacement Program Continued• Installed Air-Blowing hand dryers <p>Major Cleaning Projects:</p> <ul style="list-style-type: none">• Serviced/Cleaned all U-Building A/C Units (only A/C Units on Campus)• Power washed all vents in Air Handler rooms• Maintained 10 custodial staff on site for daily cleaning – Day Shift, Night Shift and Weekends• Yearly strip and wax of all floors on campus• Powerwash outdoor tables/benches and walkways at 4 major breaks: Summer, Thanksgiving, Winter & Spring• Machine clean all Restroom floors twice per year <p>SARC/ADA/Safety/Security Compliance:</p>
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	<ul style="list-style-type: none"> • Purchased/Acquired from LAUSD: <ul style="list-style-type: none"> ○ Handicap wheel chair scissor-lift ○ Emergency evacuation chairs ○ Wheelchair ramps to get into Gilbert Hall • Vast Majority of Summer 2016 SARC report deficiencies resolved – Remainder expected to be by this summer’s inspection • Fire Remediation of bush on parking lot hills • Trip Hazard Remediation Ongoing and Planned for this summer as well • Additional security cameras added
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BUDGETED	ESTIMATED ACTUAL
<p>custodial salary - 2000-2999 Classified Salaries - LCFF Base: \$61,275</p> <p>custodial services - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$307,000</p> <p>clean air handlers - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$20,000</p> <p>classroom repair - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$154,000</p> <p>classroom renovations - 6000-6999 Capital Outlay - LCFF Base: \$348,676</p> <p>security services - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$48,000</p> <p>custodial benefits - 3000-3999 Employee Benefits - LCFF Base: \$15,319</p> <p>security services - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$10,000</p>	<p>plant manager salary - 2000-2999 Classified Salaries - LCFF Base: \$62,000 (repeated expenditure)</p> <p>uniserve contract - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$378,370 (repeated expenditure)</p> <p>professional duct cleaning - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$1,200</p> <p>KML Group/Medina Construction - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$76,000</p> <p>classroom renovations - 6000-6999 Capital Outlay - LCFF Base: \$55,000</p> <p>blue-nite security contract - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$88,000 (repeated expenditure)</p> <p>custodial benefits - 3000-3999 Employee Benefits - LCFF Base: \$15,500 (repeated expenditure)</p> <p>Security Services - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$10,000 (repeated expenditure)</p>

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

A capital expenditures plan was developed by identifying what areas of the school were in need of

Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.

The capital expenditures plan was effective in terms of allowing the school to prioritize and track what projects need to be done on campus to meet our goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences occurred in areas of classroom renovation and repair. Ideally, we would have done the renovations in the summer, however, we had a surprise inspection done to our site which delayed some of the repairs to the 17/18 school year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no immediate changes made to the goal. The expected outcome for this year differs because of the inspection done in the summer.

Goal 4

#4 Palisades Charter High School - Special Board Meeting - Agenda - Saturday August 26, 2017 at 9:00 AM
Through teacher professional development to facilitate learning, all students will receive academic content knowledge of state- adopted academic content and performance standards

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

In ELA, number of students scoring at or exceeding standards on SBAC will increase by 5%.

In Math, number of students scoring at or exceeding standards on SBAC will increase by 5%.

95% of teachers will participate in annual professional development in improving implementation of state standards.

ACTUAL

We implemented teacher training days (through PLC pullouts or conferences) for 98% of our teachers

PCHS will inform the Board and Stakeholders upon release of SBAC scores.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Actions/Services</p>	<p>PLANNED</p> <p>-Teachers will participate in CCSA professional development, conferences, and training -Release time for PLC/SCL curriculum planning -Continuation of the Academic Achievement Team (teacher coaches supporting professional development, PLC/SLC coordination, data, EL, math, and literacy) -PLC/SLC notebooks -Workshop and conference agendas, PLC/departmental share outs</p>	<p>ACTUAL</p> <p>-Teachers did participate as planned in CCSA professional development, conferences, and training -Release time for PLC/SCL curriculum planning -Continuation of the Academic Achievement Team (teacher coaches supporting professional development, PLC/SLC coordination, data, EL, math, and literacy) -PLC/SLC notebooks -Workshop and conference agendas, PLC/departmental share outs</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>includes math, english, and science salaries & conferences. - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$52,247 Educator Effectivness PD - 5000-5999 Services and Other Operating Expenses - Teacher Effectiveness: \$10,000 Sub time for PD - 1000-1999 Certificated Salaries - Teacher Effectiveness: \$90,000 (repeated expenditure) sub time - benefits - 3000-3999 Employee Benefits - Teacher Effectiveness: \$23,220</p>	<p>ESTIMATED ACTUAL</p> <p>teacher PD - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$30,000 Educator Effectivness PD - 5000-5999 Services and Other Operating Expenses - Teacher Effectiveness: \$10,000 (repeated expenditure) Sub time for PD - 1000-1999 Certificated Salaries - Teacher Effectiveness: \$90,000 (repeated expenditure) sub time - benefits - 3000-3999 Employee Benefits - Teacher Effectiveness: \$23,220</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Teachers attended the CCSA conference. Teachers also participated in PLC/SLC curriculum planning and worked with the Academic Achievement Team (teacher coaches supporting professional development, PLC/SLC coordination, data, EL, math, and literacy) Teachers were required to keep PLC/SLC notebooks and share their conference agendas with the team.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the</p>	<p>We had almost 100% participation in teacher professional development whether it was through</p>

LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Through the educator effectiveness grant, we were able to grant more sub time so teachers can participate in professional development.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Once we receive our 2016-2017 SBAC scores, we will use the data to identify needed successes and supports for the students and teachers.

Goal 5

#5 - School will provide opportunities for parent involvement through parent volunteer opportunities, committee membership, and informational sessions

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

A minimum of three informational meetings and/or outreach activities will be provided to incoming parents each semester.

Parents will serve as members on each of 5 Long Term Strategic Planning Committees, English Learners Advisory Council (ELAC), Parent Involvement in Quality Education (PIQE), Special Education Parent Committee, and the Board of Trustees.

ACTUAL

We had Pali 101 for parents, new incoming parent night for future 9th grade parents. PIQE, TVN meetings for parents. Monthly LTSP (long-term strategic planning) meetings.

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Actions/Services

PLANNED	ACTUAL
<p>English learners and Reclassified English Learners: Outreach and ELAC Parent Meetings held twice annually Low income youth: Outreach and Title I Parent Meetings held at least twice annually Foster youth: Outreach and Parent/Foster Guardian informational/input meetings as needed Students with Disabilities: Outreach and PSEC parent meetings held at least twice annually English learners and redesignated fluent English proficient pupils: EL Coordinator with support from academic counselors tracks performance data and provides counseling and support for recently redesignated English Language Learners and Long Term English Learners not making adequate growth Other supports: Study Center/Tutoring, Support classes, parent education/PIQE, College Center advisement (additional .5 FTE) Low income pupils: Transportation scholarships Study Center/Tutoring, Support classes, parent education, College Center advisement Foster Youth: Counseling services as provided by additional counseling consultant Students with Disabilities: Transition program</p>	<p>We hold quarterly PSEC and parent meetings with students with disabilities. EL program conducts outreach meetings through the PIQE & Fuerza Unida program. We have also continued to support the study center on campus which offers tutoring for students. Columbia survey distributed to all stakeholders for input.</p>

Expenditures

BUDGETED	ESTIMATED ACTUAL
<p>PIQE - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$11,020 Extra time for staff. - 2000-2999 Classified Salaries - LCFF S & C: \$7,500 EL Coordinator - 1000-1999 Certificated Salaries - LCFF S & C: \$3,200 Supplies for meetings. - 4000-4999 Books and Supplies - LCFF S & C: \$1,000 extra time - benefits - 3000-3999 Employee Benefits - LCFF S & C: \$2,500 EL coordinator benefits - 3000-3999 Employee Benefits - LCFF S & C: \$1,067</p>	<p>PIQE - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$6,300 (repeated expenditure) extra time for staff - 2000-2999 Classified Salaries - LCFF S & C: \$8,000 (repeated expenditure) EL Coordinator - 1000-1999 Certificated Salaries - LCFF S & C: \$3,264 (repeated expenditure) supplies for meetings - 4000-4999 Books and Supplies - LCFF S & C: \$5,540 (repeated expenditure) extra time -benefits - 3000-3999 Employee Benefits - LCFF S & C: \$2,500 (repeated expenditure) EL Coordinator benefits - 3000-3999 Employee Benefits - LCFF S & C: \$1,067 (repeated expenditure)</p>

School will host a minimum of three outreach meetings per semester to encourage parent participation and seek input as well as to offer training on school technology systems to improve communication (Infinite Campus and Schoology) Provide parent involvement and education opportunities through the Parent Involvement for Quality Education (PIQE) program, Fuerza Unida and TVN.

TVN has held outreach meetings and trained parents on infinite campus & Schoology. TVN also contacted parents by telephone to increase parent outreach. PIQE held outreach meetings to help navigate parents to college. Academic Achievement office is open to parents throughout the school year. In addition, held the following meetings throughout the year:

1. Currently holding Alumni meetings, New Parent Orientation, Back to School night and Pali101 - an information night for parents to find out more about individual offices and services offered by the school. We also offer Parent nights as well as the second Saturday in May parent outreach during the Math Placement test. Each of these programs encourage parent participation. PCHS held multiple outreach meetings each semester to encourage parent participation, seek input, and offer training on school technology systems such as Infinite Campus and Schoology to improve communication. The School also holds, a VAPA showcase night, a parent informational CTE meeting for choosing classes for the following academic year. PCHS also holds a multiple school tour dates that include monthly morning tours and an evening tour in early April. The school currently holds PTSA and Booster meetings. The Career Consultant position holds informational sessions and speaking engagements as an outreach in addition what is already being done for students at the school at off-site locations including community libraries including Mar Vista/Palms, Brentwood, Silver Lake and other areas. These help to increase our communication and outreach to stakeholders.
2. Study Center – extending hours to allow for additional student use

Actions/Services

Expenditures

BUDGETED

ESTIMATED ACTUAL

	parent training - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$6,000	parent training - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$6,300 (repeated expenditure)
Actions/Services	PLANNED Screening Parent Volunteers - Livescan.	ACTUAL Parent volunteers are provided a school ID badge to indicate that they are indeed a parent volunteer. Parent volunteers are also scanned through the raptor system.
Expenditures	BUDGETED livescan - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$3,000	ESTIMATED ACTUAL Raptor & Livescan system - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$5,000

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Implemented meetings each semester to both seek input and offer outreach. Extended the hours for the students tutor and study center to allow for additional student use.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	Programs were highly effective specifically including the Parent Orientation, Back to School night and Pali101 information night for parents Each of these programs encouraged parent participation.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There was no material difference between budgeted expenditure and estimated expenditures. All goals were met and budgeted for the year
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	PCHS included more Alumni and stakeholder outreach meetings throughout the year to include all stakeholders in the services that the school provides.

Goal 6

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Students enrolled in common core state standards based classes will be administered at least one interim assessment during the 2016-17 school year.

ACTUAL

Students enrolled in common core state standards based classes were administered at least one interim assessment during the 2016-17 school year.

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Actions/Services	<p>PLANNED</p> <p>Administer the state produced interim assessments (CAASP)</p>	<p>ACTUAL</p> <p>All students were given SBAC interim block assessments in their English and Math classes.</p>
Expenditures	<p>BUDGETED</p> <p>Covered in other areas of the LCAP - 1000-1999 Certificated Salaries - Other State Revenues: \$0</p>	<p>ESTIMATED ACTUAL</p> <p>covered in other areas of the LCAP - 1000-1999 Certificated Salaries - Other State Revenues: \$0</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	All students were given interim assessments in their English and math classes.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	The goal was effective in terms of getting all students to take the interim assessments in their classes.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There was no material difference between budgeted expenditure and estimated expenditures. All goals were met and budgeted for the year
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes were made to the actions in terms of meeting the goal.

Goal 7

Students are on track for college and career preparation as outlined in each student's 4 year plan; PCHS will develop and maintain partnerships with colleges and will develop a Career Center to improve post school success.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Annual growth in EAP% in ELA and math

Increase post school success evidenced by 5% annual increase in college enrollment/employment or post secondary enrollment 1 yr out of high school

ACTUAL

SBAC results not yet available.

96.2% of seniors indicated a plan to attend college or be employed.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Actions/Services	<p>PLANNED</p> <p>Develop partnerships through development consultant with higher education to enhance services and allocation of resources that increase student exposure to college courses and alternative opportunities. Established partnerships and programs results, level of students involvement and success rate. 16-17 2-ADDITIONAL teaching period to support Career Readiness and related consulting. Provide college and career readiness classes in cooperation with the community colleges.</p>	<p>ACTUAL</p> <p>We established partnerships with Santa Monica College & West LA College to offer dual enrollment courses where students earn college credits.</p> <p>We added one work experience course and added a career consultant on campus. Seminars & other resources were provided for student to support college/career readiness.</p>
Expenditures	<p>BUDGETED</p> <p>College center consultant - 5000-5999 Services and Other Operating Expenses - Other Local Revenues: \$5,000 FT academic counselor - salary - 1000-1999 Certificated Salaries - LCFF Base: \$68,000 FT academic counselor - benefits - 3000-3999 Employee Benefits - LCFF Base: \$17,000</p>	<p>ESTIMATED ACTUAL</p> <p>Liz Mohler - College Center Consultant - 5000-5999 Services and Other Operating Expenses - Other Local Revenues: \$5,000 (repeated expenditure) FT academic counselor - salary - 1000-1999 Certificated Salaries - LCFF Base: \$70,000 (repeated expenditure) FT academic counselor - benefits - 3000-3999 Employee Benefits - LCFF Base: \$17,500 (repeated expenditure)</p>
Actions/Services	<p>PLANNED</p> <p>Develop and implement a system to measure post-secondary school success (continuation/completion/career)</p>	<p>ACTUAL</p> <p>Still in development using naviance.</p>
Expenditures	<p>BUDGETED</p> <p>5000-5999 Services and Other Operating Expenses - LCFF Base: \$10,000</p>	<p>ESTIMATED ACTUAL</p> <p>Naviance - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$9,000 (repeated expenditure)</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

enrollment courses. We created some CTE pathways as part of the CTEIG grant.

Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.

WLAC offered ASL 1, Psych 1 and Psych 41. SMC offered Computer Science 3 and two of our teachers were approved to teach SMC Media 1 and Graphic Design 18 and 64. This provided our students several opportunities to take courses we didn't offer and get college credits as well as extra high school credits.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was no material difference between budgeted expenditure and estimated expenditures. All goals were met and budgeted for the year

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As CTEIG grant recipients we will be adjusting this goal to focus on our CTE pathways, increasing the number and awareness of the program.

Goal 8

#8 75% of EL students will demonstrate one year growth in English Language Development each academic year as measured by the CELDT

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

75% of those that have previously taken CELDT will demonstrate an increase in scores and 15% will be reclassified as FEP.

ACTUAL

22.5% were classified as RFEP and 75% demonstrated an increase in scores

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Actions/Services	<p>PLANNED</p> <p>EL Coordinator PIQE Program ELAC EL Teacher EL Assistant Tutoring MESA/SHPE Curricular Materials & PD</p>	<p>ACTUAL</p> <p>All of planned resources and programs were utilized to achieve our EL goal.</p>
Expenditures	<p>BUDGETED</p> <p>PIQE Program - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$31,500 ELAC - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$1,070 MESA/SHPE, materials & supplies - 4000-4999 Books and Supplies - LCFF S & C: \$7,500 EL Teacher, EL coordinator - 1000-1999 Certificated Salaries - LCFF S & C: \$75,019 el assistant, tutoring salaries - 2000-2999 Classified Salaries - LCFF S & C: \$68,933 EL teacher/coordinator benefits - 3000-3999 Employee Benefits - LCFF S & C: \$25,006 el assistant, tutoring - benefits - 3000-3999 Employee Benefits - LCFF S & C: \$22,978</p>	<p>ESTIMATED ACTUAL</p> <p>PIQE Program - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$6,300 (repeated expenditure) EdAchieve - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$1,500 (repeated expenditure) MESA/SHPE materials & supplies - 4000-4999 Books and Supplies - LCFF S & C: \$5,700 (repeated expenditure) EL Teacher, EL coordinator - 1000-1999 Certificated Salaries - LCFF S & C: \$63,500 (repeated expenditure) EL assistant, tutoring salaries - 2000-2999 Classified Salaries - LCFF S & C: \$68,500 (repeated expenditure) EL assistant, tutoring - benefits - 3000-3999 Employee Benefits - LCFF S & C: \$17,125 (repeated expenditure)</p>

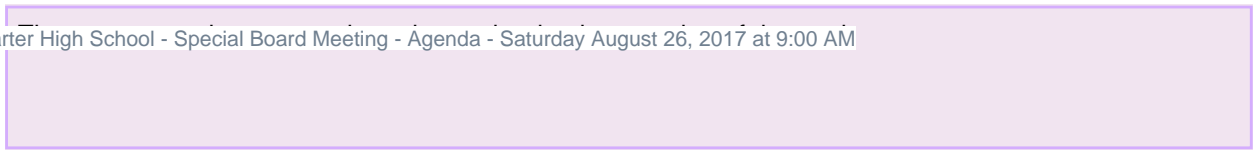
ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	PCHS utilized designated ELD instruction, as well as the EL Coordinator, the PIQE Program, ELAC, EL Teachers, EL Assistant Tutoring, MESA/SHPE Curricular Materials, & Professional Development and Teacher support in order to meet/exceed our goals
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	All of the above programs and services were used to meet/exceed goals. We went from 13.2% in 2015/16 to 22.5% in 2016/17.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There was no material difference between budgeted expenditure and estimated expenditures. All goals were met and budgeted for the year

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.



Goal 9

#9 High Needs Student Enrollment in AP/Honors Classes will increase by 5% annually.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Enrollment of high needs students in honors and AP classes will increase by 5%.

Support classes for AP students will be provided to support student success.

ACTUAL

All 10th-12th PCHS required social sciences classes became either Honors or AP classes and students had the option to opt out of the Honors designation. Over 70% of our students maintained Honors status in the social science classes and did not opt out of the Honors curriculum.

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Actions/Services	<p>PLANNED</p> <p>Provide student support including tutoring, AP support classes, test preparation.</p>	<p>ACTUAL</p> <p>We have provided student support including tutoring, AP support classes, test preparation.</p>
Expenditures	<p>BUDGETED</p> <p>Covered in other areas of the LCAP - 4000-4999 Books and Supplies - Other State Revenues: \$0</p>	<p>ESTIMATED ACTUAL</p> <p>Covered in other areas of the LCAP - 4000-4999 Books and Supplies - Other State Revenues: \$0</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We offered support classes in English and Social Science. Students had access to AP Readiness program at UCLA.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	Participation rates in support classes were low because students wanted the slot for other classes.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There was no material difference between budgeted expenditure and estimated expenditures. All goals were met and budgeted for the year
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	H/AP specific support classes will be reduced but both English and Social Science will have increased Honors enrollment due to courses where all start as Honors (only Social Science did this last year) and this may increase AP enrollment as well in future years.

Goal 10

#10 Increase by 5% the number of graduating seniors who meet A-G requirements by adding foreign language course(s) and expand credit recovery options.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increase by 5% the number of graduating seniors who meet A-G requirements.

ACTUAL

A-G completion data not yet available. This information is being processed and will be available by fall 2017.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Actions/Services	<p>PLANNED</p> <p>Counseling Support, Teacher Training, PIQE, TVN, Fuerza Unida, Tutoring Program.</p>	<p>ACTUAL</p> <p>We have provided counseling support, teacher training, PIQE, TVN, Fuerza Unida, Tutoring Program. We created POP (Pali Online Program) to help students recover credits during the school year as opposed to only during the summer. We added Environmental Engineering class to help students meet physical science A-G requirement.</p>
Expenditures	<p>BUDGETED</p> <p>Covered in other areas of the LCAP - 1000-1999 Certificated Salaries - LCFF Base: \$0</p>	<p>ESTIMATED ACTUAL</p> <p>covered in other areas of the LCAP - 1000-1999 Certificated Salaries - LCFF Base: \$0 (repeated expenditure)</p>
Actions/Services	<p>PLANNED</p> <p>Add additional foreign language course. Expand credit recovery / credit attainment options for all courses.</p>	<p>ACTUAL</p> <p>Offered sign-language (ASL) class through West LA college. Offered POP (Pali-Online Program).</p>
Expenditures	<p>BUDGETED</p> <p>covered in other areas of the LCAP - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$0 (repeated expenditure)</p>	<p>ESTIMATED ACTUAL</p> <p>covered in other areas of the LCAP - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$0 (repeated expenditure)</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>PIQUE and TVN provided information sessions promoting a college-going culture. POP oversight was joined with our Virtual Academy. New Environmental Engineering (EE) was taken by almost entire 9th grade class, excepting those in Chemistry.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>POP had hundreds of students recovering Ds and Fs to help them be A-G eligible. EE is a non-math physical science so students struggling in math can still be successful in meeting the physical science requirement.</p>

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated expenditures. All goals were met and budgeted for the year

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal will be combined with grad rate goal and interventions to consolidate academic achievement under a single goal.

Goal 11

#1 Palisades Charter High School - Special Board Meeting - Agenda - Saturday August 26, 2017 at 9:00 AM
#1. School will maintain high ADA (at 95.1% or above), by decreasing absences.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

ADA at or above
96.1%

PCHS maintained a high ADA of 95.8%

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Actions/Services</p>	<p>PLANNED</p> <p>Attendance Personnel/training. Intervention counseling for students with attendance concerns. Attendance records Intervention participation and success rate</p>	<p>ACTUAL</p> <p>Continued analysis of attendance data. Extended communication and outreach with the student body via Infinite Campus, Schoology, class meetings, posters/banners, and weekly announcements on the PA. Students with attendance concerns were counseled, SST meetings were held, and some home visits were held. Positive reinforcements were held including monthly, semester, yearlong, and high school career recognition and ceremonies for perfect attendance. Students and families were directed to review the student handbook, as well concerning the PCHS attendance policy.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>attendance office staff - salaries - 2000-2999 Classified Salaries - LCFF Base: \$237,150 infinite campus - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$16,852 transportation - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$15,000 summer school teachers salaries - 1000-1999 Certificated Salaries - LCFF S & C: \$24,750 IMA/textbooks - 4000-4999 Books and Supplies - LCFF Base: \$8,700 attendance office staff - benefits - 3000-3999 Employee Benefits - LCFF Base: \$79,050 summer school teachers benefits - 3000-3999 Employee Benefits - LCFF S & C: \$8,250</p>	<p>ESTIMATED ACTUAL</p> <p>Attendance office staff - salaries - 2000-2999 Classified Salaries - LCFF Base: \$142,000 (repeated expenditure) Infinite Campus - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$30,000 (repeated expenditure) Transportation - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$15,000 (repeated expenditure) summer school teachers salaries - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$32,909 (repeated expenditure) IMA/Textbooks - 4000-4999 Books and Supplies - LCFF Base: \$5,850 (repeated expenditure) attendance office staff - benefits - 3000-3999 Employee Benefits - LCFF Base: \$35,000 (repeated expenditure) summer school teachers benefits - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$8,227 (repeated expenditure)</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Continued analysis of attendance data. Extended communication and outreach with the student body via Infinite Campus, Schoology, class meetings, posters/banners, and weekly announcements on the PA. Students with attendance concerns were counseled, SST meetings were held, and some home visits were held. Positive reinforcements were held including monthly, semester, yearlong, and high school career recognition and ceremonies for perfect attendance. Students and families were directed to review the student handbook, as well concerning the PCHS attendance policy.

Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.

Overall, PCHS was effective, as it was in very close to attaining its goal of 96.1% ADA- with 95.8% ADA

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Senior attendance staff retired, new attendance staff hired at lower scale. Increased infinite access features.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Despite unforeseen winter weather conditions which led to increased traffic problems (mudslides) and illness, PCHS was effective in meeting its goal.

Goal 12

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Graduation rate meets or exceeds 95%

Yes, graduation rate does meets or exceeds 95%

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Actions/Services	<p>PLANNED</p> <p>Providing access to online courses and alternative high school programs such as Virtual Academy, Independent Studies, credit recovery options including Acellus and Temescal Academy. Increase participation and completion rates of alternative programs. Student participation in counseling programs. Counseling services including mental health services/Educationally Related Mental Health Services (ERMHS)</p>	<p>ACTUAL</p> <p>We have provided access to online courses and alternative high school programs such as Virtual Academy, Independent Study such as Astronomy and Anatomy, credit recovery options via the Pali Online Program (POP) and Temescal Academy. We have increased participation and completion rates of these alternative programs. Student participation has increased in Counseling services including mental health services/Educationally Related Mental Health Services (ERMHS)</p>
Expenditures	<p>BUDGETED</p> <p>Accellus - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$5,215</p>	<p>ESTIMATED ACTUAL</p> <p>Accellus - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$5,215 (repeated expenditure)</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Data is still being gathered but early results seem to indicate we easily exceeded the goal of 95%. Students participated in credit recovery programs that helped them meet their requirements.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	Temescal Academy continued to be a successful alternative program and POP allowed many students to get C and above for courses they had previously earned a D or F.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There was no material difference between budgeted expenditure and estimated expenditures. All goals were met and budgeted for the year
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	This goal will be combined with the A-G rate and interventions to consolidate academic achievement under a single goal.

Goal 13

Palisades Charter High School - Special Board Meeting - Agenda - Saturday August 26, 2017 at 9:00 AM
#13- School will maintain a low (under 2.5%) suspension rate and maintain less than a 1% expulsion rate.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Suspension (and expulsion where applicable) rate lower than previous year.

Suspension rate was lower this year.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Actions/Services	<p>PLANNED</p> <p>Discipline Deans staffing. Discipline and expulsion records</p>	<p>ACTUAL</p> <p>We maintained a 2nd dean. We have streamlined record keeping.</p>
Expenditures	<p>BUDGETED</p> <p>3 certificated deans - 1000-1999 Certificated Salaries - LCFF Base: \$315,000 3 certificated deans - benefits - 3000-3999 Employee Benefits - LCFF Base: \$105,000</p>	<p>ESTIMATED ACTUAL</p> <p>3 Certificated Deans - 1000-1999 Certificated Salaries - LCFF Base: \$336,500 (repeated expenditure) 3 certificated deans - benefits - 3000-3999 Employee Benefits - LCFF Base: \$84,125 (repeated expenditure)</p>
Actions/Services	<p>PLANNED</p> <p>Counseling services including crisis counselor/consultant and Educationally Related Mental Health Services. Counseling participation rates, Improved completion and drop-out rates</p>	<p>ACTUAL</p> <p>Peer mediation group implemented. We have two psychiatric social workers & one department of mental health social worker for eligible students. Counselors assisted in positive behavior outcomes for students.</p>
Expenditures	<p>BUDGETED</p> <p>psychologist and school social worker - salary - 1000-1999 Certificated Salaries - Other State Revenues: \$143,250 psychologist and school social worker - benefits - 3000-3999 Employee Benefits - Other State Revenues: \$47,750</p>	<p>ESTIMATED ACTUAL</p> <p>psychologist and school social worker salary - 1000-1999 Certificated Salaries - Other State Revenues: \$144,062 (repeated expenditure) psychologist and school social worker benefits - 3000-3999 Employee Benefits - Other State Revenues: \$36,016 (repeated expenditure)</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>We implemented positive strategies through peer mediation, girl's group, young men's group, mental health services, counseling, student bill of rights & responsibilities. On-going counseling & mental health support.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>Although we met our goals, we will continue to make efforts to reduce the number of suspensions and expulsions through positive interventions & restorative justice measures.</p>

Explain material differences between Budget Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We have added additional interventions including peer mediation and increased mental health support & additional professional development for teachers to understand trauma in adolescence.

Goal 14

#1 Palisades Charter High School - Special Board Meeting - Agenda - Saturday August 26, 2017 at 9:00 AM
Continue and/or increase communication, outreach, parent and community outreach and parent involvement in all key operations and programs, including parent education in technology.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increased positive feedback on school stakeholder surveys, increased parent and community involvement

ACTUAL

Increased positive feedback on Culture & Climate survey. PCHS had a recordable increase in school communication, culture and climate as well as parent and student outreach as can be noted from surveys taken. The student temperature on culture and & climate increased and the results used for the State of the School address. PCHS also held a month long unity activity calendar to promote student involvement in the school and continue to increase the inclusiveness of the school.

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Actions/Services

PLANNED	ACTUAL
<p>Pupil Outcomes: Senior Letters, counseling office distributes Four-year plans for students to guide parents and students on how to meet A-G requirements, Parent and Pupil Engagement: Multiple parent orientation opportunities for new and returning students that include translation, Input from site level advisory groups including multiple committees with participation from students, faculty, staff, parents and stakeholders. PTSA group and meetings, Monthly Long Term Strategic Planning meetings with multiple times and dates to accommodate parents Locally Identified priority: Increased positive feedback on school stakeholder surveys through support for website development and outreach. School will use the website, Infinite Campus, and Schoology to distribute information to students, parents, and stakeholders. PCHS will make use of Survey Monkey, Constant Contact, and the Columbia School Satisfaction Survey to measure community and stakeholder climate. PCHS will make use of Internal Customer Service Feedback Forms throughout the year. The school will continue to educate parents with parent training on use of School Info Systems. PCHS will continue to assign personnel dedicated to all forms of parent and stakeholder services including website, on-site parent liaison, community, and development outreach</p>	<p>A list of the activities and support that PCHS provided during the 2016/2017 year include:</p> <ol style="list-style-type: none"> 1. Counseling office formulated four-year plans for students in order to guide parents and students on how to meet A-G requirements. 2. Held monthly Long Term Strategic Planning meetings with multiple times and dates to accommodate parents 3. Multiple Alumni outreach meetings, 4. New Parent Orientation, 5. Back to School night and 6. Pali 101 Informational night 7. Parent nights as well as the second Saturday in May parent outreach during the Math Placement test, encouraging parent participation. 8. Increasing parent involvement and student use of Schoology, Infinite Campus, and the Palihigh.org website. PCHS held multiple outreach meetings each semester to encourage parent participation and seek input as well as to offer training on school technology systems to improve communication (Infinite Campus and Schoology). 9. VAPA showcase night 10. Parent informational CTE meeting for choosing classes for next year. 11. School tour dates that include monthly morning tours, an evening tour in early April 12. Monthly PTSA and Booster meetings. 13. Career Consultant held speaking engagements as an outreach for students at PCHS as well as at off-site locations including community libraries including Mar Vista/Palms, Brentwood, Silver Lake and other areas. These help to increase our communication and outreach to stakeholders. 14. Pupil outcomes include senior letters, counseling office distributes four-year plans for

	<p>students to guide parents and students on how to meet A-G requirements</p> <ol style="list-style-type: none"> 15. Pupil outcomes, increase student participation in AP classes, honors classes, and CTE classes for all students so that all sub-groups show participation in all strata of classes. 16. Translation lists of faculty and staff provided to counselors and Admin to provide support for parents, guardians, and families that would benefit from the translation of material and information during meetings. 17. Increasing positive feedback on Culture & Climate surveys as well as stakeholder surveys. PCHS has a recordable increase in school communication, culture and climate as well as parent and student outreach as can be noted from surveys taken. e.g. student temperature on culture and & climate. (Mastery Manager – scantron style) 18. Used the results of the survey for the State of the School address 19. Multiple unity and diversity activity days to promote student involvement in the school and continue to increase the inclusiveness of the school
<p>BUDGETED</p> <p>infinite campus, schoology, survey monkey, constant contact, columbia survey, parent training - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$55,000</p>	<p>ESTIMATED ACTUAL</p> <p>infinite campus, schoology, survey monkey, constant contact, columbia survey, parent training - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$60,000 (repeated expenditure)</p>

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Increased stakeholder involvement. Increased positive culture & climate via unity month and activities to promote student involvement in the school and continue to increase the inclusiveness of the school

Describe the overall articulated effectiveness of actions/services to achieve the goal as measured by the LEA.

Palisades Charter High School - Special Board Meeting - Agenda - Saturday August 26, 2017 at 9:00 AM
and inclusion of all stakeholder groups in campus activities and actions.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Increased the budget expenditures and activities for unity and inclusion. Expanded the unity programs to an entire month of plays, lunch programs, and school activities. Increased expenditures for culture & climate through bringing in consultants and programs to work with students and staff to increase inclusion climate.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Increased the budget expenditures and activities for unity and inclusion. Expanded the unity programs to an entire month of plays, lunch programs, and school activities. Increased expenditures for culture & climate through bringing in consultants and programs to work with students and staff to increase inclusion climate. The result was an improved culture on campus for both staff and students. This extended to outreach to alumni and parents.

Note: this goal will be combined with programs included in the current goal #5 to expand current programs into one umbrella goal.

Goal 15

#1 Palisades Charter High School - Special Board Meeting - Agenda - Saturday August 26, 2017 at 9:00 AM
Students including all student subgroups will have access to advanced and educational programs as outlined in the school's charter and diversity will be increased in Honors and AP classes.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increase access

- 1) Additional Math, Engineering, Science Achievement (MESA) classes
- 2) Expansion of STEAM classes/STEAM shop
Include: Master schedule, Course rosters/student enrollment

Reduction in class size in targeted, priority classes (ELA and Math)

Gradual schoolwide class size reduction

Expand course offerings in STEM/STEAM electives

Continue increasing 1:1 iPad program for bring your own or provided personal device for each 9th grader. Equity through loaner technology. Program promotes critical thinking, creativity, collaboration, digital citizenship and productivity. Increased use of technology for 10th-11th-12th grades for instruction and student access.

Low income youth:

Continued support and increased Transportation scholarships provided to students in need of financial assistance.

ACTUAL

MESA class added.

STEAM pod classes and elective class added.

English 10 class size reduced from 26.5 to 24.9 by hiring extra staff

Algebra class sizes did not reduce but are lower than higher level math classes

1:1 program expanded to 9th and 10th.

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Actions/Services</p>	<p>PLANNED</p> <p>1) Additional Math, Engineering, Science Achievement (MESA) classes 2) Expansion of STEAM classes/STEAMshop Master schedule Course rosters/student enrollment</p>	<p>ACTUAL</p> <p>MESA class was created and enrollment jumped from 16 to 36.</p> <p>STEAM pod was created with 2 sections of Intro to STEAM for 9th grade. STEAM 1AB elective was created for all students.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>MESA teacher - 1000-1999 Certificated Salaries - LCFF Base: \$11,250 STEAM coordinator - salary - 2000-2999 Classified Salaries - LCFF Base: \$18,750 STEAM supplies - 4000-4999 Books and Supplies - Other State Revenues: \$25,000 development director to fund raise for STEAM - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$25,000 MESA teacher - benefits - 3000-3999 Employee Benefits - LCFF Base: \$3,750 STEAM coordinator - benefits - 3000-3999 Employee Benefits - LCFF Base: \$6,250 STEAM Supplies - CTE Makeover Grant - 4000-4999 Books and Supplies - Other Local Revenues: \$18,000</p>	<p>ESTIMATED ACTUAL</p> <p>MESA Teacher - 1000-1999 Certificated Salaries - LCFF Base: \$14,000 (repeated expenditure) STEAM coordinator - salary - 2000-2999 Classified Salaries - LCFF Base: \$18,750 (repeated expenditure) STEAM Supplies - 4000-4999 Books and Supplies - Other State Revenues: \$25,000 (repeated expenditure) development director to fundraise for STEAM - 2000-2999 Classified Salaries - LCFF S & C: \$25,000 (repeated expenditure) MESA Teacher - benefits - 3000-3999 Employee Benefits - LCFF Base: \$3,500 (repeated expenditure) STEAM Coordinator - benefits - 3000-3999 Employee Benefits - LCFF Base: \$6,250 (repeated expenditure) STEAM Supplies - CTE Makeover Grant - 4000-4999 Books and Supplies - Other Local Revenues: \$18,000 (repeated expenditure)</p>
<p>Actions/Services</p>	<p>PLANNED</p> <p>Reduction in class size in targeted, priority classes (ELA and Math) Gradual schoolwide class size reduction Expand course offerings in STEM/STEAM electives Continue 1:1 iPad program provides personal device for each 9th grader to promote critical thinking, creativity, collaboration, digital citizenship and productivity. Increased use of technology for 10th-11th-12th grades for instruction and student access. Low income youth: Continued support and increased Transportation scholarships provided to students in need of financial assistance.</p>	<p>ACTUAL</p> <p>Intervention courses (English Support 10 and Composition Prep) were created and had low class sizes to offer individualized attention. Expanded STEAM offerings. Technology available to both 9th and 10th grades.</p>

Expenditures

additional english teacher for AP diversity. -salaries - 1000-1999 Certificated Salaries - LCFF S & C: \$60,000
 additional english teacher for AP diversity. - benefits - 3000-3999 Employee Benefits - LCFF S & C: \$20,000

New honors english teacher - 1000-1999 Certificated Salaries - LCFF S & C: \$56,000 (repeated expenditure)
 new honors english teacher - benefits - 3000-3999 Employee Benefits - LCFF S & C: \$14,000 (repeated expenditure)

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>We added new support classes to assist students in being successful in Honors or AP. We started the year off with all students in History class as Honors and allowed students to drop to non-Honors at the midpoint.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>Starting everyone in Honors History resulted in a higher percentage of students ending up in Honors. Data not available for impact of support classes on AP.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>There was no material difference between budgeted expenditure and estimated expenditures. All goals were met and budgeted for the year. Development director ended up being salaried staff instead of a consultant.</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>Increasing access and interventions help increase grad rate and A-G rate so these will now be found in that new consolidated goal.</p>

Goal 16

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Target of 115 students for at-Risk Student Enrollment

Provide Summer Bridge Program with the goal of 90% attendance rate.

95% of enrolled students completing of summer reading assignment.

Focus on technology competence measured by 95% of enrolled students completing a technology project.

Additional support services: Study Center, Intervention Team, SST Coordinator

Testing and other services identify needs & recommend intervention

ACTUAL

100 students attended the Dolphin Leadership Academy with 90% attendance rates. 95% of the students completed the summer reading assignment.

All students completed the technology project.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Actions/Services	<p>PLANNED</p> <p>Provide summer bridge program with goal of 90% attendance rate. 95% of enrolled students completing of summer reading assignment. Focus on technology competence measured by 95% of enrolled students completing a technology project.</p>	<p>ACTUAL</p> <p>100 students attended the Dolphin Leadership Academy with 90% attendance rates. 95% of the students completed the summer reading assignment.</p> <p>All students completed the technology project.</p>
Expenditures	<p>BUDGETED</p> <p>intervention salaries - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$24,750 transportation for intervention - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$15,000 intervention - benefits - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$8,250</p>	<p>ESTIMATED ACTUAL</p> <p>intervention salaries - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$32,909 (repeated expenditure) transportataion for intervention - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$15,000 (repeated expenditure) intervention - benefits - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$8,227 (repeated expenditure)</p>
Actions/Services	<p>PLANNED</p> <p>Dolphin Academy summer bridge program Study Center Intervention Team SST Coordinator Identify needs & recommend intervention</p>	<p>ACTUAL</p> <p>Dolphin Leadership Academy teachers met with SST Coordinator to address students perceived with supports needs to watch over the school year.</p>
Expenditures	<p>BUDGETED</p> <p>SST coordinator - salary - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$12,375 SST coordinator - benefits - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$4,125</p>	<p>ESTIMATED ACTUAL</p> <p>SST Coordinator - salary - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$18,000 SST Coordinator - benefits - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$4,500 (repeated expenditure)</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

my for intervention and enrichment during the summer of 2016, for the upcoming 2016-2017 year.

Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.

PCHS had 100 students participate in the program which focused on study, technology, and leadership skills, classroom engagement strategies, community service, and success in the classroom.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was no material difference between budgeted expenditure and estimated expenditures. All goals were met and budgeted for the year

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Despite outreach efforts, we had 15 fewer students enroll than anticipated.

Goal 17

#1 Palisades Charter High School - Special Board Meeting - Agenda - Saturday August 26, 2017 at 9:00 AM
#17. Expand opportunities provided for students who need to retake courses for high school completion or college entrance

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Create the opportunity for 400 students to participate in Summer Credit Recovery.

Provide options for credit recovery including Virtual Academy, Acellus, and summer school options for credit recovery.

Increase Student participation and course completion.

ACTUAL

The Pali online credit recovery was added to allow students to take credit recovery classes throughout the school year. Special Ed students were also offered the opportunity to take credit recovery classes as well. Student participation has increased through implementing Acellus program.

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Actions/Services</p>	<p>PLANNED</p> <p>Provide summer school option for credit recovery. Student participation and course completion.</p>	<p>ACTUAL</p> <p>Summer school was held for credit recovery.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>textbooks and instructional materials - 4000-4999 Books and Supplies - LCFF S & C: \$16,800 teacher salaries - 1000-1999 Certificated Salaries - LCFF S & C: \$56,250 teacher benefits - 3000-3999 Employee Benefits - LCFF S & C: \$18,750 Summer school additional Accellus subscription - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$16,750</p>	<p>ESTIMATED ACTUAL</p> <p>textbooks and instructional materials - 4000-4999 Books and Supplies - LCFF S & C: \$15,750 (repeated expenditure) teacher salaries - 1000-1999 Certificated Salaries - LCFF S & C: \$21,760 (repeated expenditure) teacher benefits - 3000-3999 Employee Benefits - LCFF S & C: \$5,440 (repeated expenditure) acellus - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$8,210 (repeated expenditure)</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Hundreds of students participated in summer school to make up courses.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>Summer school procedures continue to improve with the help of the Summer School Coordinators and counseling staff. Students are taking the courses most needed in order to meet graduation and A-G requirements.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>Teachers who worked summer school ended up being on the middle of the salary schedule. Accellus software was subscribed to.</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>This goal will be consolidated into a single interventions and academic achievement goal.</p>

Goal 18

#18 - Students will be placed correctly in L2L courses and access support and instruction early in the school year

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

5% increases in course pass rate

Data scheduled to be processed and analyzed, reports will be generated by August 30th. Results will be communicated to all stakeholders.

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Actions/Services</p>	<p>PLANNED</p> <p>Administer ELA placement exam for incoming 9th graders Provide literacy classes with support from academic coach Additional summer hours for EL Coordinator Expand and promote tutoring options/Study Center and 7th period adult tutors. CAHSEE, CAASP ELA, ELA GRADE, CELDT, SCHOLASTIC LITERACY Course rosters Grade reports 3 - 4 times per semester Study Center tutoring schedule (expanded hours)</p>	<p>ACTUAL</p> <p>Placement exams were given in ELA and Math for incoming 9th graders. Literacy Success classes offered as interventions.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>certificated auxiliary - 1000-1999 Certificated Salaries - LCFF S & C: \$9,000 EL coordinator summer hours - salary - 1000-1999 Certificated Salaries - LCFF S & C: \$3,750 certificated auxillary benefits - 3000-3999 Employee Benefits - LCFF S & C: \$3,000 EL coordinator summer hours - benefits - 3000-3999 Employee Benefits - LCFF S & C: \$1,250</p>	<p>ESTIMATED ACTUAL</p> <p>certificated auxillary - 1000-1999 Certificated Salaries - LCFF S & C: \$14,000 (repeated expenditure) EL Coordinator summer hours - salary - 1000-1999 Certificated Salaries - LCFF S & C: \$3,750 (repeated expenditure) certificated auxillary benefits - 3000-3999 Employee Benefits - LCFF S & C: \$3,500 (repeated expenditure) EL coordinator benefits - 3000-3999 Employee Benefits - LCFF S & C: \$938 (repeated expenditure)</p>
<p>Actions/Services</p>	<p>PLANNED</p> <p>English Learners and Reclassified Learners: EL Coordinator determines intervention needed including tutoring, support classes, and credit recovery options Low income youth: Counselors determine intervention needed including tutoring, support classes and credit recovery options Foster youth: Counselor to assess and coordinate tutoring, support classes, and program assistance for credit recovery Students with disabilities: Case carrier assesses intervention needs including but not limited to tutoring, support classes and credit recovery options</p>	<p>ACTUAL</p> <p>EL Coordinator determined interventions needed by EL learners. Counselors determined needs of low income youth and foster youth. Case carriers determined need of students with disabilities and connected them to resources.</p>
<p>Expenditures</p>	<p>BUDGETED</p>	<p>ESTIMATED ACTUAL</p>

EL coordinator summer hours - 1000-1999 Certificated Salaries - LCFF S & C: \$3,750
 tutors - 1000-1999 Certificated Salaries - LCFF S & C: \$45,000
 EL coordinator summer hours - benefits - 3000-3999 Employee Benefits - LCFF S & C: \$1,250
 tutors - benefits - 3000-3999 Employee Benefits - LCFF S & C: \$15,000

EL coordinator summer hours - 1000-1999 Certificated Salaries - LCFF S & C: \$3,750 (repeated expenditure)
 tutors - 1000-1999 Certificated Salaries - LCFF S & C: \$80,000 (repeated expenditure)
 EL coordinator summer hours - benefits - 3000-3999 Employee Benefits - LCFF S & C: \$1,250 (repeated expenditure)

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Students were given support classes in the 9th grade if the ELA exam showed a need for more support. EL learners given additional support classes.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>Re-designation data not available at this time but students did participate in support classes and programs.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>There was no material difference between budgeted expenditure and estimated expenditures. All goals were met and budgeted for the year</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>Interventions will be consolidated under a single academic achievement goal.</p>

Goal 19

#1 Palisades Charter High School - Special Board Meeting - Agenda - Saturday August 26, 2017 at 9:00 AM
#19 Students will be placed correctly in math courses and receive support and intervention early in the school year to reduce fails in math.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

5% increases in course pass rate

Students will be placed into math courses in the 9th grade based on SB 359-aligned and board-approved criteria.

ACTUAL

Data scheduled to be processed and analyzed, reports will be generated by August 30th. Results will be communicated to all stakeholders.

School used SB 359-aligned and board-approved criteria to place incoming 9th grade students.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Actions/Services</p>	<p>PLANNED</p> <p>Administer math placement exam for incoming 9th graders Offer redesigned algebra course with built-in support Expand and promote tutoring options/Study Center and 7th period Math lab with extended hours. Placement test results Course rosters Grade reports three to four times per semester</p>	<p>ACTUAL</p> <p>Administered math placement exam for incoming 9th graders Offer redesigned algebra course with built-in support Expand and promote tutoring options/Study Center and 7th period Math lab with extended hours. Placement test resulted in course rosters, grade reports three to four times per semester</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>study center tutors - 1000-1999 Certificated Salaries - LCFF Base: \$30,000 study center tutors - benefits - 3000-3999 Employee Benefits - LCFF Base: \$10,000</p>	<p>ESTIMATED ACTUAL</p> <p>study center tutors - 1000-1999 Certificated Salaries - LCFF S & C: \$80,000 (repeated expenditure) study center tutors - benefits - 3000-3999 Employee Benefits - LCFF S & C: \$20,000 (repeated expenditure)</p>
<p>Actions/Services</p>	<p>PLANNED</p> <p>Introduce a collaborative English class (grade 11) cotaught by a HQ general education English teacher and a special education teacher.</p>	<p>ACTUAL</p> <p>Not in place for the 16/17 school year, but in place for the 17/18 school year.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>covered in other areas of the LCAP - 1000-1999 Certificated Salaries - LCFF Base: \$0 (repeated expenditure)</p>	<p>ESTIMATED ACTUAL</p> <p>covered in other areas of the LCAP - 1000-1999 Certificated Salaries - LCFF Base: \$0 (repeated expenditure)</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Incoming 9th grade students took the placement test up to 3 times and the test results were used to properly place students at a level determined by their ability.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>Students were placed into the 3 semester Algebra, 2 semester Algebra, Geometry or Algebra 2 based on their middle school math class and performance on the placement test. The process followed aligned with the board-approved process developed in accordance with SB 359.</p>

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

school and expanded the study center/Math lab hours.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Interventions will be consolidated under a single academic achievement goal.

Goal 20

#20 Palisades Charter High School - Special Board Meeting - Agenda - Saturday August 26, 2017 at 9:00 AM
#20 School will explore additional funding to reduce transportation costs to parents and/or increase scholarships.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Lower transportation costs to traveling families.

ACTUAL

PCHS provided approximately 350 Transportation Scholarships to Students identified with Financial Hardships.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Actions/Services</p>	<p>PLANNED</p> <p>Hire Development Director; explore lower cost local transportation options; explore partnerships with local school to lower transportation costs. Provide scholarships to High Needs students.</p>	<p>ACTUAL</p> <p>Development Director was hired as an employee in 2016-2017. PCHS is partnering with Paul Revere Middle School and Brentwood School to examine shared public transit routes, carpooling and bus transportation options among the three schools. Public funding for transportation grants have been researched with no identifiable sources to date.</p> <p>Other Fundraising opportunities have been initiated in 2015-2017 (ie. Funding for Chromebooks)</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>development director 50% paid through school funding for transportation - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$25,000 increase scholarships as a result of efforts provided by development director - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$213,000</p>	<p>ESTIMATED ACTUAL</p> <p>Funded by PCHS Fund - 2000-2999 Classified Salaries - Other Local Revenues: \$75,000 Benefits on PCHS Contribution of Development Director - 3000-3999 Employee Benefits - LCFF S & C: \$5,000 School Contribution for Development Director-25% - 2000-2999 Classified Salaries - LCFF S & C: \$25,000 (repeated expenditure) Fundraising Funds Covering Development Director Benefits - 3000-3999 Employee Benefits - Other Local Revenues: \$20,000</p>

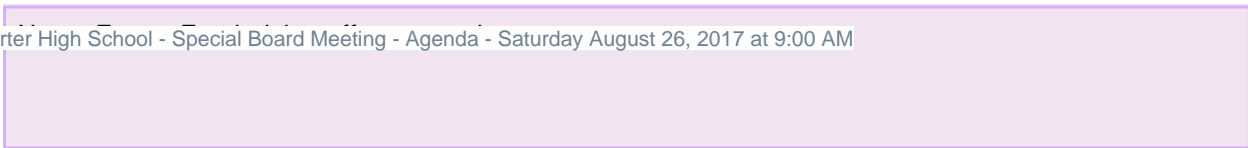
ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Fundraising efforts well underway. Efforts progressing to coordinate all fundraising efforts both external (Boosters, Quarterback Club, etc.) 501(c)3's connected to the LEA.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>PCHS has had increased fundraising via the Tech Equity campaign for Chromebooks & other Grants</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>Difference in addition Actual expenditures due to hiring Development Director Full Time compared to Budget of using as consultant.</p>

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.



Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Actions/Services</p>	<p>PLANNED</p> <p>Create two new classrooms by dividing large rooms Add additional English teacher to provide more diverse H and AP classes Lowered enrollment from current 2015-16 levels by 5 ADA. Add Online Learning Coordinator position to provide credit recovery alternatives other than the traditional classroom - 2 class period. Facility capacity study to determine most effective class sizes and to provide a basis for grant applications</p>	<p>ACTUAL</p> <p>One large room was split into 2 rooms in order to reduce class size. Extra English teacher was hired. African American-themed English class was offered. Online Coordinator position created.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>English Teacher - 1000-1999 Certificated Salaries - LCFF Base: \$70,000 Teacher Benefits - 3000-3999 Employee Benefits - LCFF Base: \$17,000 Credit Recovery Coordinator-2 periods - 1000-1999 Certificated Salaries - LCFF S & C: \$34,000 Credit Recovery Coord. Benefits - 3000-3999 Employee Benefits - LCFF S & C: \$6,000</p>	<p>ESTIMATED ACTUAL</p> <p>New Honors English teacher - 1000-1999 Certificated Salaries - LCFF S & C: \$56,000 (repeated expenditure) teacher benefits - 3000-3999 Employee Benefits - LCFF S & C: \$14,000 (repeated expenditure) credit recovery coordinator - 2 periods - 1000-1999 Certificated Salaries - LCFF S & C: \$34,000 (repeated expenditure) credit recovery coord. benefits - 3000-3999 Employee Benefits - LCFF S & C: \$6,000 (repeated expenditure)</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Hiring was completed and facilities restructuring was done to create more classroom space.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>One extra classroom was created. Additional teacher in English was hired and Online Coordinator position created.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>Teacher hired to teach additional English class was at the lower end of salary scale.</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the</p>	<p>This goal will be consolidated under a single academic achievement goal.</p>

Stakeholder Engagement

LCAP Year



2017-18



2018-19



2019-20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

PCHS involved stakeholder groups representing the administrative leadership team, staff, parents, and students to develop this year's LCAP. Stakeholders have been informed of and involved in the process through email blasts, monthly newsletters, telephone calls home, special surveys, website postings, and large parent forums such as Open House. A variety of parent groups provided feedback including Parent Teacher Association (PTA), English Learner Advisory Committee (ELAC), Parent Involvement for Quality Education (PIQE) which supports families of first generation college-going students, and The Village Nation (TVN) which supports African American and Hispanic students and parents.

The PCHS LCAP is monitored by the Long Term Strategic Planning (LTSP) committee. LTSP meetings are held each month. These meetings are open to all stakeholders (staff, students, parents). This group reviews and assesses progress toward the LCAP goals and makes recommendations for the new LCAP.

Additional student input was gathered through the Associated Student Body Leadership class, Student Senate, and a school-wide student survey.

Staff, students, and parents were surveyed in May regarding 2017-18 goal priorities. The results were shared with the PCHS Board of Trustees in the June 16 meeting.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

Feedback from stakeholders shaped the 2017-18 LCAP. Academic goals were updated to reflect the new state assessments. Goals were consolidated to better align with annual school-wide goals and Long Term Strategic Planning goals.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Goal 1	Teachers required to hold a credential will hold a valid CA teaching credential as defined by the CA Commission on Teaching Credentialing and be appropriately qualified in the content area taught.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need:

highly qualified teachers leads to high quality of instruction.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of teachers with credentials or enrolled in credentialing program	100%	100%	100%	100%

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Will continue staffing of instructional program and review of all teacher credentials per the master schedule	Will continue staffing of instructional program and review of all teacher credentials per the master schedule	Will continue staffing of instructional program and review of all teacher credentials per the master schedule

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount \$13,177,610 (repeat expenditure)	Amount \$13,441,162 (repeat expenditure)	Amount \$13,709,985 (repeat expenditure)
Source LCFF	Source LCFF	Source LCFF

Palisades Charter High School - Special Board Meeting - Agenda - Saturday August 26, 2017 at 9:00 AM					
Budget Reference	Certificated Salaries; teacher salary	Reference	teacher salary	Reference	Certificated Salaries; teacher salary
Amount	\$4,648,853 (repeat expenditure)	Amount	\$4,741,830 (repeat expenditure)	Amount	\$4,836,666 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; teacher benefits	Budget Reference	Employee Benefits; teacher benefits	Budget Reference	Employee Benefits; teacher benefits

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
English Learners: All teachers of EL students will be certified in SDAIE and ELD instructional strategies, will continue to ensure that faculty complete classes and testing for English Learner Authorization	English Learners: All teachers of EL students will be certified in SDAIE and ELD instructional strategies, will continue to ensure that faculty complete classes and testing for English Learner Authorization	English Learners: All teachers of EL students will be certified in SDAIE and ELD instructional strategies, will continue to ensure that faculty complete classes and testing for English Learner Authorization

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$16,029 (repeat expenditure)	Amount	\$16,029 (repeat expenditure)	Amount	\$16,029 (repeat expenditure)
Source	Teacher Effectiveness	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses;	Budget Reference	Services and Other Operating Expenses;	Budget Reference	Services and Other Operating Expenses;

Goal 2

All students will have access to standards aligned materials.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL

Identified Need:

Students are assessed on common core standards, therefore materials & instruction must align to standards.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100%	Through IMA, & Textbooks, & Digital Materials, 100% of students will have access to standard aligned materials and curriculum	100%	100%	100%

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Instructional & Supplemental materials aligned to the Common Core State Standards. Update Instructional & Supplemental Materials.	Instructional & Supplemental materials aligned to the Common Core State Standards. Update Instructional & Supplemental Materials.	Instructional & Supplemental materials aligned to the Common Core State Standards. Update Instructional & Supplemental Materials.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$186,578 (repeat expenditure)	Amount: \$186,578 (repeat expenditure)	Amount: \$186,578 (repeat expenditure)
Source: LCFF	Source: LCFF	Source: LCFF

Budget Reference	Books and Supplies; textbooks	Reference	textbooks	Reference	Books and Supplies; textbooks
Amount	\$227,611 (repeat expenditure)	Amount	\$227,611 (repeat expenditure)	Amount	\$227,611 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; IMA	Budget Reference	Books and Supplies; IMA	Budget Reference	Books and Supplies; IMA

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Teachers will participate in CCSS professional development, conferences, and training -Release time for PLC/SCL curriculum planning -Continuation of the Academic Achievement Team (teacher coaches supporting professional development, PLC/SLC coordination, data, EL, math, and literacy) -PLC/SLC notebooks -Workshop and conference agendas, PLC/departmental share outs. This year going forward, all teachers will be required to attend at least one PLC meeting per semester in the AA Team room in order to facilitate their work and provide opportunities for coaching.	Teachers will participate in CCSS professional development, conferences, and training -Release time for PLC/SCL curriculum planning -Continuation of the Academic Achievement Team (teacher coaches supporting professional development, PLC/SLC coordination, data, EL, math, and literacy) -PLC/SLC notebooks -Workshop and conference agendas, PLC/departmental share outs. This year going forward, all teachers will be required to attend at least one PLC meeting per semester in the AA Team room in order to facilitate their work and provide opportunities for coaching.	Teachers will participate in CCSS professional development, conferences, and training -Release time for PLC/SCL curriculum planning -Continuation of the Academic Achievement Team (teacher coaches supporting professional development, PLC/SLC coordination, data, EL, math, and literacy) -PLC/SLC notebooks -Workshop and conference agendas, PLC/departmental share outs. This year going forward, all teachers will be required to attend at least one PLC meeting per semester in the AA Team room in order to facilitate their work and provide opportunities for coaching.

BUDGET EXPENDITURES

2017-18

Amount	\$30,000 (repeat expenditure)
Source	LCFF
Budget Reference	Services and Other Operating Expenses; Teacher PD
Amount	\$10,000
Source	Teacher Effectiveness
Budget Reference	Services and Other Operating Expenses; Teacher Effectivness

2018-19

Amount	\$30,000 (repeat expenditure)
Source	LCFF
Budget Reference	Services and Other Operating Expenses; Teacher PD
Amount	\$10,000 (repeat expenditure)
Source	LCFF
Budget Reference	Services and Other Operating Expenses; Teacher Effectivness

2019-20

Amount	\$30,000 (repeat expenditure)
Source	LCFF
Budget Reference	Services and Other Operating Expenses; Teacher PD
Amount	\$10,000 (repeat expenditure)
Source	LCFF
Budget Reference	Services and Other Operating Expenses; Teacher Effectivness

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
School will continue administer interim assessments in ELA and Math through SBAC in their English and Math classes.	School will continue administer interim assessments in ELA and Math through SBAC in their English and Math classes.	School will continue administer interim assessments in ELA and Math through SBAC in their English and Math classes.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$0 (repeat expenditure)	Amount: \$0 (repeat expenditure)	Amount: \$0 (repeat expenditure)
Source: Other State Revenues	Source: Other State Revenues	Source: Other State Revenues
Budget Reference: Certificated Salaries; Covered in other areas of the LCAP	Budget Reference: Certificated Salaries; Covered in other areas of the LCAP	Budget Reference: Certificated Salaries; Covered in other areas of the LCAP

Goal 3

All school facilities are maintained and in good repair. Daily cleanliness is maintained and items on inspection list are in compliance.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL

Identified Need:

We need to provide a safe & healthy learning environment for students.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
GOOD overall rating from SARC	GOOD	GOOD	GOOD	GOOD

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Repairs/Installs: <ul style="list-style-type: none"> Upgrade remaining old hand towel dispensers & toilet paper dispensers All a section of Girls Gym Locker Room Showers Maintain/Replaced damaged ceiling and floor tiles Renovate more Restrooms Continue Prop 39 LED Light Bulb Replacement Program Installing more Air-Blowing hand 	Repairs/Installs: <ul style="list-style-type: none"> Upgrade remaining old hand towel dispensers & toilet paper dispensers All a section of Girls Gym Locker Room Showers Maintain/Replaced damaged ceiling and floor tiles Renovate more Restrooms Installing more Air-Blowing hand dryers Add More Water-Bottle Fillers & 	Repairs/Installs: <ul style="list-style-type: none"> Upgrade remaining old hand towel dispensers & toilet paper dispensers All a section of Girls Gym Locker Room Showers Maintain/Replaced damaged ceiling and floor tiles Renovate more Restrooms Installing more Air-Blowing hand dryers Add More Water-Bottle Fillers &

dryers

- Add More Water-Bottle Fillers & Drinking Fountains

Major Cleaning Projects:

- Service/Clean U-Building A/C Units (only A/C Units on Campus)
- Power Wash all vents in Air Handlers
- Maintain 9 custodial staff on site for daily cleaning – Day Shift, Night Shift and Weekends
- Yearly strip and wax of all floors on campus
- Power Wash outdoor tables/benches and walkways at 4 major breaks: Summer, Thanksgiving, Winter & Spring
- Machine clean all Restroom floors twice per year

SARC/ADA/Safety/Security Compliance:

- Continue work to make campus more ADA compliant
- Reduce number of SARC violations - Work quickly to resolve any identified deficiencies
- Fire Remediation of bush on parking lot hills
- Ongoing Trip Hazard Remediation
- Add Additional security cameras
- Add Security Fencing
- Add Emergency Push-Bar Exit Gates
- Continue Classroom Refresh Efforts – Deep Cleaning, Painting, New Whiteboards, etc.

Major Cleaning Projects:

- Service/Clean U-Building A/C Units (only A/C Units on Campus)
- Power Wash all vents in Air Handlers
- Maintain 9 custodial staff on site for daily cleaning – Day Shift, Night Shift and Weekends
- Yearly strip and wax of all floors on campus
- Power Wash outdoor tables/benches and walkways at 4 major breaks: Summer, Thanksgiving, Winter & Spring
- Machine clean all Restroom floors twice per year

SARC/ADA/Safety/Security Compliance:

- Continue work to make campus more ADA compliant
- Reduce number of SARC violations - Work quickly to resolve any identified deficiencies
- Fire Remediation of bush on parking lot hills
- Ongoing Trip Hazard Remediation
- Add Security Fencing
- Add Emergency Push-Bar Exit Gates
- Continue Classroom Refresh Efforts – Deep Cleaning, Painting, New Whiteboards, etc.

Major Cleaning Projects:

- Service/Clean U-Building A/C Units (only A/C Units on Campus)
- Power Wash all vents in Air Handlers
- Maintain 9 custodial staff on site for daily cleaning – Day Shift, Night Shift and Weekends
- Yearly strip and wax of all floors on campus
- Power Wash outdoor tables/benches and walkways at 4 major breaks: Summer, Thanksgiving, Winter & Spring
- Machine clean all Restroom floors twice per year

SARC/ADA/Safety/Security Compliance:

- Continue work to make campus more ADA compliant
- Reduce number of SARC violations - Work quickly to resolve any identified deficiencies
- Fire Remediation of bush on parking lot hills
- Ongoing Trip Hazard Remediation
- Continue Classroom Refresh Efforts – Deep Cleaning, Painting, New Whiteboards, etc.

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$62,000 (repeat expenditure)	Amount	\$63,240 (repeat expenditure)	Amount	\$64,505 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; custodial salary	Budget Reference	Classified Salaries; custodial salary	Budget Reference	Classified Salaries; custodial salary
Amount	\$160,000 (repeat expenditure)	Amount	\$165,000 (repeat expenditure)	Amount	\$165,000 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; security	Budget Reference	Services and Other Operating Expenses; security	Budget Reference	Services and Other Operating Expenses; security
Amount	\$89,500	Amount	\$80,000	Amount	\$80,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; classroom repair	Budget Reference	Services and Other Operating Expenses; classroom repair	Budget Reference	Services and Other Operating Expenses; classroom repair
Amount	\$105,000	Amount	\$105,000	Amount	\$0
Source	Other State Revenues	Source	Other State Revenues	Source	
Budget Reference	Capital Outlay; prop 39 energy initiatives	Budget Reference	Capital Outlay; prop 39 energy initiatives	Budget Reference	
Amount	\$350,000 (repeat expenditure)	Amount	\$350,000 (repeat expenditure)	Amount	\$350,000 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; custodial services	Budget Reference	Services and Other Operating Expenses; custodial services	Budget Reference	Services and Other Operating Expenses; custodial services
Amount	\$15,500 (repeat expenditure)	Amount	\$15,810 (repeat expenditure)	Amount	\$16,126 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; custodial benefits	Budget Reference	Employee Benefits; custodial benefits	Budget Reference	Employee Benefits; custodial benefits

Amount	\$132,500 (repeat expenditure)	Palisades Charter High School - Special Board Meeting - Agenda - Saturday August 26, 2017 at 9:00 AM	\$100,000 (repeat expenditure)
Source	LCFF	Source	LCFF
Budget Reference	Capital Outlay; classroom renovations/refresh	Budget Reference	Capital Outlay; classroom renovations/refresh

Goal 4

School will provide opportunities for parent involvement in school decisions through parent volunteer opportunities, committee membership, and informational sessions as well as continue to increase communication efforts in areas of family and community outreach and parent involvement in all key operations and programs.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need:

To provide stakeholder input in order to increase student achievement.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of activities parents are involved in	3 activities per semester minimum; Parents serve on each of 5 LTSP committees and advisory council	3 activities per semester minimum; Parents serve on each of 5 LTSP committees and advisory council	3 activities per semester minimum; Parents serve on each of 5 LTSP committees and advisory council	3 activities per semester minimum; Parents serve on each of 5 LTSP committees and advisory council

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth
	<input checked="" type="checkbox"/> Low Income	
Scope of Service:	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
English learners and Reclassified English Learners: Outreach and ELAC Parent Meetings held twice annually Low income youth: Outreach and Title I Parent Meetings held at least twice annually Foster youth: Outreach and Parent/Foster Guardian informational/input meetings as needed Students with Disabilities: Outreach and PSEC parent meetings held at least twice annually English learners and redesignated fluent English proficient pupils: EL Coordinator with support from academic	English learners and Reclassified English Learners: Outreach and ELAC Parent Meetings held twice annually Low income youth: Outreach and Title I Parent Meetings held at least twice annually Foster youth: Outreach and Parent/Foster Guardian informational/input meetings as needed Students with Disabilities: Outreach and PSEC parent meetings held at least twice annually English learners and redesignated fluent English proficient pupils: EL Coordinator with support from academic	English learners and Reclassified English Learners: Outreach and ELAC Parent Meetings held twice annually Low income youth: Outreach and Title I Parent Meetings held at least twice annually Foster youth: Outreach and Parent/Foster Guardian informational/input meetings as needed Students with Disabilities: Outreach and PSEC parent meetings held at least twice annually English learners and redesignated fluent English proficient pupils: EL Coordinator with support from academic

counselors tracks performance dPalisades Charter High School - Special Board Meeting - Agenda - Saturday August 26, 2017 at 9:00 AMks performance data and provides counseling and support for recently redesignated English Language Learners and Long Term English Learners not making adequate growth Other supports: Study Center/Tutoring, Support classes, parent education/PIQE, College Center advisement (additional .5 FTE) Low income pupils: Transportation scholarships Study Center/Tutoring, Support classes, parent education, College Center advisement Foster Youth: Counseling services as provided by additional counseling consultant Students with Disabilities: Transition program

provides counseling and support for recently redesignated English Language Learners and Long Term English Learners not making adequate growth Other supports: Study Center/Tutoring, Support classes, parent education/PIQE, College Center advisement (additional .5 FTE) Low income pupils: Transportation scholarships Study Center/Tutoring, Support classes, parent education, College Center advisement Foster Youth: Counseling services as provided by additional counseling consultant Students with Disabilities: Transition program

provides counseling and support for recently redesignated English Language Learners and Long Term English Learners not making adequate growth Other supports: Study Center/Tutoring, Support classes, parent education/PIQE, College Center advisement (additional .5 FTE) Low income pupils: Transportation scholarships Study Center/Tutoring, Support classes, parent education, College Center advisement Foster Youth: Counseling services as provided by additional counseling consultant Students with Disabilities: Transition program

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$20,000 (repeat expenditure)	Amount	\$20,000 (repeat expenditure)	Amount	\$20,000 (repeat expenditure)
Source	Federal Revenues - Title I	Source	Federal Revenues - Title I	Source	Federal Revenues - Title I
Budget Reference	Services and Other Operating Expenses; PIQE	Budget Reference	Services and Other Operating Expenses; PIQE	Budget Reference	Services and Other Operating Expenses; PIQE
Amount	\$9,000 (repeat expenditure)	Amount	\$9,000 (repeat expenditure)	Amount	\$9,000 (repeat expenditure)
Source	Federal Revenues - Title I	Source	Federal Revenues - Title I	Source	Federal Revenues - Title I
Budget Reference	Classified Salaries; Extra time for staff - salaries	Budget Reference	Classified Salaries; Extra time for staff - salaries	Budget Reference	Classified Salaries; Extra time for staff - salaries
Amount	\$4,270 (repeat expenditure)	Amount	\$4,270 (repeat expenditure)	Amount	\$4,270 (repeat expenditure)
Source	Federal Revenues - Title I	Source	Federal Revenues - Title I	Source	Federal Revenues - Title I
Budget Reference	Certificated Salaries; EL coordinator - stipend	Budget Reference	Certificated Salaries; EL coordinator - stipend	Budget Reference	Certificated Salaries; EL coordinator - stipend
Amount	\$3,000 (repeat expenditure)	Amount	\$3,000 (repeat expenditure)	Amount	\$3,000 (repeat expenditure)
Source	Federal Revenues - Title I	Source	Federal Revenues - Title I	Source	Federal Revenues - Title I

Budget
Reference

Employee Benefits;
extra time - benefits

Reference

extra time - benefits

Reference

Employee Benefits;
extra time - benefits

Amount

\$1,067 (repeat expenditure)

Amount

\$1,067 (repeat expenditure)

Amount

\$1,067 (repeat expenditure)

Source

Federal Revenues - Title I

Source

Federal Revenues - Title I

Source

Federal Revenues - Title I

Budget
Reference

Employee Benefits;
EL Coordinator - benefits

Budget
Reference

Employee Benefits;
EL Coordinator - benefits

Budget
Reference

Employee Benefits;
EL Coordinator - benefits

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
School will host a minimum of three outreach meetings per semester to encourage parent participation and seek input as well as to offer training on school technology systems to improve communication (Infinite Campus and Schoology) Provide parent involvement and education opportunities through the Parent Involvement for Quality Education (PIQE) program, Fuerza Unida and TVN.	School will host a minimum of three outreach meetings per semester to encourage parent participation and seek input as well as to offer training on school technology systems to improve communication (Infinite Campus and Schoology) Provide parent involvement and education opportunities through the Parent Involvement for Quality Education (PIQE) program, Fuerza Unida and TVN.	School will host a minimum of three outreach meetings per semester to encourage parent participation and seek input as well as to offer training on school technology systems to improve communication (Infinite Campus and Schoology) Provide parent involvement and education opportunities through the Parent Involvement for Quality Education (PIQE) program, Fuerza Unida and TVN.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$6,000 (repeat expenditure)"/>	Amount <input type="text" value="\$6,000 (repeat expenditure)"/>	Amount <input type="text" value="\$6,000 (repeat expenditure)"/>

Source

LCFF

Palisades Charter High School - Special Board Meeting - Agenda - Saturday August 26, 2017 at 9:00 AM

LCFF

Budget
Reference

Services and Other Operating
Expenses;
parent training

Budget
Reference

Services and Other Operating
Expenses;
parent training

Budget
Reference

Services and Other Operating
Expenses;
parent training

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Increase positive feedback on Culture & Climate surveys as well as stakeholder surveys. PCHS has a recordable increase in school communication, culture and climate as well as parent and student outreach as can be noted from surveys taken. e.g. student temperature on culture and & climate. (Mastery Manager – scantron style). Use the results for the State of the School address	Increase positive feedback on Culture & Climate surveys as well as stakeholder surveys. PCHS has a recordable increase in school communication, culture and climate as well as parent and student outreach as can be noted from surveys taken. e.g. student temperature on culture and & climate. (Mastery Manager – scantron style). Use the results for the State of the School address	Increase positive feedback on Culture & Climate surveys as well as stakeholder surveys. PCHS has a recordable increase in school communication, culture and climate as well as parent and student outreach as can be noted from surveys taken. e.g. student temperature on culture and & climate. (Mastery Manager – scantron style). Use the results for the State of the School address

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$30,000 (repeat expenditure)"/>	Amount <input type="text" value="\$30,000 (repeat expenditure)"/>	Amount <input type="text" value="\$30,000 (repeat expenditure)"/>

Source	LCFF		LCFF		LCFF
Budget Reference	Services and Other Operating Expenses; Mastery Manager	Budget Reference	Services and Other Operating Expenses; Mastery Manager	Budget Reference	Services and Other Operating Expenses; Mastery Manager
Amount	\$6,214 (repeat expenditure)	Amount	\$6,214 (repeat expenditure)	Amount	\$6,214 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; Columbia Survey	Budget Reference	Services and Other Operating Expenses; Columbia Survey	Budget Reference	Services and Other Operating Expenses; Columbia Survey

Goal 5

PCHS will develop and maintain partnerships with colleges and will enhance the CTE program to improve post-secondary success.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need:

Students need to be prepared for more than just college but also for potential careers.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CTE Pathways	Have 4 CTE Pathways available to students.	Have 8 CTE Pathways available to students.	Have 9 CTE Pathways available to students.	Have 10 CTE Pathways available to students.

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Develop partnerships through development consultant with higher education to enhance services and allocation of resources that increase student exposure to college courses and alternative opportunities. Continue to develop and refine CTE pathways by increasing number of CTE-credentialed teachers and working with CTE Advisory Council.	Develop partnerships through development consultant with higher education to enhance services and allocation of resources that increase student exposure to college courses and alternative opportunities. Continue to develop and refine CTE pathways by increasing number of CTE- credentialed teachers and working with CTE Advisory Council.	Develop partnerships through development consultant with higher education to enhance services and allocation of resources that increase student exposure to college courses and alternative opportunities. Continue to develop and refine CTE pathways by increasing number of CTE- credentialed teachers and working with CTE Advisory Council.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
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Amount	\$5,000 (repeat expenditure)	Source	Other Local Revenues	Budget Reference	Services and Other Operating Expenses; college center consulting	Amount	\$5,000 (repeat expenditure)	Source	Other Local Revenues	Budget Reference	Services and Other Operating Expenses; college center consulting
Amount	\$70,000 (repeat expenditure)	Source	LCFF	Budget Reference	Certificated Salaries; FT college counselor - salary	Amount	\$71,400 (repeat expenditure)	Source	LCFF	Budget Reference	Certificated Salaries; FT college counselor - salary
Amount	\$17,500 (repeat expenditure)	Source	LCFF	Budget Reference	Employee Benefits; FT college counselor - benefits	Amount	\$17,850 (repeat expenditure)	Source	LCFF	Budget Reference	Employee Benefits; FT college counselor - benefits

Goal 6

70% of EL students will demonstrate one year's growth in English Language Development each academic year as measured by the CELDT

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need:

75% will show growth in CELDT scores and 30% will be classified as RFEP.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CELDT, Reading Inventory & ELA/ELD Grade	RFEP 22.5%	Goal of 30% RFEP classification	Maintain a 30% RFEP classification	Maintain a 30% RFEP classification

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Low Income
Scope of Service:	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The EL Coordinator, PIQE Program, ELAC, EL Teacher, EL Assistant, Tutoring, MESA/SHPE, Curricular Materials, Professional Development, and other programs will be utilized to provide services to EL students and families, as well as analyze data to inform our practices to meet our student achievement goals.	The EL Coordinator, PIQE Program, ELAC, EL Teacher, EL Assistant, Tutoring, MESA/SHPE, Curricular Materials, Professional Development, and other programs will be utilized to provide services to EL students and families, as well as analyze data to inform our practices to meet our student achievement goals.	The EL Coordinator, PIQE Program, ELAC, EL Teacher, EL Assistant, Tutoring, MESA/SHPE, Curricular Materials, Professional Development, and other programs will be utilized to provide services to EL students and families, as well as analyze data to inform our practices to meet our student achievement goals.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
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Amount	\$1,500 (repeat expenditure)	Source	LCFF	Budget Reference	Services and Other Operating Expenses; EdAchieve
Source	LCFF	Source	LCFF	Budget Reference	Services and Other Operating Expenses; EdAchieve
Budget Reference	Services and Other Operating Expenses; EdAchieve	Budget Reference	Services and Other Operating Expenses; EdAchieve	Budget Reference	Services and Other Operating Expenses; EdAchieve
Amount	\$23,000 (repeat expenditure)	Source	Federal Revenues - Title I	Budget Reference	Services and Other Operating Expenses; PIQE
Source	Federal Revenues - Title I	Source	Federal Revenues - Title I	Budget Reference	Services and Other Operating Expenses; PIQE
Budget Reference	Services and Other Operating Expenses; PIQE	Budget Reference	Services and Other Operating Expenses; PIQE	Budget Reference	Services and Other Operating Expenses; PIQE
Amount	\$6,200 (repeat expenditure)	Source	LCFF	Budget Reference	Books and Supplies; MESA/SHPE classroom materials
Source	LCFF	Source	LCFF	Budget Reference	Books and Supplies; MESA/SHPE classroom materials
Budget Reference	Books and Supplies; MESA/SHPE classroom materials	Budget Reference	Books and Supplies; MESA/SHPE classroom materials	Budget Reference	Books and Supplies; MESA/SHPE classroom materials
Amount	\$68,500 (repeat expenditure)	Source	LCFF	Budget Reference	Classified Salaries; EL assistant, tutoring - salaries
Source	LCFF	Source	LCFF	Budget Reference	Classified Salaries; EL assistant, tutoring - salaries
Budget Reference	Classified Salaries; EL assistant, tutoring - salaries	Budget Reference	Classified Salaries; EL assistant, tutoring - salaries	Budget Reference	Classified Salaries; EL assistant, tutoring - salaries
Amount	\$64,770 (repeat expenditure)	Source	LCFF	Budget Reference	Certificated Salaries; EL teacher, EL coordinator - salaries
Source	LCFF	Source	LCFF	Budget Reference	Certificated Salaries; EL teacher, EL coordinator - salaries
Budget Reference	Certificated Salaries; EL teacher, EL coordinator - salaries	Budget Reference	Certificated Salaries; EL teacher, EL coordinator - salaries	Budget Reference	Certificated Salaries; EL teacher, EL coordinator - salaries
Amount	\$17,468 (repeat expenditure)	Source	LCFF	Budget Reference	Employee Benefits; EL assistant, tutoring benefits
Source	LCFF	Source	LCFF	Budget Reference	Employee Benefits; EL assistant, tutoring benefits
Budget Reference	Employee Benefits; EL assistant, tutoring benefits	Budget Reference	Employee Benefits; EL assistant, tutoring benefits	Budget Reference	Employee Benefits; EL assistant, tutoring benefits

Amount	\$15,875 (repeat expenditure)	Palisades Charter High School - Special Board Meeting - Agenda - Saturday August 26, 2017 at 9:00 AM	\$16,516 (repeat expenditure)
Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; EL teacher, EL coordinator - benefits	Budget Reference	Employee Benefits; EL teacher, EL coordinator - benefits

Goal 7

Increase student academic achievement as evidenced by high graduation rate and increased A-G/CTE completion rate.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need:

To be successful in either college or career students need the preparation that A-G and/or CTE courses provide.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Grad and A-G/CTE rate	Grad rate over 95% A-G/CTE rate over 65%	Grad rate over 96% A-G/CTE rate over 70%	Maintain Grad rate over 96% A-G/CTE rate over 70%	Maintain Grad rate over 96% A-G/CTE rate over 70%

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Counseling Support, Teacher Training, PIQE, TVN, Fuerza Unida that leads to more students taking and completing A-G and/or CTE courses.	Counseling Support, Teacher Training, PIQE, TVN, Fuerza Unida that leads to more students taking and completing A-G and/or CTE courses.	Counseling Support, Teacher Training, PIQE, TVN, Fuerza Unida that leads to more students taking and completing A-G and/or CTE courses.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$0 (repeat expenditure)	Amount: \$0 (repeat expenditure)	Amount: \$0 (repeat expenditure)
Source: LCFF	Source: LCFF	Source: LCFF

Budget
Reference

Certificated Salaries;
Covered in other areas of the
LCAP

Budget
Reference

Certificated Salaries;
Covered in other areas of the
LCAP

Budget
Reference

Certificated Salaries;
Covered in other areas of the
LCAP

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Increase student participation in Honors and AP courses. Formerly Goal #9.	Increase student participation in Honors and AP courses. Formerly Goal #9.	Increase student participation in Honors and AP courses. Formerly Goal #9.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$0 (repeat expenditure)	Amount: \$0 (repeat expenditure)	Amount: \$0 (repeat expenditure)
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Books and Supplies; Covered in other areas of the LCAP	Budget Reference: Books and Supplies; Covered in other areas of the LCAP	Budget Reference: Books and Supplies; Covered in other areas of the LCAP

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Increase student participation in Dolphin Leadership Academy. Formerly Goal #16.	Increase student participation in Dolphin Leadership Academy. Formerly Goal #16.	Increase student participation in Dolphin Leadership Academy. Formerly Goal #16.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$32,909 (repeat expenditure)	Amount	\$32,909 (repeat expenditure)	Amount	\$32,909 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Certificated Salaries	Budget Reference	Certificated Salaries; Certificated Salaries	Budget Reference	Certificated Salaries; Certificated Salaries
Amount	\$8,227 (repeat expenditure)	Amount	\$8,227 (repeat expenditure)	Amount	\$8,227 (repeat expenditure)

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Certificated Benefits	Budget Reference	Employee Benefits; Certificated Benefits	Budget Reference	Employee Benefits; Certificated Benefits
Amount	\$15,000 (repeat expenditure)	Amount	\$15,000 (repeat expenditure)	Amount	\$15,000 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; Transportation	Budget Reference	Services and Other Operating Expenses; Transportation	Budget Reference	Services and Other Operating Expenses; Transportation

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide alternative options such as summer school, Virtual Academy Temescal Academy and the Pali Online Program for students to take courses, improve grades and recover credits. Formerly under Goal #17.	Provide alternative options such as summer school, Virtual Academy Temescal Academy and the Pali Online Program for students to take courses, improve grades and recover credits. Formerly under Goal #17.	Provide alternative options such as summer school, Virtual Academy Temescal Academy and the Pali Online Program for students to take courses, improve grades and recover credits. Formerly under Goal #17.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$1,575 (repeat expenditure)	Amount	\$1,575 (repeat expenditure)	Amount	\$1,575 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; Summer school IMA/Textbooks	Budget Reference	Books and Supplies; Summer school IMA/Textbooks	Budget Reference	Books and Supplies; Summer school IMA/Textbooks

Amount	\$21,760 (repeat expenditure)	Source	LCFF	Budget Reference	Certificated Salaries; Summer school teacher salaries
Source	LCFF	Amount	\$5,440 (repeat expenditure)	Source	LCFF
Budget Reference	Certificated Salaries; Summer school teacher salaries	Budget Reference	Employee Benefits; Summer school teacher benefits	Amount	\$8,210 (repeat expenditure)
Amount	\$5,440 (repeat expenditure)	Source	LCFF	Source	LCFF
Source	LCFF	Budget Reference	Services and Other Operating Expenses; Acellus	Budget Reference	Services and Other Operating Expenses; Acellus
Budget Reference	Certificated Salaries; Summer school teacher salaries	Amount	\$8,210 (repeat expenditure)	Source	LCFF
Amount	\$21,760 (repeat expenditure)	Source	LCFF	Budget Reference	Services and Other Operating Expenses; Acellus
Source	LCFF	Budget Reference	Certificated Salaries; Summer school teacher salaries	Amount	\$5,440 (repeat expenditure)
Budget Reference	Certificated Salaries; Summer school teacher salaries	Source	LCFF	Source	LCFF
Amount	\$5,440 (repeat expenditure)	Budget Reference	Employee Benefits; Summer school teacher benefits	Budget Reference	Employee Benefits; Summer school teacher benefits
Source	LCFF	Amount	\$8,210 (repeat expenditure)	Source	LCFF
Budget Reference	Employee Benefits; Summer school teacher benefits	Source	LCFF	Budget Reference	Services and Other Operating Expenses; Acellus
Amount	\$8,210 (repeat expenditure)	Budget Reference	Services and Other Operating Expenses; Acellus	Amount	\$21,760 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; Acellus	Budget Reference	Certificated Salaries; Summer school teacher salaries	Budget Reference	Certificated Salaries; Summer school teacher salaries

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Properly place incoming 9th grade students into English and math courses or support classes. Formerly under Goals #18 and #19.	Properly place incoming 9th grade students into English and math courses or support classes. Formerly under Goals #18 and #19.	Properly place incoming 9th grade students into English and math courses or support classes. Formerly under Goals #18 and #19.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$14,000 (repeat expenditure)	Amount: \$14,000 (repeat expenditure)	Amount: \$14,000 (repeat expenditure)
Source: Federal Revenues - Title I	Source: Federal Revenues - Title I	Source: Federal Revenues - Title I
Budget Reference: Certificated Salaries; Certificated Auxillary for EL Teacher	Budget Reference: Certificated Salaries; Certificated Auxillary for EL Teacher	Budget Reference: Certificated Salaries; Certificated Auxillary for EL Teacher

Amount	\$3,750 (repeat expenditure)	Source	Federal Revenues - Title I	Budget Reference	Certificated Salaries; EL Coordinator Summer Hours	Amount	\$3,750 (repeat expenditure)	Source	Federal Revenues - Title I	Budget Reference	Certificated Salaries; EL Coordinator Summer Hours
Amount	\$3,500 (repeat expenditure)	Source	Federal Revenues - Title I	Budget Reference	Employee Benefits; Certificated Auxillary Benefits	Amount	\$938 (repeat expenditure)	Source	Federal Revenues - Title I	Budget Reference	Employee Benefits; EL Coordinator Summer hours benefits
Amount	\$80,000 (repeat expenditure)	Source	Other State Revenues	Budget Reference	Certificated Salaries; tutors	Amount	\$20,000 (repeat expenditure)	Source	Other State Revenues	Budget Reference	Employee Benefits; tutors benefits

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Reduce class sizes in key courses to increase support and pass rates in those courses. Formerly under Goal #21.	Reduce class sizes in key courses to increase support and pass rates in those courses. Formerly under Goal #21.	Reduce class sizes in key courses to increase support and pass rates in those courses. Formerly under Goal #21.

Goal 8

School will maintain a high ADA- as close to 96% as possible.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need:

High attendance leads to higher student achievement.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ADA Attendance Report	95.8% ADA	Maintain high 95.8% ADA	Maintain high 95.8% ADA	Maintain high 95.8% ADA

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Attendance Personnel/training. Continue with high levels of communication with various media/formats. Continue with providing positive incentives and reinforcements for perfect attendance. Intervention & counseling for students with attendance concerns. Monitor ADA, as well as modes of transportation.	Attendance Personnel/training. Continue with high levels of communication with various media/formats. Continue with providing positive incentives and reinforcements for perfect attendance. Intervention & counseling for students with attendance concerns. Monitor ADA, as well as modes of transportation.	Attendance Personnel/training. Continue with high levels of communication with various media/formats. Continue with providing positive incentives and reinforcements for perfect attendance. Intervention & counseling for students with attendance concerns. Monitor ADA, as well as modes of transportation.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
---------	---------	---------

Amount	\$35,000 (repeat expenditure)	Palisades Charter High School - Special Board Meeting - Agenda - Saturday August 26, 2017 at 9:00 AM	Amount	\$36,414 (repeat expenditure)	
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; attendance office benefits	Budget Reference	Employee Benefits; attendance office benefits	Budget Reference	Employee Benefits; attendance office benefits
Amount	\$8,250 (repeat expenditure)	Amount	\$8,250 (repeat expenditure)	Amount	\$8,250 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; summer school teachers - benefits	Budget Reference	Employee Benefits; summer school teachers - benefits	Budget Reference	Employee Benefits; summer school teachers - benefits

Goal 9

School will maintain a low (under 2.5%) suspension rate and maintain less than a 1% expulsion rate.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need:

Some students are suspended for more than 2 days in a year and lose instruction

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of days students are suspended & number of students expelled	62 different students suspended for a total of 128 days. Zero expulsions.	62 different students suspended for a total of 128 days.	62 different students suspended for a total of 128 days.	62 different students suspended for a total of 128 days.

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Discipline Deans staffing Discipline and expulsion records	Discipline Deans staffing Discipline and expulsion records	Discipline Deans staffing Discipline and expulsion records

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$330,000 (repeat expenditure)	Amount: \$330,000 (repeat expenditure)	Amount: \$330,000 (repeat expenditure)
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Certificated Salaries;	Budget Reference: Certificated Salaries;	Budget Reference: Certificated Salaries;

	3 certificated dean	Palisades Charter High School - Special Board Meeting - Agenda - Saturday August 26, 2017 at 9:00 AM	3 certificated deans - salaries
Amount	\$110,000 (repeat expenditure)	Amount	\$110,000 (repeat expenditure)
Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; 3 certificated deans - benefits	Budget Reference	Employee Benefits; 3 certificated deans - benefits

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Counseling services including crisis counselor/consultant and Educationally Related Mental Health Services. Counseling participation rates, Improved completion and drop-out rates	Counseling services including crisis counselor/consultant and Educationally Related Mental Health Services. Counseling participation rates, Improved completion and drop-out rates	Counseling services including crisis counselor/consultant and Educationally Related Mental Health Services. Counseling participation rates, Improved completion and drop-out rates

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$144,062 (repeat expenditure)	Amount	\$144,062 (repeat expenditure)	Amount	\$144,062 (repeat expenditure)
Source	Other State Revenues	Source	Other State Revenues	Source	Other State Revenues
Budget Reference	Certificated Salaries; school psychologist and social	Budget Reference	Certificated Salaries; school psychologist and social	Budget Reference	Certificated Salaries; school psychologist and social

	worker - salaries	Palisades Charter High School - Special Board Meeting - Agenda - Saturday August 26, 2017 at 9:00 AM	worker - salaries
Amount	\$36,016 (repeat expenditure)	Amount	\$36,016 (repeat expenditure)
Source	Other State Revenues	Source	Other State Revenues
Budget Reference	Employee Benefits; school psychologist and social worker - benefits	Budget Reference	Employee Benefits; school psychologist and social worker - benefits

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Link students with behavior challenges to adult mentors to develop positive, alternative behaviors.	Link students with behavior challenges to adult mentors to develop positive, alternative behaviors.	Link students with behavior challenges to adult mentors to develop positive, alternative behaviors.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$0 (repeat expenditure)	Amount: \$0 (repeat expenditure)	Amount: \$0 (repeat expenditure)
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Certificated Salaries; Covered in other areas of the LCAP	Budget Reference: Certificated Salaries; Covered in other areas of the LCAP	Budget Reference: Certificated Salaries; Covered in other areas of the LCAP

Goal 10

School will explore additional funding to reduce expenses & costs focused High Needs Students & Families. Funding will also address low performing students in all categories

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need:

Identify and obtain revenue outside of State Funding to reduce reliance on annual State Budget.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Fundraising Revenue	\$250,000	\$300,000	\$400,000	\$500,000

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
School will dedicate funding efforts to address transportation costs and alternative methods	School will dedicate funding efforts to address transportation costs and alternative methods	School will dedicate funding efforts to address transportation costs and alternative methods

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$75,000 (repeat expenditure)	Amount: \$76,500 (repeat expenditure)	Amount: \$78,030 (repeat expenditure)
Source: Other Local Revenues	Source: Other Local Revenues	Source: Other Local Revenues
Budget Reference: Classified Salaries;	Budget Reference: Classified Salaries;	Budget Reference: Classified Salaries;

	Development Director	Palisades Charter High School - Special Board Meeting - Agenda - Saturday August 26, 2017 at 9:00 AM	Development Director
Amount	\$18,750 (repeat expenditure)	Amount	\$18,750 (repeat expenditure)
Source	Other Local Revenues	Source	Other Local Revenues
Budget Reference	Employee Benefits; Development Director - benefits	Budget Reference	Employee Benefits; Development Director - benefits

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to support PCHS efforts to on-going efforts to provide 1:1 Technology devices in the hands of all students	Continue to support PCHS efforts to on-going efforts to provide 1:1 Technology devices in the hands of all students	Continue to support PCHS efforts to on-going efforts to provide 1:1 Technology devices in the hands of all students

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Fundraise to provide on-going support for Math and increasing test scores. Math assistants identified as primary recipient of these funds.	Fundraise to provide on-going support for Math and increasing test scores. Math assistants identified as primary recipient of these funds.	Fundraise to provide on-going support for Math and increasing test scores. Math assistants identified as primary recipient of these funds.

Goal 11

Improve student achievement in math for lowest achieving subgroups.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need:

Not all subgroups are performing equally well in math standardized testing.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Math SBAC	Latino 28% (Met/ exceeded) Black 26% (Met/ exceeded) SPED 15% (Met/exceeded)	Increase subgroup met/exceed %'s	Increase subgroup met/exceed %'s	Increase subgroup met/exceed %'s

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide both in-class and out-of-class math interventions, such as math paraprofessionals and Math Lab. Provide target interventions. Work with programs, such as TVN, Fuerza Unida, DLA, and PIQE, as well as student groups, such as BSU, LSU and Link Crew, to provided target support and intervention.	Provide both in-class and out-of-class math interventions, such as math paraprofessionals and Math Lab. Provide target interventions. Work with programs, such as TVN, Fuerza Unida, DLA, and PIQE, as well as student groups, such as BSU, LSU and Link Crew, to provided target support and intervention.	Provide both in-class and out-of-class math interventions, such as math paraprofessionals and Math Lab. Provide target interventions. Work with programs, such as TVN, Fuerza Unida, DLA, and PIQE, as well as student groups, such as BSU, LSU and Link Crew, to provided target support and intervention.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
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Amount	\$98,000	Source	College Readiness Block Grant	Amount	\$0	Source	College Readiness Block Grant	Amount	\$0	Source	College Readiness Block Grant
Budget Reference	Classified Salaries; Math Paraprofessionals salary	Budget Reference	Classified Salaries; Math Paraprofessionals salary	Budget Reference		Budget Reference	Classified Salaries; Math Paraprofessionals salary	Budget Reference		Budget Reference	Classified Salaries; Math Paraprofessionals salary
Amount	\$24,500	Source	College Readiness Block Grant	Amount	\$0	Source	College Readiness Block Grant	Amount	\$0	Source	College Readiness Block Grant
Budget Reference	Employee Benefits; Math Paraprofessionals benefits	Budget Reference	Employee Benefits; Math Paraprofessionals benefits	Budget Reference		Budget Reference	Employee Benefits; Math Paraprofessionals benefits	Budget Reference		Budget Reference	Employee Benefits; Math Paraprofessionals benefits
Amount	\$3,000 (repeat expenditure)	Source	College Readiness Block Grant	Amount	\$3,000 (repeat expenditure)	Source	LCFF	Amount	\$3,000 (repeat expenditure)	Source	LCFF
Budget Reference	Books and Supplies; Link Crew Supplies	Budget Reference	Books and Supplies; Link Crew Supplies	Budget Reference	Books and Supplies; Link Crew Supplies	Budget Reference	Books and Supplies; Link Crew Supplies	Budget Reference	Books and Supplies; Link Crew Supplies	Budget Reference	Books and Supplies; Link Crew Supplies
Amount	\$0 (repeat expenditure)	Source	Other State Revenues	Amount	\$0 (repeat expenditure)	Source	Other State Revenues	Amount	\$0 (repeat expenditure)	Source	Other State Revenues
Budget Reference	Certificated Salaries; mathlab tutors - covered in other areas of LCAP	Budget Reference	Certificated Salaries; mathlab tutors - covered in other areas of LCAP	Budget Reference	Certificated Salaries; mathlab tutors - covered in other areas of LCAP	Budget Reference	Certificated Salaries; mathlab tutors - covered in other areas of LCAP	Budget Reference	Certificated Salaries; mathlab tutors - covered in other areas of LCAP	Budget Reference	Certificated Salaries; mathlab tutors - covered in other areas of LCAP

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017-18
 2018-19
 2019-20

Estimated Supplemental and Concentration Grant Funds:

\$1,538,368

Percentage to Increase or Improve Services:

6.22%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Services for un-duplicated pupils will increase by 6.22% through the implementation of parent outreach programs to increase parent involvement, the increase in English language proficiency among our English Learner population, and increased access to participation and success in high rigor courses. Other actions/services identified under school-wide but mainly targeting the un-duplicated population is the improvement in student achievement in math.

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LOS ANGELES UNIFIED SCHOOL DISTRICT **CHARTER SCHOOLS DIVISION**

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT **2016-2017 SCHOOL YEAR** **FOR**

PALISADES CHARTER HIGH SCHOOL/8798

Name and Location Code of Charter School

LAUSD Vision

Every student will receive a quality education in a safe, caring environment, and will be college-prepared and career-ready.

CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **PALISADES CHARTER HIGH SCHOOL/8798
(REV.)**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/19/2017**

Charter School Name:	PALISADES CHARTER HIGH SCHOOL			Location Code:	8798
Current Address:	City:	ZIP Code:	Phone:	Fax:	
15777 Bowdoin Street	Pacific Palisades	90272	310-230-6623	(310) 306-3245	
Current Term of Charter:			LAUSD Board District:	LAUSD District:	
July 1, 2015 to June 30, 2020			4	WEST	
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Grades Currently Served:	Grades To Be Served Per Charter:		
2, 988	3,000	9-12	9-12		
Total Number of Staff Members:	232	Certificated:	154	Classified:	78
Charter School's Leadership Team Members:	Pamela Magee/ED & Principal; Monica Iannessa/AP Academic Achievement; Russ Howard/AP Activities, Athletics, Discipline; Jeff Hartman/AP Counseling & Guidance; Dr. Chris Lee/Director of Admissions, Attendance, & Alternative Programs				
Charter School's Contact for Special Education:	Emilie Larew/Board Chair & Special Education Coordinator; Mary Bush/AP Spec Education & Student Services				
CSD Assigned Administrator:	Chris Humphrey, Specialist		CSD Fiscal Services Manager:	Emma Baquir	
Other School/CSD Team Members:	CSD/May 19: Jose Rodriguez and Monique Galvez/Specialists, Sharon Bradley CSD/May 24: Jose Rodriguez, Specialist CSD/May 26: Jose Rodriguez, Specialist				
Oversight Visit Date:	May 19, 24, and 26, 2017		Fiscal Review Date (if different):		
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	YES, Conversion to Independent		LAUSD Co-Location Campus (if applicable):	Palisades High School	

SUMMARY OF RATINGS

(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory

Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **PALISADES CHARTER HIGH SCHOOL/8798
(REV.)**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/19/2017 5/19/2017

4	3	1	3
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **PALISADES CHARTER HIGH SCHOOL/8798
(REV.)**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/19/20175/19/2017

CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605 and 47607, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements. Pursuant to the requirements of SB 1290, the District “shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.” Ed. Code § 47607(a)(3)(A).

REPORT GUIDE

In conducting oversight as a charter school authorizer, the District places an emphasis on performance and compliance with applicable law, policy, and the approved charter, as well as on the lead fiduciary role of a charter school’s governing board in the overall success of the school for students. Information gathered through oversight serves as part of the school’s ongoing record of performance and provides important data for the CSD, LAUSD Superintendent, and ultimately the LAUSD Board of Education in making informed decisions about charter school authorization. In designing this document, the District has considered California charter school law, as well as the California State Board of Education’s criteria for evaluating charter schools and the National Association of Charter School Authorizers’ *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

Governance – demonstrating fulfillment of the governing board’s fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school’s full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

Student Achievement and Educational Performance – demonstrating academic achievement and growth for all students

Organizational Management, Programs, and Operations – demonstrating effective leadership and implementation of the governing board’s policies and procedures, as well as the school’s educational program and systems and procedures for the day-to-day operations of the school

Fiscal Operations – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2016-2017*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school’s performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential “promising practices” are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under “Corrective Action Required,” the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school’s approved charter. If the report includes any findings under “Corrective Action Required,” the charter school must take immediate and appropriate steps to remedy the identified concern. In accordance with its “tiered intervention” approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those



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“promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.

GOVERNANCE	RATING*
Summary of School Performance	4
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> • <u>(G1) GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S)</u> The Governing Board has fully implemented the organizational structure set forth in the approved charter, including any mandated committees/council, such as the Stakeholder Board Level Committees listed during binder review as the Academic Accountability Committee, the Budget and Finance Committee, the Charter Committee, the Election Committee, and the Post-Retirement Healthcare Benefits Committee; as well as Board Committees of Board Members Only to include the Audit Committee, Grade Appeal Committee, and Survey Committee. There is also a highly developed system for the evaluation of the school leader(s) with evidence of discussion of the Board evaluation cycle of the Executive Director and Principal on the 3/14/17 board agenda along with review of the process for Academic and Classified Administrator Evaluation criteria and Goals; • <u>(G2) BROWN ACT</u> The Governing Board complies with all material provisions of the Brown Act with evidence of Brown Act training on July 16, 2017; <ul style="list-style-type: none"> ○ The Governing Board meets regularly in sessions, held at the Palisades Gilbert Hall, that are conducted openly, providing for opportunities for the public to participate in sessions; posted on the front office bulletin board; <ul style="list-style-type: none"> ○ Binder review provided the evidence of Agendas and minutes that are posted and maintained both on the schools’ website and available for families; as well as board agendas noting topics and minutes such as Budget finance dated 5/8/17, 4/17/17, 3/13/17, 2/13/17, 1/13/17, Election committee dated 5/9/17, 4/20/17, 4/6/17, 3/2/17, 2/16/17, and Academic Accountability Committee minutes dated 5/11/17, 4/6/17, 3/9/17, 2/16/17; • <u>(G3) DUE PROCESS</u> The Governing Board has established and monitors comprehensive policies and procedures to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public. Evidence of the due process procedures such as the identification of discrimination categories for protected classes, the name/address of whom a parent would send a complaint and the position that would investigate the complaint were noted during oversight; Palisades has a Parent/Student Handbook in which the complaint process is aligned with 	



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the UCP and provided to all parents at the beginning of the school year posted on Website and observed during binder review; Employee complaint procedures are listed in the Employee handbook which is posted on the Charter website;

- **((G4) STAFFING**

The Governing Board closely monitors and maintains systems and procedures that ensure full compliance with criminal background clearance requirements for employees, vendors and volunteers, as well as full compliance with tuberculosis clearance requirements and credentialing and assignment requirements as evidenced during binder review with compliant documentation and verification from appropriate Custodian of Records and Certifying contracting entity for vendors;

- **(G5) DATA-BASED DECISION-MAKING**

The Governing Board of Palisades Charter High School regularly monitors school performance providing updated internal and standardized academic data which informs decision-making as evidenced from direct observation and from binder review during oversight with examples of discussion from agendas/minutes dated 5/11/17, 4/6/17, 3/9/17, and 2/16/17.

Corrective Action Required

****NOTE: If the CSD gathers or otherwise receives substantial evidence of actual conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.***



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G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - GOVERNANCE QUALITY INDICATOR #1

<p><i>The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:</i></p> <ul style="list-style-type: none"> Governing Board (composition, structure, roles and responsibilities) committees/councils, including but not limited to those mandated by laws or regulations evaluation of school's executive level leadership 		
Performance	Rubric	Sources of Evidence
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter or any mandated committees/councils, and no system for the evaluation of the school leader(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Organization chart (B1: 1) <input checked="" type="checkbox"/> Bylaws (B1: 2) <input checked="" type="checkbox"/> Board member roster (B1: 3) <input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Evidence of committee/council calendars and agendas <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. (B1: 7) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

<p><i>The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:</i></p> <ul style="list-style-type: none"> Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity 		
Performance	Rubric	Sources of Evidence



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Performance	<input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input checked="" type="checkbox"/> Board meeting calendar (B1: 5) <input checked="" type="checkbox"/> Brown Act training documentation (B1: 8) <input checked="" type="checkbox"/> Documentation of the school's agenda posting procedures (B1: 9) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:

- student discipline
- employee grievances and discipline
- parent/stakeholder complaint resolution
- Uniform Complaint Procedures

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10 or B3: 1) <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation (B1: 11) <input checked="" type="checkbox"/> Stakeholder complaint procedure(s) (B1: 12) <input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process (B1: 13.1) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4

The Governing Board has a system in place to ensure that appropriate employment and other staffing decisions are made in accordance with applicable law and the terms of its approved charter governing qualifications, clearances and credentialing:



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- The Governing Board has established policies and procedures to ensure that faculty, staff, substitute teachers, and other persons providing service in a certificated position, are appropriately credentialed, authorized and/or otherwise qualified for the positions for which they have been employed/contracted and assigned, in accordance with applicable provisions of law and the school’s charter
- The Governing Board has established policies and procedures to ensure that the school obtains all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current
- The Governing Board has established policies and procedures to ensure that the school obtains, monitors, and maintains all necessary and appropriate vendor certifications/waivers regarding vendor employee clearances, including criminal background and tuberculosis (TB) clearances
- The Governing Board has established policies and procedures regarding requirements for school volunteers, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students per AB 1667
- The Governing Board has established and monitors policies governing whether and under what circumstances the school may consider, for paid and volunteer service, candidates who have criminal records

	Sources of Evidence
<p style="text-align: center;">Rubric</p> <p>Performance</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10 or B3: 1) <input checked="" type="checkbox"/> H.R. policies and procedures regarding NCLB qualifications, credentialing, and clearance requirements (B1: 13.2) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

G5: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5

- The Governing Board has a system in place to ensure:*
- review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
 - ongoing monitoring of the school’s implementation of its LCAP action plans and progress toward LCAP goals



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Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making	<input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and internal other data (B1: 4) <input checked="" type="checkbox"/> Other evidence of system for Board review and analysis of internal school data to inform decision-making (B1: 14) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

The Governing Board has a system in place to ensure fiscal viability:

- The school is fiscally strong and net assets are positive in the prior two independent audit reports.

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school is fiscally strong and net assets are positive in the prior two independent audit reports <input type="checkbox"/> The school is fiscally strong or stable, and net assets are positive in the most current independent audit report <input type="checkbox"/> The school is fiscally weak and net assets are negative in the most current independent audit report, or the school does not have an independent audit report on file with the Charter Schools Division <input type="checkbox"/> The school is consistently fiscally weak and net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report on file with the Charter Schools Division	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1: 15) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)

G7: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE QUALITY INDICATOR #7

The Governing Board has a system in place to ensure sound fiscal management and accountability:

- The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement.

Rubric		Sources of Evidence
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Performance	<input type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement <input checked="" type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1: 15) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)
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Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):



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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> <p>• (A1) SBAC SUBGROUP ELA The percentage of students who Met or Exceeded Standards in ELA at Palisades Charter High School is at a rate higher than the District average for the majority of subgroups. Palisades Charter High School scored higher than the District average in ELA for the following subgroups: African-American students at 42% as compared to the District average at 28%; Latino students at 60% as compared to the District average at 33%; Socio-Economically Disadvantaged students at 54% as compared to the District average at 33%; and Students with Disabilities at 40% as compared to the District average at 8%;</p> <p>• (A2) SBAC SUBGROUP MATH The percentage of students who Met or Exceeded Standards in Math is at a rate higher than the District average for the majority of subgroups. Palisades Charter High School scored higher than the District average in Math for the following subgroups: African-American students at 26% as compared to the District average at 18%; Latino students at 28% as compared to the District average at 23%; Socio-Economically Disadvantaged Students at 28% as compared to the District average at 23%; and Students with Disabilities at 15% as compared to the District average at 6%;</p> <p>• (A3) SBAC SCHOOLWIDE ELA The schoolwide percentage of students who Met or Exceeded Standards in 6th -8th Grade on the SBAC in ELA is at a rate higher than the District average. The higher percentage of students who Met or Exceeded Standards at Palisades Charter High School School-wide for ELA in 2015-2016 was 71% as compared to the District average of 39%;</p> <p>• (A4) SBAC SCHOOLWIDE MATH The schoolwide percentage of students who Met or Exceeded Standards in 6th 8th Grade on the SBAC in MATH is at a rate higher than the District average. The schoolwide percentage of students who Met or Exceeded Standards on the SBAC at Palisades Charter High School in Math in 2015-2016 was 51% as compared to the District average of 29%;</p> <p>• (A5) ENGLISH LEARNER RECLASSIFICATION The school reclassifies English Learners at a rate higher than the District average Per CDE, Palisades Charter High School has 13.2% reclassification rate for the 2015-2016 school year as compared to the 12.1% District rate, higher than the District</p> 	



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average;

- (A7) **FOUR-YEAR COHORT GRADUATION RATE**

The school's Four-Year Cohort Graduation Rate is at a rate **higher** than the District average at 95% as compared to the District average of 83.2%.

Areas Noted for Further Growth and/or Improvement

- (A1) **SBAC SUBGROUP ELA**

The percentage of students who Met or Exceeded Standards in **ELA** at Palisades Charter High School is at a rate **higher** than the District average **for the majority of subgroups**. However, Palisades Charter High School scored **lower** than the District average in **ELA** for the following subgroup: **English Learners** at 0% as compared to the District average at 4%;

- (A2) **SBAC SUBGROUP MATH**

The percentage of students who Met or Exceeded Standards in **Math** at Palisades Charter High School is at a rate **higher** than the District average **for the majority of subgroups**. However, Palisades Charter High School scored **lower** than the District average in **ELA** for the following subgroup: **English Learners** at 0% as compared to the District average at 5%;

- (A6) **INTERNAL ASSESSMENT**

The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and math assessing with the CAASPP SBAC Interim Block Assessments.

- The Charter provided internal assessment data for ELA Standards at oversight in the area of Language/Vocabulary:
 - LEP Status, LEP Nearly Met/Met at 25%; RFEP Nearly Met/Met at 28.57%;
 - Socio-Economically Disadvantaged students, Nearly Met/Met at 57.78% and Exceeded at 23.49%;
 - Students with Disabilities, Nearly Met/Met at 57.78% and Exceeded at 23.49%;
 - Latino students, Nearly Met/Met at 54.13% and Exceeded at 3.67%;



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- African-American students, Nearly Met/Met at 56.31% and Exceeded at 7.77%;
- The Charter provided internal assessment data for ELA Standards at oversight in the area of Writing Skills
 - All students demonstrated progress by Meeting/Exceeding standards with a 6% increase;
 - RFEP students Met/Exceeded Standards with a 13% increase;
 - Students with Disabilities Met/Exceeded Standards with a 8% increase;
 - African-American students decreased in Writing Skills standards by 3%;
- The Charter, however, did not provide internal assessment for math because they had not yet analyzed the comparative data from assessments; although they did specify that there was significant improvement from 2015-16 with about a 10% increase in students exceeding standards. In addition, more RFEPs were in the higher-level math classes in 2016-17 than in 2015-16. They plan to align their own internal assessments to the CCSS through PLC meetings, PLC Pullouts and summer work; math accessible curriculum is being developed for 2017-18 in STEAM labs, Tech Education and Pod curriculum

Corrective Action Required

Notes:

- (A1 & 2) **Meeting the needs of the subgroup of Latino and English Learners**
In order to address the challenges of ELs, the school has been providing a free after school math and free tutoring program, have invested in enrichment programs and clubs, such as Science Technology Engineering Art and Math (STEAM) clubs, Society of Hispanic Professional Engineers (SHPE) and Math Engineering Science Achievement (MESA);
- RFEPs have demonstrated progress in Math overall and in Math Concepts by increasing 8%. The school anticipates a much higher percentage of English Learners reclassifying during 2016-17. Additionally, a number of interventions have been designed to provide resources to English Learner students such as department-wide office hours, Math Lab and IXL.
- (A1 & 2) **SBAC SUBGROUP ELA & MATH**
Leadership shared that the practice of Instructional coaches and administrators observing teachers and providing them with



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feedback to improve their practice has been and will continue to be instituted to build teacher capacity and instructional efficacy. CSD recommends that school leadership maximize the talents of highly qualified teachers as models for the math department to contribute to the PLC process.

**NOTE: Upon the State Board of Education's finalization of California's new accountability system, CSD will determine implications for the oversight report.*



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DATE OF VISIT: 5/19/20175/19/2017**A1: SBAC SUBGROUP ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #1***The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Performance of all subgroups on the CAASPP (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade ELA is at a rate higher than the District average for all subgroups <input checked="" type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade ELA is at a rate similar to the District average for the majority of subgroups <input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade ELA is at a rate lower than the District average for some subgroups <input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade ELA is at a rate of 0% for the majority of subgroups <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2: 1.1) <input type="checkbox"/> Other: (Specify)

A2: SBAC SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Performance of all subgroups on the CAASPP (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade Math is at a rate higher than the District average for all subgroups <input checked="" type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade Math is at a rate similar to the District average for the majority of subgroups <input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade Math is at a rate lower than the District average for some subgroups <input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade Math is at a rate of 0% for the majority of subgroups <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2: 1.2) <input type="checkbox"/> Other: (Specify)

A3: SBAC SCHOOLWIDE ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- schoolwide (CDE)

Rubric	Sources of Evidence



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Performance	<input checked="" type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate higher than the District average	<input checked="" type="checkbox"/> SBAC report (CDE) (B2: 1.3) <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate equal to the District average	
	<input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate lower than the District average	
	<input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is 0%	
	<input type="checkbox"/> No assessment of performance for this indicator	

A4: SBAC SCHOOLWIDE MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- (CDE)

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate higher than the District average	<input checked="" type="checkbox"/> SBAC report (CDE) (B2: 1.4) <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate equal to the District average	
	<input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate lower than the District average	
	<input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is 0%	
	<input type="checkbox"/> No assessment of performance for this indicator	

A5: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- English Learner reclassification rate for 2015-2016 (CDE)

	Rubric	Sources of Evidence



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Performance	<input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the District average <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the District average <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the District average <input type="checkbox"/> The school does not reclassify English Learners <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) (B2: 1.5) <input checked="" type="checkbox"/> CELDT Criterion reports (CDE) (B2: 1.5.1) <input checked="" type="checkbox"/> Title III AMAOs report(s) (CDE) (B2: 1.5.2) <input checked="" type="checkbox"/> School internal reclassification data <input type="checkbox"/> Other: (Specify)
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A6: INTERNAL ASSESSMENT - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- The school’s internal assessments (with analysis of results)
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and completion rates, high school graduation rates, and college acceptance rates
- Results of internal assessments show growth in student achievement in ELA and math

NOTE: For purposes of evaluation of school performance for this indicator, the CSD considers only such data that is derived from standards-based high quality standardized or widely accepted assessments (e.g. NWEA, DIBELS, or Stanford 10) and/or other assessment instruments for which the school can demonstrate validity/reliability.

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect significant growth in student achievement in ELA and math <input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and math. <input checked="" type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and math <input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data and that reflect no growth or a decline in student achievement in ELA and math <input type="checkbox"/> The school has not collected and/or analyzed and monitored internal assessment or other academic achievement data	<input checked="" type="checkbox"/> Internal academic performance and progress data and information (B2: 2.1 – 2.6) <input checked="" type="checkbox"/> School Internal Assessment Data Report or equivalent <input type="checkbox"/> Other: (Specify)



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A7: FOUR-YEAR COHORT GRADUATION RATE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Four-Year Cohort Graduation Rate (CDE) (high schools only)

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate higher than the District average <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate similar to the District average <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate lower than the District average <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate significantly lower than the District average <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Four-Year Cohort Graduation Rate (CDE) (B2: 3.1) <input type="checkbox"/> Other: (Specify)

Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	1
<p><i>A charter school shall receive a rating of 1 in this category if the school has failed to conduct child abuse mandated reporter training in accordance with AB 1432. Upon discovery, as a result of oversight 2016-17, the Palisades Charter High School Board convened with immediacy to address the urgency of the matter. The PCHS Board approved a policy, providing a resolution dated and emailed to CSD on June 6, 2017, entitled "Training Regarding Child Abuse Reporting Obligations" for all staff to ensure compliance of child abuse mandated reporter training in order to assure the health and safety for all students.</i></p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p>	
<ul style="list-style-type: none"> • (O1) HEALTH and SAFETY Palisades Charter High School has a highly-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety as evidenced through documentation and classroom observations with: <ul style="list-style-type: none"> ➤ A site-specific comprehensive Health, Safety and Emergency Plan dated fall 2016; ➤ Evidence of drill such as, Fire Drill training dated 8/29/17 and 3/30/17; Earthquake training dated 10/20/17; Lockdown training dated 1/25/17; Emergency drills 9/14/16; evacuation to football field on 10/20/16 for the great California Shake out; Alice (Alert, Lockdown, Inform, Counter, Evacuate-active shooter) on 3/20/17; ➤ Evidence of emergency supplies including 20 fifty-five gallon containers, 58 cots, 14 cold pack cases, 1200 emergency blankets, 50 privacy tents; and Automated external defibrillators (AED); ➤ Record of Student immunization and health screening and immunization compliance summary report; ➤ Evidence of a training log for three staff members dated 1/11/16 and 1/9/17 for application of a Epi Pen; • (O3): MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis; although, data identifies that the needs of English Learners, Socio-economically disadvantaged students, African-American students and Students with Disabilities require intervention and supports to mitigate for academic challenges (see Notes for details); 	



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- **(O4) IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM**

The school has fully implemented the key features of the educational program described in the charter; as evidenced during discussion and binder review with leadership and the six teachers interviewed such as Pathways for Learning in Business and Finance, Information and Communications Technology, Arts, Media and Entertainment; Restorative Justice to include The Peer Mediation Program, The Village Nation, The Latino Student Union, Fuerza Unida; The Gender and Sexuality Alliance; The Dolphin Leadership Academy; implementation of "Humankind"; and the Link Crew (see notes);

- **(O8) STAKEHOLDER COMMUNICATION AND INVOLVEMENT**

The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns with evidence of opportunities for parental involvement to include the Fuerza Unida Program Meeting (Pic) and training model for families; Village nation/ leadership potential of African American students with a meeting held on May 20, 2017; a Parent Institute for Quality Education for PIQE and the Latino parent participation of 52 parents held on 11/3/16; Evidence of LCAP parent/staff meeting; Email Blast/ Board meetings updates 5/13-5/5-5/10, elections update held on 5/3/17; POD Parent Communique; 9th grade parent night; and Infinite Campus student information system/student intervention alert system to parents and students;

Areas Noted for Further Growth and/or Improvement

- **(O1) HEALTH and SAFETY**

Although, Palisades Charter High School has a highly-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety, it is recommended that the school make the assurances that every classroom has an emergency backpack that can be carried by each teacher in case of an emergency and that a standardized system related to classroom emergency supplies be communicated to substitutes in preparation for any emergency;



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- **(O2/O3) STANDARDS BASED INSTRUCTION/MEETING THE NEEDS OF ALL STUDENTS**

Observations, stakeholder interview, and discussion with school leadership demonstrated that in order to inform a sound educational program in which teachers are held accountable in Math, systems need to be revisited and strengthened with greater scrutiny to ensure that math instruction is aligned to the mathematical practices of the CCSS. CSD recommends that school leadership maximize the talents of highly qualified teachers as models for the math department along with professional development and administrative oversight to support the Math Department in stronger implementation of the 8 mathematical practices and instructional features of the CCSS in Math. CSD also requests that the Math Department revisit the portion of the math intervention model which relies on student tutors. Input about this area from students and parents reinforces that this is an area that needs reconsideration. Students and parents echoed the concern that highly qualified teachers are needed to support the intervention program rather than relying on the talents of high achieving students. Teachers are needed to design and implement the intervention program. Parent stakeholder interview (2 parents from the math program) identified this as an area of improvement as student tutors were unable to meet their child's needs for differentiated instruction. Parent stakeholders also indicated that they find it necessary to supplement the school's intervention program in math by privately hiring tutors. CSD requests that the school submit its plan to improve math instruction aligned to CCSS mathematical practices by September 8, 2017.

Corrective Action Required



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Notes:

- (O2) **STANDARDS–BASED INSTRUCTION**

Palisades Charter High School’s WASC accreditation is valid until June 30, 2018; there is also evidence of UC/CSU approved course list for 2016/17;

- (O3) **MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS**

- ***Latino and English Learners***

Per leadership and teacher discussion, the school is developing sheltered classes in core courses to monitoring RFEPs; the EL Coordinator collaborates with UCLA’s teaching program to provide a summer tutoring program and personal writing mentors for students; the English Learner Program Coordinator meets with EL parents and students to discuss the ELs academic goals; EL parents receive training on various aspects of school growth and reclassification criteria in an effort to bridge the transition from home to school;

- ***African-American students***

Palisades Charter High School has expanded its culturally-relevant course offerings and has launched a tenth grade African American literature course, have designed a new 9th grade curriculum linking math to entrepreneurship skills, expanded STEAM and computer courses, and have offered an African American 11th grade History course.

- ***Socio-Economically Disadvantaged students***

Palisades offers free tutoring, a loaner program for Chromebooks and graphing calculators, fee waivers for College Board tests, transportation scholarships, and a free math lab. Families have the opportunity to enroll in a free summer bridge program, summer school opportunities, study skills courses, and other support classes. The PALI CARES program provides free personal hygiene items, food gift cards, and school supplies. The PCHS Health Office has expanded its services and links SED families to free health services.

- ***Students with Disabilities***

Students with Disabilities are provided a blended program incorporating small class size and accommodated instruction (SDP) in content area(s) of need, enrollment in general education classes in areas of strength with support from the RSP program, and online curriculum with RSP support which allow a self-paced option (A-G) for students who may need additional time or repetition to grasp core concepts.



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➤ **All Students**

Study skills and support classes are offered through the Math Lab and the Study Center; 9th grade Summer Math and Literacy Tests and Bridge leadership program; 10th and 11th grade summer intervention class; Tier 2 counselor support, tutoring, office hours; Literacy Class and intervention class placements; SST meetings; Attendance behavior contracts; Student directed progress reporting; SST team meetings; Dolphin Leadership Academy; Temescal Academy; and Virtual Academy;

• **(O4) IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM**

The creation of The Fuerza Unida supports the Latino population at the school geared toward building a positive cultural, social, and academic climate for Latino students while strengthening the network of support through Spanish-speaking parent meetings throughout the year. Contracting the Parent Institute for Quality Education, Fuerza Unida has provided trainings in Spanish for parents about the school system, college preparation, and available resources available.

The Village Nation is a coalition comprised of administrators, counselors, classified staff, teachers and community members who provide differentiated advocacy programs and personalized mentorship for black students. The provision of academic support services (tutoring, mentors), grade level impact assemblies, boys and girls groups, career workshops, college trips, and health/wellness/nutrition workshops has been actively implemented per leadership, staff and student discussion.

CSD had the opportunity of viewing the dramatic representation of **THE HUMANKIND PROJECT** which was created in the Advanced Drama class during oversight. The impressive and moving work of student writers, student composers, student filmmakers, student animators, student actors and student musicians as they worked together to create HUMANKIND brought the docudrama to life in a meaningful way.

Additionally, Palisades Charter High School was the recipient of the Career Technical Education Incentive Grant (CTEIG) that has provided funding to develop curricular pathways that will provide students with real world job skills and experiences in addition to academic skills.



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- **(O7) PROFESSIONAL DEVELOPMENT**

Palisades has taken steps to increase professional development for teachers for the 2017-2018 year to address academic challenges for English Learners and has doubled the number of PLC pull-out days where teachers gather in subject-alike groups and work on best practices and common assessments. The school has hired a group of paraprofessionals that support math classrooms; have doubled the number of co-teaching math classes providing individualized attention and increased supports. The school is targeting students that are recently designated as RFEP and matching them with math teachers that receive extra training and the school allocated funds to provide one-on-one English Language Development (ELD) Professional Development (PD) to the ELD instructor by an ELD expert which took place from August 2016 to May 2017;

- **(O8) STAKEHOLDER COMMUNICATION AND INVOLVEMENT**

The Charter has instituted multiple programs over the past year to combat issues that have risen the concern of staff, families and students related to tolerance and socially appropriate behaviors including the PCHS Board of Trustees' adoption of an Anti-Discrimination Policy, students led implementation of Peer Mediation and Teen Court, the development of the Student Bill of Rights and Responsibilities, the coordination of Unity Month, and the creation of Activity Day schedules in which students share input and views on culture and climate at their school.



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***NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff (as defined on the NCLB Grid) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.**

O1: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1

The school has a system in place to ensure that:

- for each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- the school has a current site-specific comprehensive Health, Safety, and Emergency Plan, that complies with co-location requirements if co-located
- the school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency
- school provides for student immunization and health screening per applicable law and terms of the charter
- school maintains an emergency epinephrine auto-injector (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen
- school staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- school staff receives annual training on the handling of bloodborne pathogens

Rubric	Sources of Evidence
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Performance	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10 or B3: 1) <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent (B3: 2.1) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3: 2.2) <input checked="" type="checkbox"/> Evacuation route maps (B3: 2.2) <input checked="" type="checkbox"/> Documentation of emergency drills and training (B3: 2.3) <input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies (B3: 2.4) <input checked="" type="checkbox"/> Evidence that school provides for student immunization and health screening (B3: 2.5) <input checked="" type="checkbox"/> Epi-pen documentation (B3: 2.6) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3: 2.7) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3: 2.8) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2016-2017 ("NCLB Grid")</i> (B3A) <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O2: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2

<p><i>The school has:</i></p> <ul style="list-style-type: none"> implemented standards-based instruction schoolwide to ensure student mastery, and progress towards mastery, of the California academic content standards, including the Common Core State Standards (CA CCSS), that are applicable to the grade levels served obtained WASC accreditation (high schools only) implemented a system to monitor student progress toward and completion of graduation and A-G requirements (high schools only) received UC/CSU approval of courses (high schools only) 	
Rubric	Sources of Evidence



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Performance	<input type="checkbox"/> The school has fully implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS <input checked="" type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3: 3.1) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (B3: 3.3) <input type="checkbox"/> WASC documentation (B3: 3.4) <input type="checkbox"/> UC Doorways course approval documentation (B3: 3.5) <input checked="" type="checkbox"/> Evidence of implementation of Transitional Kindergarten (B3: 3.6) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O3: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3

The school:

- implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school’s LCAP and by CDE
- disaggregates and analyzes data on a regular basis to address individual student needs
- implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, ELD instruction, progress monitoring, assessment, and reclassification)
- has appointed a designee to assist and support foster youth

Rubric	Sources of Evidence
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Performance	<input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3: 3.1)
	<input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis	<input checked="" type="checkbox"/> LCAP (B3: 3.2)
	<input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis	<input checked="" type="checkbox"/> Professional development documentation (B3: 3.7)
	<input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	<input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students (B3: 3.8)
		<input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan (B3: 3.8)
		<input checked="" type="checkbox"/> Evidence of implementation of data analysis system program
		<input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent
		<input checked="" type="checkbox"/> Classroom observation
		<input checked="" type="checkbox"/> Discussion with school leadership
		<input type="checkbox"/> Other: (Specify)

04: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4

<i>The school has implemented the key features components of the educational program described in the school's charter</i>		
	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has fully implemented the key features of the educational program described in the charter	<input checked="" type="checkbox"/> Professional development documentation (B3: 3.7)
	<input type="checkbox"/> The school has substantially implemented the key features of the educational program described in the charter	<input checked="" type="checkbox"/> Evidence of implementation of key features of educational program (B3: 3.9)
	<input type="checkbox"/> The school has partially implemented the key features of the educational program described in the charter	<input checked="" type="checkbox"/> Classroom observation
	<input type="checkbox"/> The school has minimally implemented, or not at all, the key features of the educational program described in the charter	<input checked="" type="checkbox"/> Discussion with school leadership
		<input type="checkbox"/> Other: (Specify)

05: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5

<i>The school has a system in place to ensure that the school:</i>	
<ul style="list-style-type: none"> • provides special education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree • provides special education training for staff in accordance with requirements of the Modified Consent Decree • conducts a special education self-review annually, using the Special Education Self-Review Checklist 	



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<ul style="list-style-type: none"> maintains timely and accurate records in Welligent 	
Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10 or B3: 1) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities (B3: 3.8) <input checked="" type="checkbox"/> Self-Review Checklist (B3: 4.1) <input checked="" type="checkbox"/> Other special education documentation (B3: 4.1) <input checked="" type="checkbox"/> Welligent reports and/or other MCD documentation, including from the Division of Special Education <input checked="" type="checkbox"/> Classroom observation (B3: 4.1) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O6: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

<p><i>The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:</i></p> <ul style="list-style-type: none"> align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, and data monitoring provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive minimize discretionary suspensions and expulsions reduce or eliminate suspension disproportionality for student subgroups 	
Rubric	Sources of Evidence



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Performance	<input checked="" type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights <input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10 or B3: 1) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles (B3: 4.2) <input checked="" type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST (B3: 4.2) <input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension (B3: 4.2) <input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system (B3: 4.2) <input checked="" type="checkbox"/> Evidence of data monitoring (B3: 4.2) <input checked="" type="checkbox"/> LAUSD suspension and expulsion data reports <input checked="" type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O7: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7

<p>The school:</p> <ul style="list-style-type: none"> • has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs • provides faculty and other instructional staff with professional development opportunities to improve instructional practice • provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction 	
Rubric	Sources of Evidence



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Performance	<input checked="" type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Interview of teachers and/or other staff <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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08: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

<p><i>The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:</i></p> <ul style="list-style-type: none"> engages in communication that notifies parents and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns provides all stakeholders (e.g., parents/guardians, students, and teachers) with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (high schools only) provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP 	
Rubric	Sources of Evidence
<input type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input checked="" type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook (B1: 10 or B3: 1) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Evidence of stakeholder consultation (B3: 4.3) <input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement (B3: 4.3)



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Performance	<input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3: 4.3) <input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) (B3: 4.3) <input checked="" type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3: 4.3) <input checked="" type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter (B3: 4.3) <input checked="" type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O9: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9

The school has a system in place for the evaluation of school staff designed to ensure that:

- the school's educational program yields high student achievement
- the school complies with all applicable legal requirements

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Evidence of staff evaluation system (B3: 4.4) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



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O10: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:

- all certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- the school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- the school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- the school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2016-2017 ("NCLB Grid") (B3A: 1.1)</i> <input checked="" type="checkbox"/> Staff rosters and school master schedule B3A: 1.2 – 1.4) <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A: 1.5) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A: 2 & 3) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A: 2 & 3) <input checked="" type="checkbox"/> Vendor certifications (B3A: 4) <input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A: 5) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):



LAUSD CHARTER SCHOOLS DIVISION

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8798	2013-14					2014-15					2015-16				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Palisades Charter High															
Cash and Cash Equivalents		6,850,000	7,100,000	8,077,657	1,620,809		9,080,000	8,312,300	8,659,720	1,674,645		9,177,896	9,077,896	8,848,229	1,084,191
Current Assets		10,985,000	10,733,101	10,339,374	10,753,207		10,020,000	9,912,300	9,235,381	9,596,126		9,653,557	9,453,557	9,807,960	10,107,020
Fixed Assets		6,442,600	6,454,600	6,749,296	6,749,395		7,119,000	6,600,098	6,877,393	6,877,394		7,362,969	7,362,969	7,054,986	7,054,987
Total Assets		17,427,600	17,187,701	17,088,670	17,502,602		17,139,000	16,512,398	16,112,774	16,473,520		17,016,526	16,816,526	16,862,946	17,162,007
Deferred Outflow															
Current Liabilities		2,425,095	2,513,327	3,084,411	4,244,062		2,992,545	2,774,111	3,101,873	3,677,015		2,424,459	2,703,935	2,939,959	3,436,631
Long Term Liabilities		4,098,434	3,858,791	3,861,025	3,114,454		3,801,000	3,631,300	3,706,685	3,483,278		4,123,807	4,123,806	4,006,458	3,786,343
Total Liabilities		6,523,529	6,372,118	6,945,436	7,358,516		6,793,545	6,405,411	6,808,558	7,160,293		6,548,266	6,827,741	6,946,417	7,222,974
Deferred Inflow															
Net Assets		10,904,071	10,815,583	10,143,234	10,144,086		10,345,455	10,106,987	9,304,216	9,313,227		10,468,260	9,988,785	9,916,529	9,939,033
Total Revenues	23,833,140	25,191,069	25,494,981	25,030,829	25,987,654	25,741,819	27,641,716	27,340,316	27,352,766	28,920,068	28,581,789	30,732,432	29,899,182	31,621,098	32,829,154
Total Expenditures	23,249,947	24,678,122	25,078,505	25,286,702	26,242,675	26,135,225	27,439,495	27,368,580	28,183,801	29,750,927	28,517,381	29,568,389	29,214,612	31,008,784	32,203,348
Net Income / (Loss)	583,192	512,947	416,476	(255,873)	(255,021)	(393,406)	202,221	(28,264)	(831,035)	(830,859)	64,408	1,164,043	684,570	612,314	625,806
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	583,192	512,947	416,476	(255,873)	(255,021)	(393,406)	202,221	(28,264)	(831,035)	(830,859)	64,408	1,164,043	684,570	612,314	625,806
Net Assets, Beginning	0	10,391,124	10,391,124	10,391,124	10,399,107	10,815,583	10,143,234	10,143,234	10,143,234	10,144,086	10,106,987	9,304,217	9,304,216	9,304,217	9,313,227
Adj. for restatement / Prior Yr Adj	0	0	7,983	7,983	0	0	0	(7,983)	(7,983)	0	0	0	(1)	(2)	0
Net Assets, Beginning, Adjusted	0	10,391,124	10,399,107	10,399,107	10,399,107	10,815,583	10,143,234	10,135,251	10,135,251	10,144,086	10,106,987	9,304,217	9,304,215	9,304,215	9,313,227
Net Assets, End	583,192	10,904,071	10,815,583	10,143,234	10,144,086	10,422,177	10,345,455	10,106,987	9,304,216	9,313,227	10,171,395	10,468,260	9,988,785	9,916,529	9,939,033

8798	Audited Financials					2016-17				
	2012-13	2013-14	2014-15	2015-16	2016-17	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Palisades Charter High										
Cash and Cash Equivalents	6,490,283	1,620,809	1,674,645	1,084,191	0		9,448,229	9,877,613	0	0
Current Assets	10,338,871	10,753,207	9,596,126	10,107,020	0		10,482,959	10,909,113	0	0
Fixed Assets	6,332,011	6,749,395	6,877,394	7,054,987	0		7,193,444	6,750,232	0	0
Total Assets	16,670,882	17,502,602	16,473,520	17,162,007	0		17,676,403	17,659,345	0	0
Current Liabilities	3,006,686	4,244,062	3,677,015	3,436,631	0		2,536,933	2,686,500	0	0
Long Term Liabilities	3,265,089	3,114,454	3,483,278	3,786,343	0		4,406,458	4,406,458	0	0
Total Liabilities	6,271,775	7,358,516	7,160,293	7,222,974	0		6,943,391	7,092,958	0	0
Net Assets	10,399,107	10,144,086	9,313,227	9,939,033	0		10,733,011	10,566,387	0	0
Total Revenues	24,285,090	25,987,654	28,920,068	32,829,154	0	30,200,450	32,046,865	31,801,669	0	0
Total Expenditures	24,438,284	26,242,675	29,750,927	32,203,348	0	30,197,228	31,230,382	31,151,809	0	0
Net Income / (Loss)	(153,194)	(255,021)	(830,859)	625,806	0	3,222	816,483	649,860	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	(153,194)	(255,021)	(830,859)	625,806	0	3,222	816,483	649,860	0	0
Net Assets, Beginning	10,552,301	10,399,107	10,144,086	9,313,227	0	9,988,785	9,916,528	9,916,528	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	(1)	0	0
Net Assets, Beginning, Adjusted	10,552,301	10,399,107	10,144,086	9,313,227	0	9,988,785	9,916,528	9,916,527	0	0
Net Assets, End	10,399,107	10,144,086	9,313,227	9,939,033	0	9,992,007	10,733,011	10,566,387	0	0



LAUSD CHARTER SCHOOLS DIVISION

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DATE OF VISIT: 5/19/20175/19/2017**FISCAL OPERATIONS****RATING**

You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, Proficient.

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Other circumstances and information could influence the rating and are noted in this evaluation.

The fiscal condition of Palisades Charter High School is stable with positive net assets reported since 2012-2013 fiscal year. According to the 2015-2016 independent audit report, the school shows positive net assets of \$9,939,033 and net income of \$625,806. The 2016-2017 Second Interim report also projects positive net assets and positive net income.

Areas of Demonstrated Strength and/or Progress:

- The school's fiscal condition is stable.

	2012-2013 (Audited Actuals)	2013-2014 (Audited Actuals)	2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (Second Interim)
Net Assets	\$10,399,107	\$10,144,086	\$9,313,227	\$9,939,033	\$10,588,893
Net Income/Loss	(\$153,194)	(\$255,021)	(\$830,859)	\$625,806	\$649,860
Transfers In/Out					
Prior Year Adjustment(s)					



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DATE OF VISIT: 5/19/20175/19/2017**Areas Noted for Further Growth and/or Improvement:**

- Based on the review of two credit card statements which were issued by Bank of the West and First Bank Card, the CSD noted that the school incurred late fees and interest charges for the total amount of \$387.10. Details of the charges are shown in the tables below. The CSD recommends that the school pays the credit card invoices on time in order to avoid any additional fees or interest charges associated with the use of the school's credit cards.

Bank of the West			
Credit Card ending in - 9739 - Summary			
<u>Month</u>	Late Charges	Fees / Interests	Credit / Payment
November		69.56	
December	25.00	43.68	
January	25.00	55.26	
	50.00	168.50	

First Bank Card			
Credit Card ending in - 9202 - Summary			
<u>Month</u>	Late Charges	Fees / Interests	Credit / Payment
January			
February	39.00	71.63	
March	39.00	129.60	(110.63)
	78.00	201.23	

- The Charter School Division has requested for a copy of the approved Fiscal Policies and Procedures through numerous emails and on the day of the oversight visit. The school did not provide the CSD with a copy of the fiscal policies and procedures, however, various links posted in the school's website that shows series of forms and bulletins with various flowcharts for procurement, accounts payable, account receivable procedures were submitted by the school in lieu of the requested fiscal policies. Review of the multiple links provided by the school shows that some of the information and flow charts are outdated and inaccurate. For example, Policy EL#3 stated that governing board are to approve contracts over \$10,000 but the procurement flow chart shows contracts of \$30,000 and above needs board approval. The CSD recommends that the governing board designs and approves a comprehensive school fiscal policies and procedures that aligns with the internal processes currently in place at the school site. In addition, the governing board and management should also ensure that all staff are provided with a copy of the approved fiscal policy as well as the proper PD training of all staff in order to successfully implement compliance to the approved policy.
- Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution requires all districts, counties and charter schools to report on their Web sites an accounting of how much money was received from the EPA and how that money was spent. The school provided evidence that the Education Protection Account (EPA) was approved by the school board, however, research of the school's website did not provide evidence that the school posted the EPA in the school's website as required by the State. The CSD recommends that the school post the most current governing board approved EPA report in the school's website and ensure that the report is easily and readily accessible to the public.



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DATE OF VISIT: 5/19/2017/5/19/2017

4. Bank reconciliation

- The ending cash balance (actuals) reported in the cash flow statements for the months of July and August did not reconcile with the bank reconciliation statements. The variances noted for July and August amounts to \$119,398 and \$327,849 respectively. The school stated that the cash balances in the Cash Flow Statement was generated by the LACOE's PeopleSoft Financial Systems. As such, they were running concurrent fiscal years and until the year-end process is complete for the previous year, the year-end balance as provided by LACOE will be impacted by timing differences. The timing difference between year-end and current year for the first 2 months of the year are for Balance Sheet items (i.e. receipt of Accounts Receivable) not reflected in Revenue/Expense line items. The school always use the Beginning Cash Balance reported in the prior year (2015-2016) audited financial statements.

Although timing differences is a common factor that impacts the reporting of transactions, the CSD recommends that the school implement a process that will address the timely reporting of the significant variances noted above. The school should properly monitor and ensure that the cash balances reflected in the cash flow statement mirror the bank reconciliation reports. If there are variances, the school should research and identify the variances to include details such as, the descriptions, dates, nature of the transactions, and amounts and record such variances accordingly.

- The CSD noted that manual checks were not recorded in the school's books when issued. The school's practice is to record the manual checks as it is cleared by bank and at the time of bank reconciliation preparation. Best practices and proper accrual method requires the recording of expenses when incurred, thus due diligence should be exercise to record all expenses at the time the manual checks are written. This will provide for a more accurate reporting of the school's fiscal condition which will be reflected in the financial statements.
- Stale Checks - Based on the review of the check register provided by the LACOE PeopleSoft financial system for the month ending in December 31, 2016, it shows that there were seventeen checks in the report that remained outstanding for more than six months. These transactions indicated a posting date between December 2015 and June 2016. The total of the stale checks amounts to \$49,050.17. According to the school, the checks were generated by the County Treasury Office of LACOE through PeopleSoft. Per the school, the PeopleSoft system does not allow the school to see which checks are still outstanding. However, the school is aware that the County Treasury office of LACOE automatically places a stop payment on all warrants that are over six months old and credit the funds back to the school's account. The monthly bank reconciliation statements prepared by LACOE is provided to the school and includes details of the checks that are still outstanding. The CSD recommends that stale dated checks where "stop payments" has been placed should be reflected as "void" in the school's books and should be adjusted accordingly. Although LACOE has the issuance and bank reconciliation functions, the school is responsible for the proper and accurate recording of all transactions in the school's financial records. The mere preparation and reconciliation of the bank accounts on a monthly basis will allow for the timely monitoring of checks that has not been cashed



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and suspense items that has not been cleared in the books. Due diligence should be exercised to ensure accurate cash account balance and financial statement reporting.

Details of the stale checks are listed below:

Report ID No.	Document Date	Document Description	Document Amount
22622794	12/15/2015	School Outfitters	461.71
22631988	12/18/2015	Aqua Flo Supply	379.97
22641837	12/28/2015	California Charter Schools Association	14,860.00
22641839	12/28/2015	Palisades-Malibu YMCA	10,300.00
22647306	1/5/2016	Tumbleweed Transportation	9,513.75
22757175	2/17/2016	Edjoin	750.00
22768696	2/22/2016	Flinn Scientific Inc	591.01
22847161	3/18/2016	Cxxx Cxxx	71.40
22847163	3/18/2016	Full Circle Recycling Company	98.00
22879771	4/1/2016	Axxx Vxxx Nxxx	3.79
22884499	4/5/2016	Cxxx Cxxx	38.03
22943371	4/29/2016	Adp, Inc.	156.85
22960947	5/4/2016	Sax Arts & Crafts	3,378.61
22970657	5/9/2016	Blick Art Materials	156.85
23012575	5/27/2016	Houghton Mifflin	5,397.18
23055637	6/16/2016	HD Supply Facilities Maintenance	2,874.35
23079409	6/28/2016	Staple Advantage	18.67
		TOTAL	49,050.17

5. PCHS sole occupancy agreement with LAUSD indicated that it is an Alcohol and smoking free facility. However, in reviewing some of the License Agreements with the various vendors of the school, it was noted that PCHS gave permission to a vendor and allowed them to serve alcohol on campus. The Kehillat Event which was held last May 21, 2016 (Saturday) and May 22, 2016 (Sunday), contained the following terms related to the presence of alcohol on campus:



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- Special License procured through insurance company
- Maximum of two (2) drinks served per person
- Alcohol is distributed via drink tickets and all tickets have “Drink Responsibly” printed on them
- KI provides a monitor to watch alcohol consumption.

There is no indication that such deviation by the school to the sole occupancy agreement with the LAUSD was approved prior to the execution of the contract with their vendor. In addition, there was no indication whether a school personnel was on site during the event to ensure that the vendor fulfills the conditions set forth in the executed contract stated above. The CSD recommends that the school revisits this practice and ensure compliance to the sole occupancy agreement executed with the LAUSD.

The governing board and management of the charter school is responsible for managing the day to day operation of the school, thus, the CSD recommendations to the above noted findings should be adopted **at the next board meeting but no more than 60 days from the receipt of this report.** It is the school’s responsibility to provide the CSD with the approved board meeting minutes and proof of implementation of the mitigating actions taken. The CSD staff will continue to monitor the progress through oversight.

Corrective Action Required:

None noted.



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1. Reviewed independent audit report for fiscal year-end June 30, 2016 and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weakness: None Reported
 - c. Deficiency/Finding: None Reported
2. Reviewed bank statements from July 2016 to December 2016. Please see discrepancies noted under Areas Noted for Further Growth and/or Improvement section above.
3. Reviewed credit card statements from November 2016 to March 2017. Please see discrepancies noted under Areas Noted for Further Growth and/or Improvement section above.
4. Reviewed the supporting documents for the following checks and no discrepancies noted.
 - a. Check numbers: 23138126, 23147412, 23149283, 23160964, 23197026, 23205139, 23215031, 23222100, 23238761, 23252996, 23258346, 23262708, 23318444, 23346128, 23348311, 23408959, 23429590, 23445793, 23649618, and 23714196.
5. Per the 2015-2016 audit report, the school's cash and cash equivalents is \$1,084,191 and total expenditures is \$32,203,348, therefore their cash reserve is 3.37%, which is below the recommended 5%.
6. A Segregation of Duties (SOD) review was conducted at Palisades Charter High School, please discrepancies noted in the areas noted for improvement section above.
7. Reviewed student body financial records as of June 30, 2017. ASB (Associated Student Body) account shows positive net assets of \$22, 506 and net income of \$13,494 per the 2015-2016 independent audit report.
8. Palisades Charter High School discloses several due process cases related to special education which will not have any material impact on their financial viability.
9. Governing board meeting minutes reflecting the presentation of financial reports such as the balance sheet, income statement, and cash flow statement was provided.
10. Governing board meeting minutes reflecting the adoption of the 2016-2017 budget was provided.
11. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD was provided.
12. Governing board meeting minutes reflecting the selection of the current independent auditor was provided.
13. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures was not provided. Please see Areas Noted for Further Growth and/or Improvement section above.
14. Palisades Charter High School is offering STRS, PERS, and/or Social Security benefits to its employees and evidence of payment was provided.
15. Equipment inventory was provided.
16. The 2016-2017 LCAP was submitted to LAUSD.
17. The EPA allocation and expenditures are approved by the board but the EPA is not posted on the charter school's website. Please see Areas Noted for Further Growth and/or Improvement above.
18. Large variance for Cash and Cash Equivalent between Unaudited Actuals and Audited Financials total to \$7,764,038. The 2016 audit stated that the \$7,764,038 is reported as investment cash pool in LACOE. The school reported this amount as part of the cash balance total instead of investment in LACOE, hence resulted to the large variance.
 - o 2015-2016 Unaudited Actuals: \$8,848,229



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- 2015-2016 Audited Financials: \$1,084,191
- 19. School stated that it doesn't have petty cash on hand. Palisades Charter High School maintains a change fund for the Cafeteria in order to allow staff to make change for the students on a day- to-day basis. Also, Associated Student Body (ASB) keeps \$900 in cash for the purpose of making change and this fund is not use for reimbursements.
- 20. The reason for the \$22K variance in the 2016-2017 ending net assets amounts between first and second interim reporting was due to the ending net assets balance per the 2015-2016 Unaudited actuals that was used in the projection for the Second Interim report. Once reported, the CDE will not accept revisions to the submitted interim projection reports.
- 21. PCHS have other sources of revenues related to renting the school facilities for filming and non-filming activities such as football, basketball practices, Lacrosse Clinics, and community meetings. The CSD is still in the process of reviewing this account and will continue to monitor through oversight.

Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):

Fiscal Operations Rubrics

Existing School – a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating 1-4]

New School – a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating 1-2]

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the prior two audits; 2. The two most current audits show no material weaknesses, deficiencies and/or findings; 3. All vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 	<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; 2. The most current audit shows no material weaknesses, deficiencies and/or findings; 3. All vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school adheres to the governing board approved Fiscal Policies and Procedures;



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<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<ul style="list-style-type: none"> 6. Governing board adopts the annual budget; 7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 9. There is no apparent conflict of interest; 10. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school’s website; 11. The LCAP is submitted to the appropriate agencies; 12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and 14. Audited and unaudited actuals nearly mirror each other. 	<ul style="list-style-type: none"> 6. Governing board adopts the annual budget; 7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 9. There is no apparent conflict of interest; 10. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school’s website; 11. The LCAP is submitted to the appropriate agencies; 12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and 14. Audited and unaudited actuals nearly mirror each other.
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>
<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ul style="list-style-type: none"> 1. Positive Net Assets exceed 4% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> ○ Most current financial reports presented to the governing board ○ Employee handbook ○ Student handbook ○ Salary schedules/benefits/information ○ Budget development process 	<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ul style="list-style-type: none"> 1. Positive Net Assets exceed 3% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> ○ Most current financial reports presented to the governing board ○ Employee handbook ○ Student handbook ○ Salaries schedule/benefits/information ○ Budget development process



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<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p> <ul style="list-style-type: none"> ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location ○ The most current approved petition ○ Administration/school contact ○ School calendar ○ Enrollment policies and procedures ○ Fiscal policies and procedures manual <ol style="list-style-type: none"> 4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and 6. Governing board approved LCAP is posted on the charter school’s website. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p> <ul style="list-style-type: none"> ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location ○ The most current approved petition ○ Administration/school contact ○ School calendar ○ Enrollment policies and procedures ○ Fiscal policies and procedures manual <ol style="list-style-type: none"> 4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and 6. Governing board approved LCAP is posted on the charter school’s website. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>
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<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p> <p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond); 2. All vendors and staff are paid in a timely manner; 	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p> <p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The</p>
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **PALISADES CHARTER HIGH SCHOOL/8798 (REV.)**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/19/20175/19/2017

<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<ol style="list-style-type: none"> 3. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 4. Governing board adopts the annual budget; 5. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school’s website; 6. The LCAP is submitted to the appropriate agencies; 7. Have an audit conducted annually by an independent auditing firm; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; and 9. There is no apparent conflict of interest. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. The cash balance at the beginning of the school year is positive; 2. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities); 3. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; 5. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 6. Current audit shows no material weaknesses, deficiencies and/or findings; 7. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 8. Governing board approves any amendment(s) to the charter school’s budget; and 	<p>charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p>



LAUSD CHARTER SCHOOLS DIVISION

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(REV.)**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/19/2017 5/19/2017

<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p>9. Governing board approved LCAP is posted on the charter school's website.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



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Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/19/2017/5/19/2017

<p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>New Schools:</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. A new school is one that does not have an independent audit on file with the Charter Schools Division. 2. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement. 3. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school. 4. Interim reports and unaudited actuals project: <ol style="list-style-type: none"> a. Positive net assets b. Expenses less than revenues c. Projected expenses and revenues have no significant variance from budget 5. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes. 6. The LCAP is submitted to the appropriate agencies. 7. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school's website, if applicable. <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>New Schools:</u></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.</p> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>

PALISADES CHARTER HIGH SCHOOL Staff, Parent, and Student Satisfaction Survey Results

June 26, 2017

Pamela Magee, Executive Director
Palisades Charter High School

Submitted By:

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Introduction

Palisades Charter High School is located in Los Angeles, California and was founded in 1961 as a traditional public school. In 1993, the school converted to charter status, serving students in 9th through 12th grades. Palisades' mission focuses on empowering their diverse student body to make positive contributions to the global community by dedicating its resources to the development of educational excellence, civic responsibility, and personal growth.

This is the fifth year Palisades Charter High School has collaborated with the Survey Research Initiative at Teachers College, Columbia University. In this report, staff, parent and student responses from the previous two academic years (2014-2015 and 2015-2016) are compared to this year's survey results.

Design of the Survey

In collaboration with Palisades Charter High School, the Survey Research Initiative created surveys for staff, parents and students to gather information on the school's performance. Survey questions sought information about satisfaction with the academic program, school environment, working conditions, and the effectiveness of the school's teachers and administrators. The surveys were created online through Qualtrics in English and Spanish.

The staff survey contained 41 survey items and three open-ended questions; the parent survey had 69 survey items and two open-ended questions; and the student survey included 103 survey items and two open-ended questions. Surveys were available online to all staff, parents, and students for four weeks.

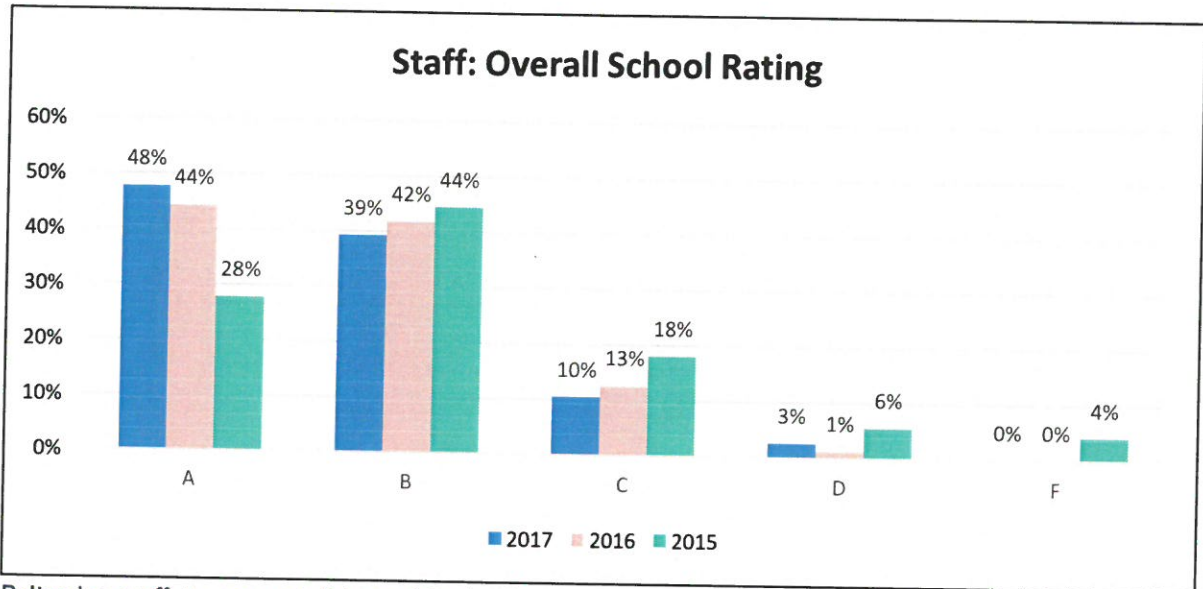
Stakeholder Responses			
	2015	2016	2017
Staff	74	79	175
Parents	360	294	292
Students	274	311	2,133

With the high response rate among staff and students, survey results are generalizable to these stakeholder groups. For parents, however, the response rate was too small to generalize to the total population. These data should only be viewed as descriptive.

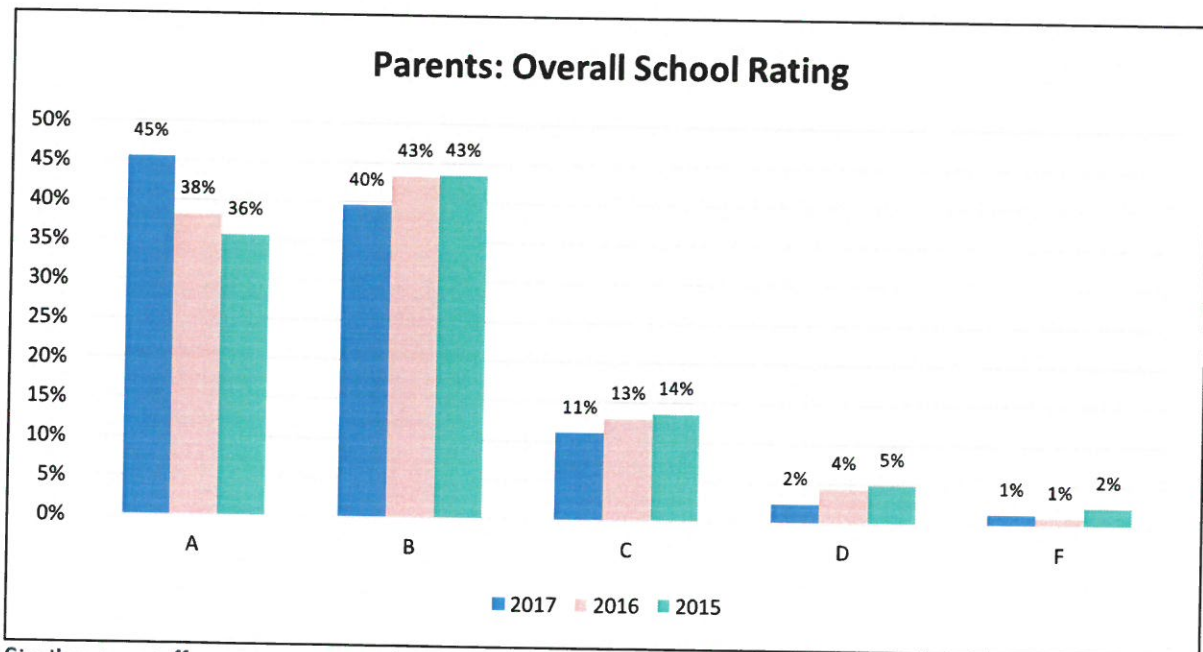
Organization of the Report

We have organized this report into twelve different sections. The Likert Scale items, along with the open-ended responses from staff, parents and students, are summarized in six sections. Open-ended questions offered participants an opportunity to comment on both Palisades Charter High School's areas of strength, and opportunities for improvement. In addition, results concerning bus services, parental support, and staff professional development are included in individual sections. In the conclusion, we discuss overall trends. Finally, the appendix presents demographic characteristics of the respondents.

Overall School Ratings



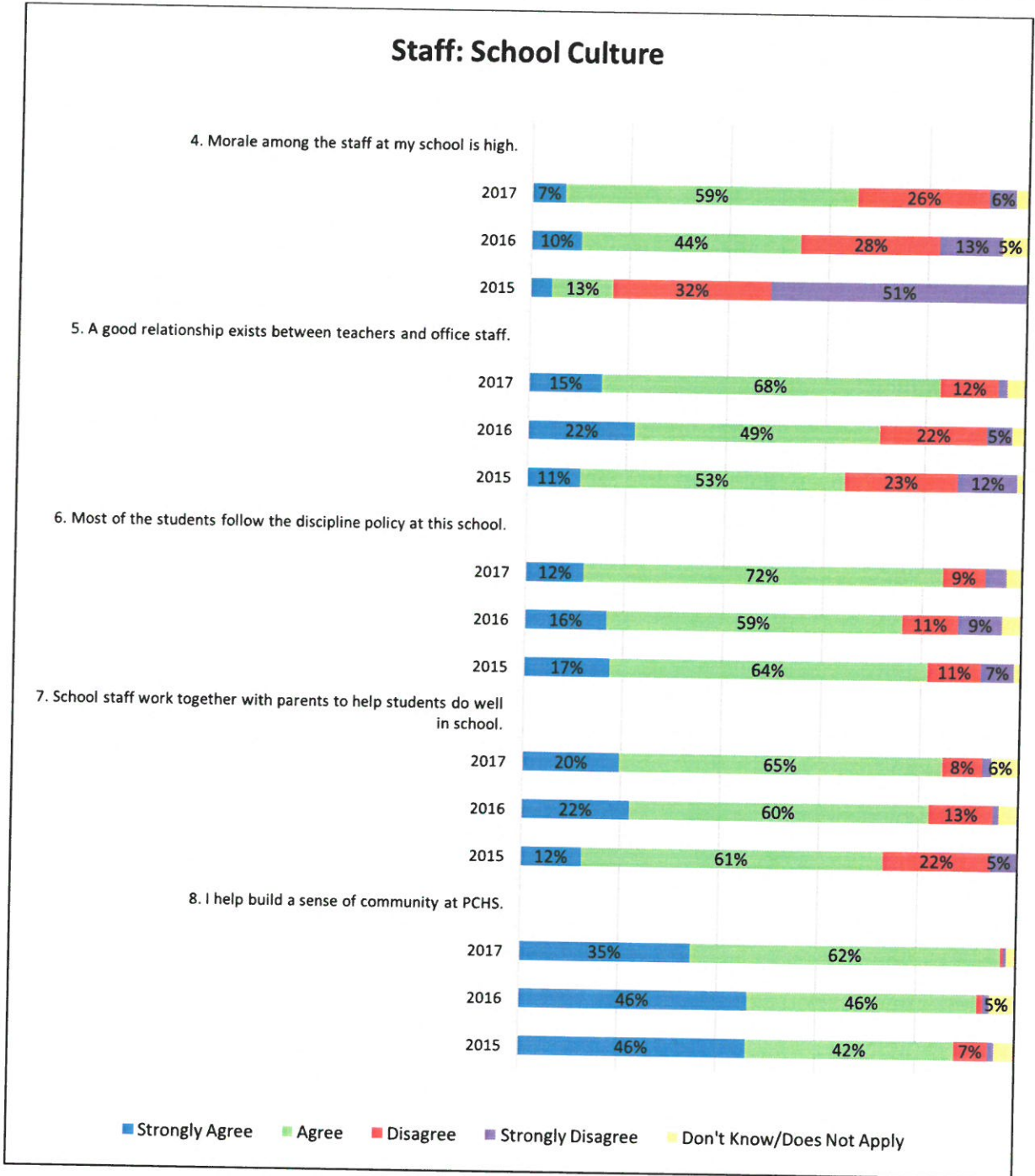
Palisades staff, in general, felt positively about their school. Nearly half of staff respondents gave the school an “A” rating (48% / 73 responses), and 39% gave the school a “B” rating (60 responses). This positive response is similar to that from 2016, but a significant increase from 2015 when only three-quarters of staff rated the school at a “B” or higher.

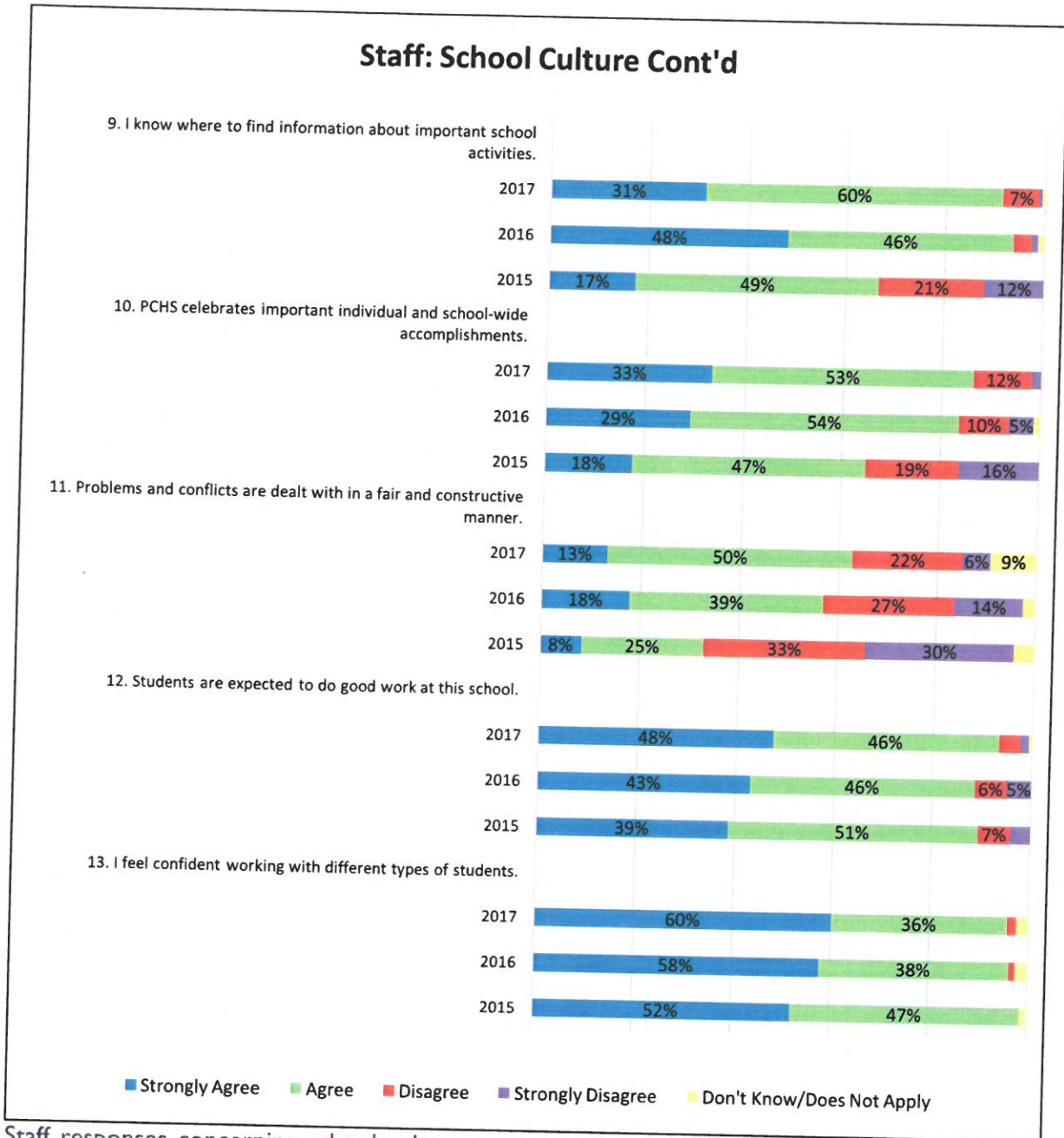


Similar to staff, parent respondents to the 2017 survey gave Palisades very high ratings. Most parents gave the school a “B” rating or higher (85% / 245 responses). This is a slight increase from 81% in 2016, and 79% in 2015.

Staff Survey Results

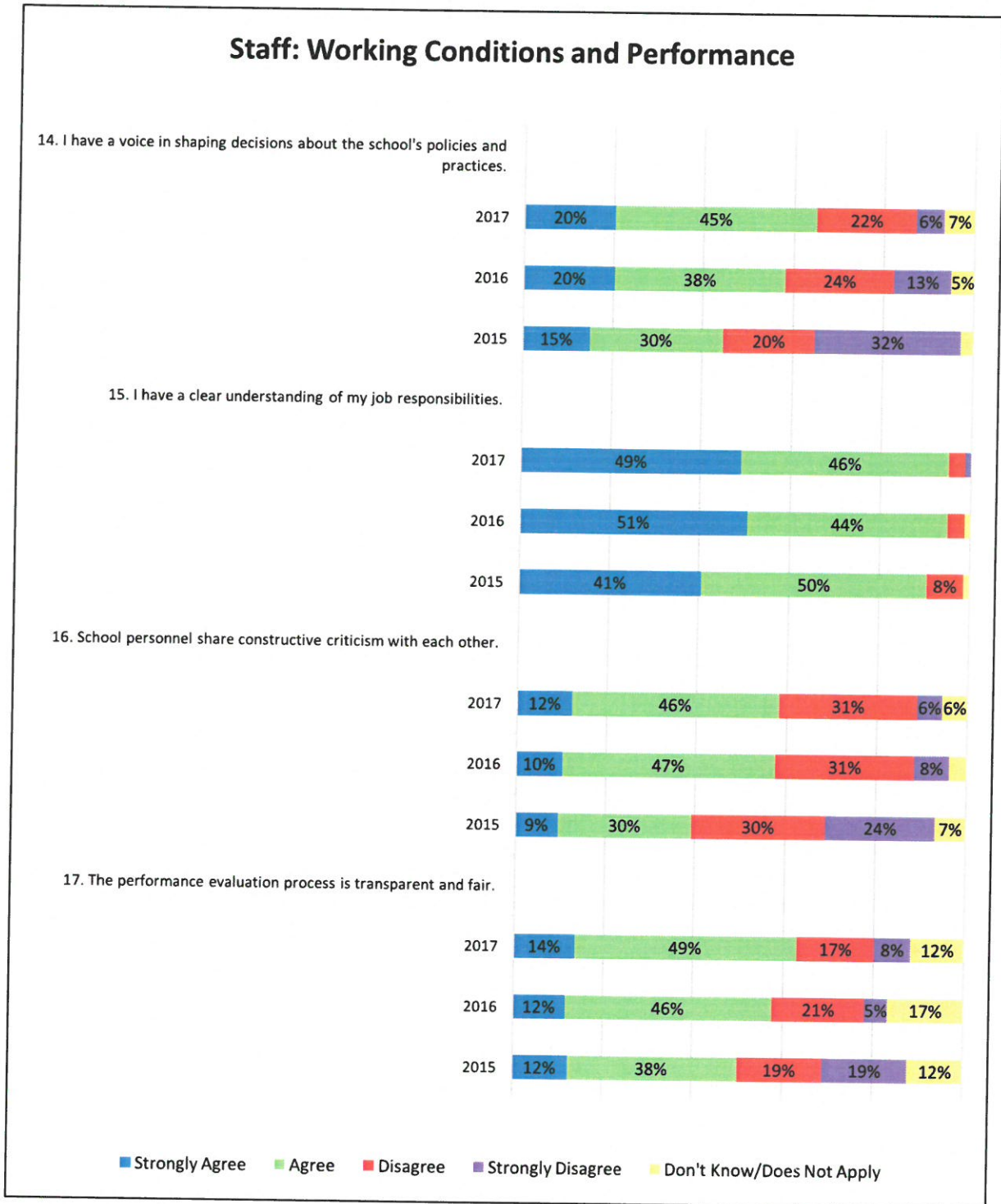
School Culture

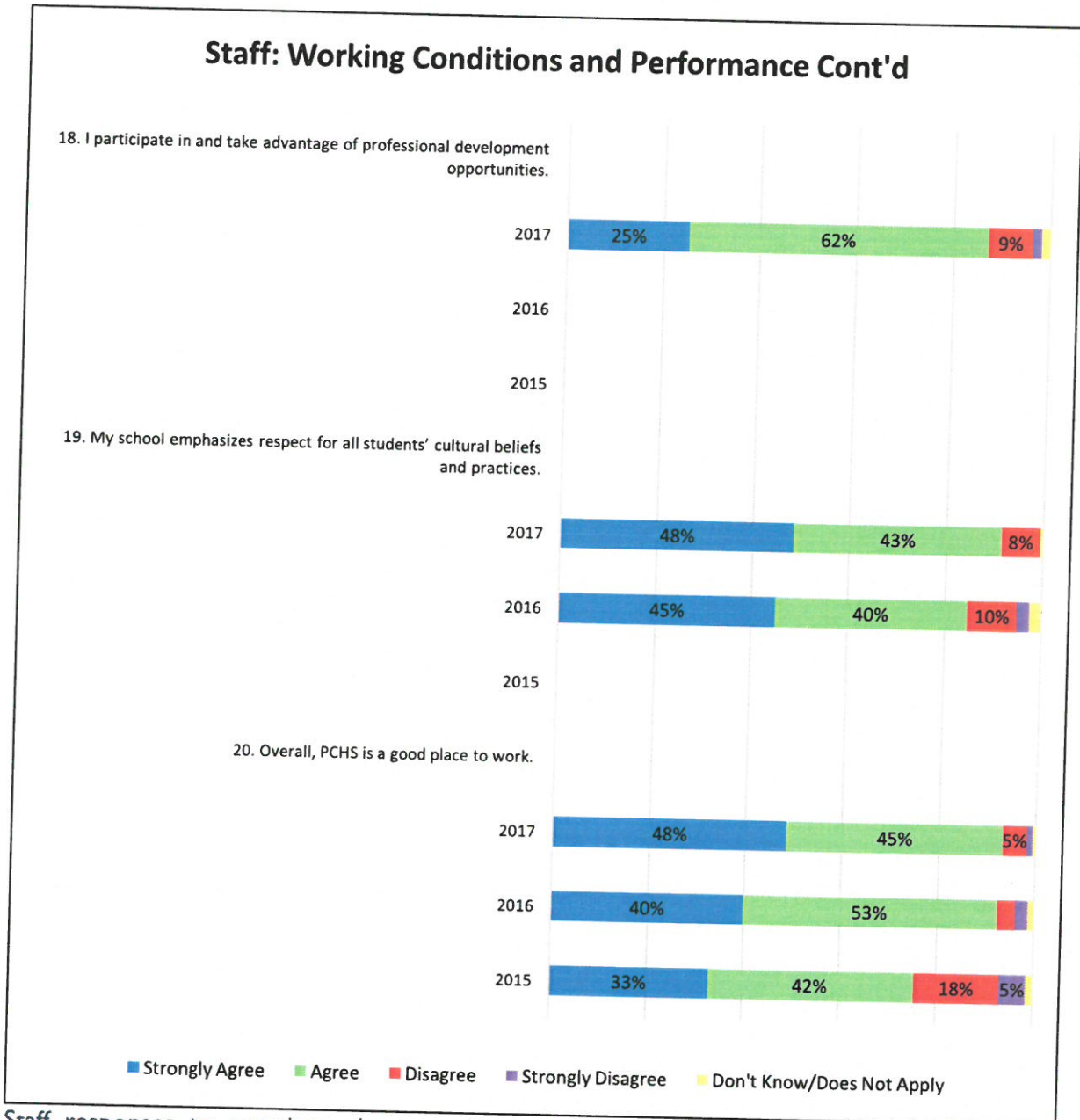




Staff responses concerning school culture were mixed, but have become increasingly positive since 2015. A comparison of staff responses show that, over the course of three years, morale has increased at PCHS. In 2017, 66% of staff respondents agreed morale was high (107 responses), compared with 54% in 2016 and 17% in 2015. Notably, 32% of staff still *did not* agree morale was high at Palisades Charter High School. Additionally, a higher percentage of staff in 2017 felt teachers and the office staff had better relationships than in previous years (83% compared to 71% in 2016). Finally, in 2017 staff were more likely to feel that problems and conflicts were dealt with in a fair and constructive manner (63%) than in 2016 (57%) and 2015 (33%).

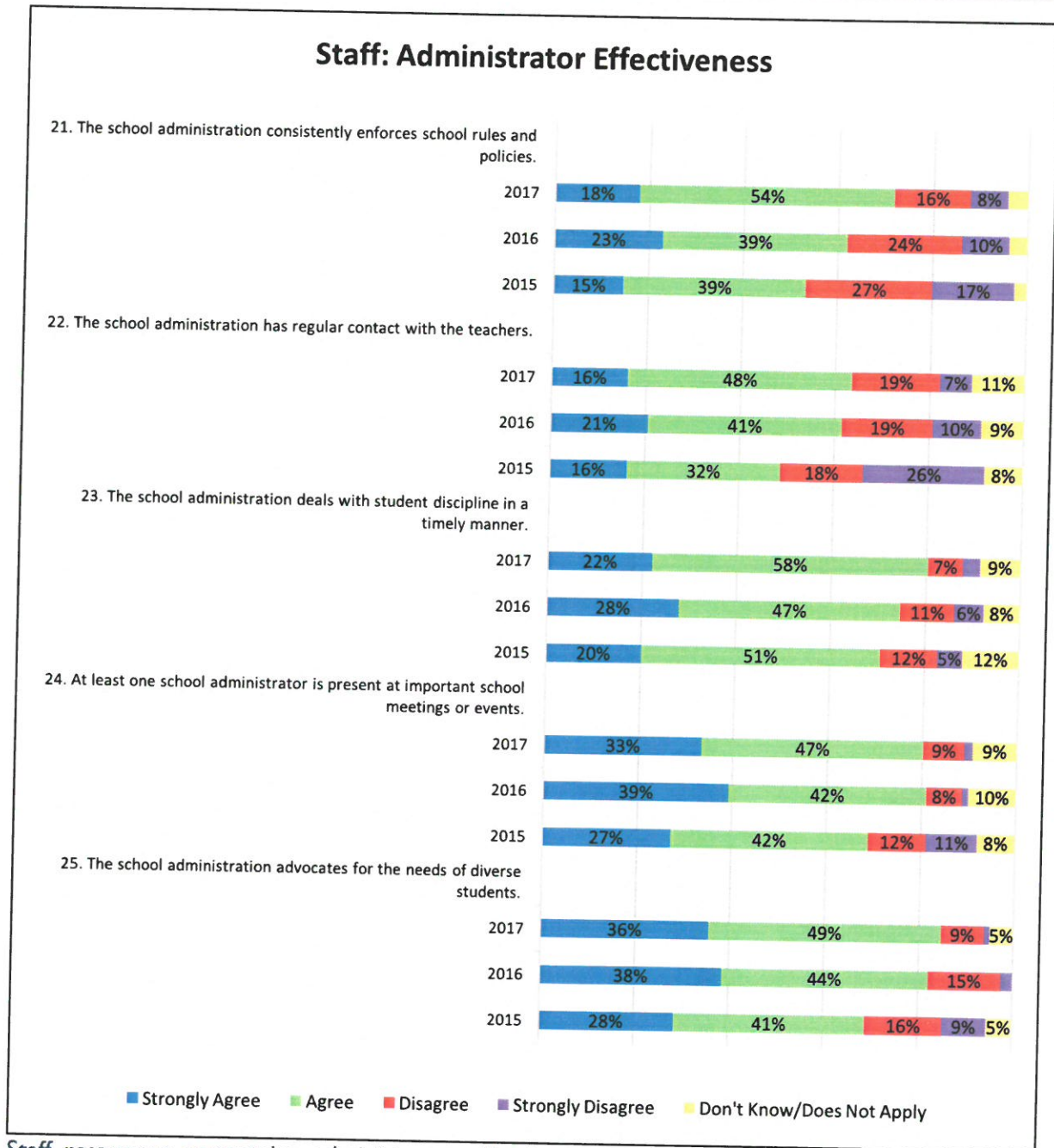
Working Conditions





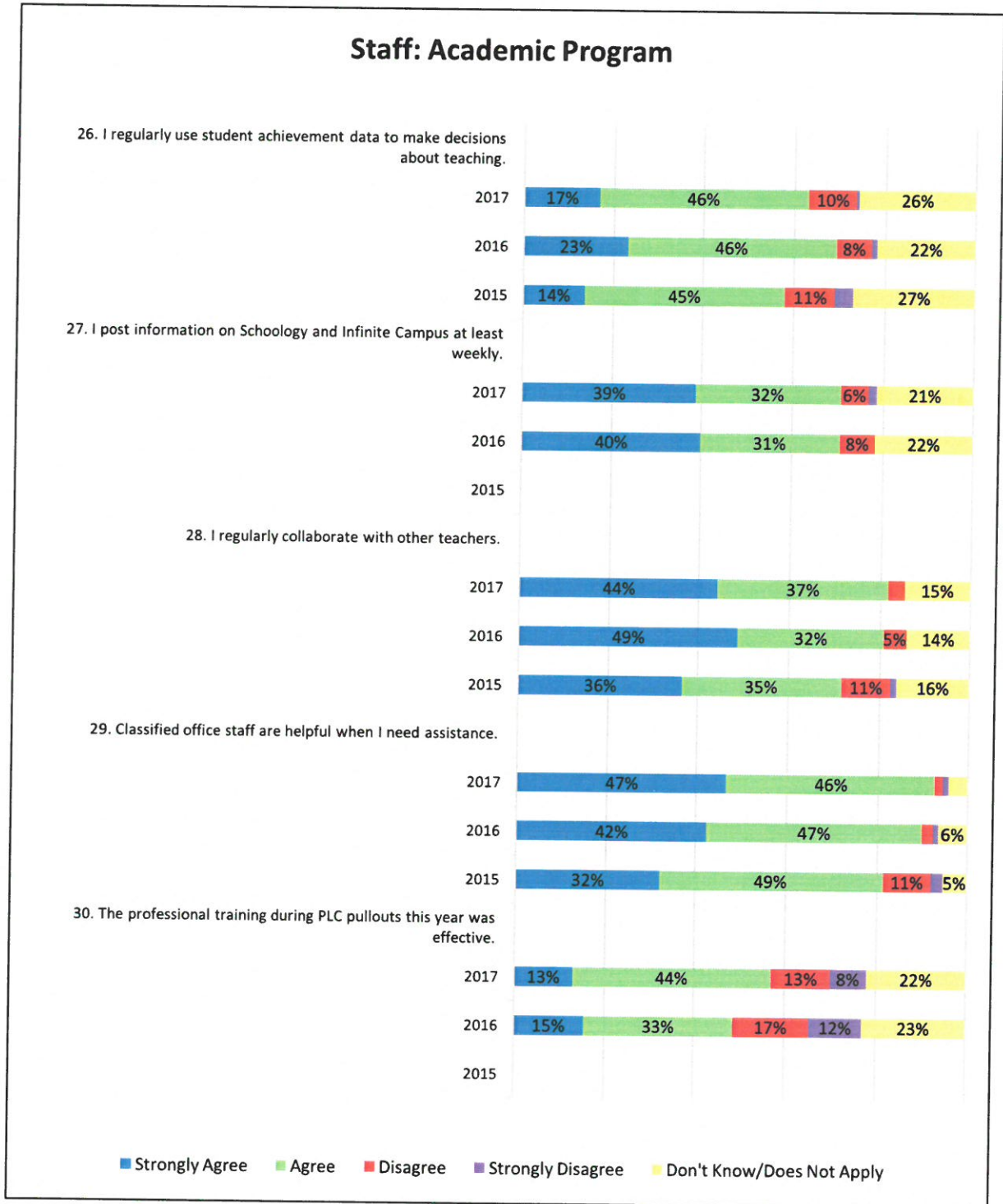
Staff responses to questions about working conditions and performance were also mixed across the three years the survey has been conducted. Since 2015, staff have felt increasingly included in the decision-making process at PCHS, with 65% of staff in 2017 feeling included compared to 45% in 2015. A higher percentage of staff also felt the performance evaluation process was fair (63% in 2017 compared to 50% in 2015). While more staff also agreed school personnel share constructive criticism with each other (58% compared to 39%), 37% of staff still *disagreed* in 2017. Overall, significantly more staff agreed PCHS was a good place to work in 2017 than did in previous years (93% compared to 75% in 2015).

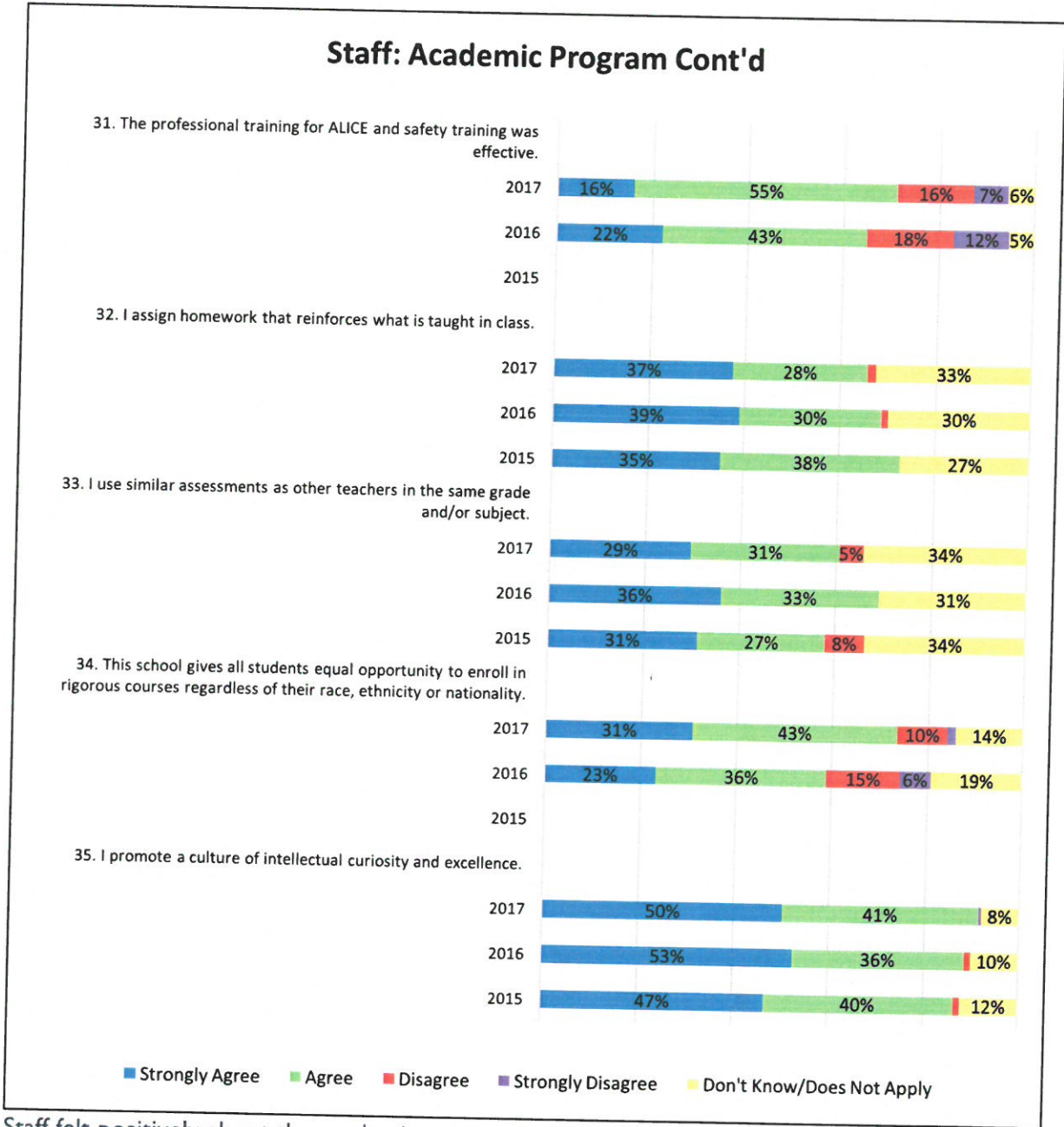
Administrator Effectiveness



Staff responses concerning administrator effectiveness were mostly positive in 2017. Nearly three-quarters of staff respondents felt the administration consistently enforced school rules and policies, compared to 62% in 2016 and only 54% in 2015. Additionally, 85% of staff agreed the administration advocated for the needs of diverse students in 2017; an increase from 69% in 2015. Finally, while the percentage of staff who agreed the administration had regular contact with teachers increased over the course of three years, 26% still *did not agree* in 2017.

Academic Program

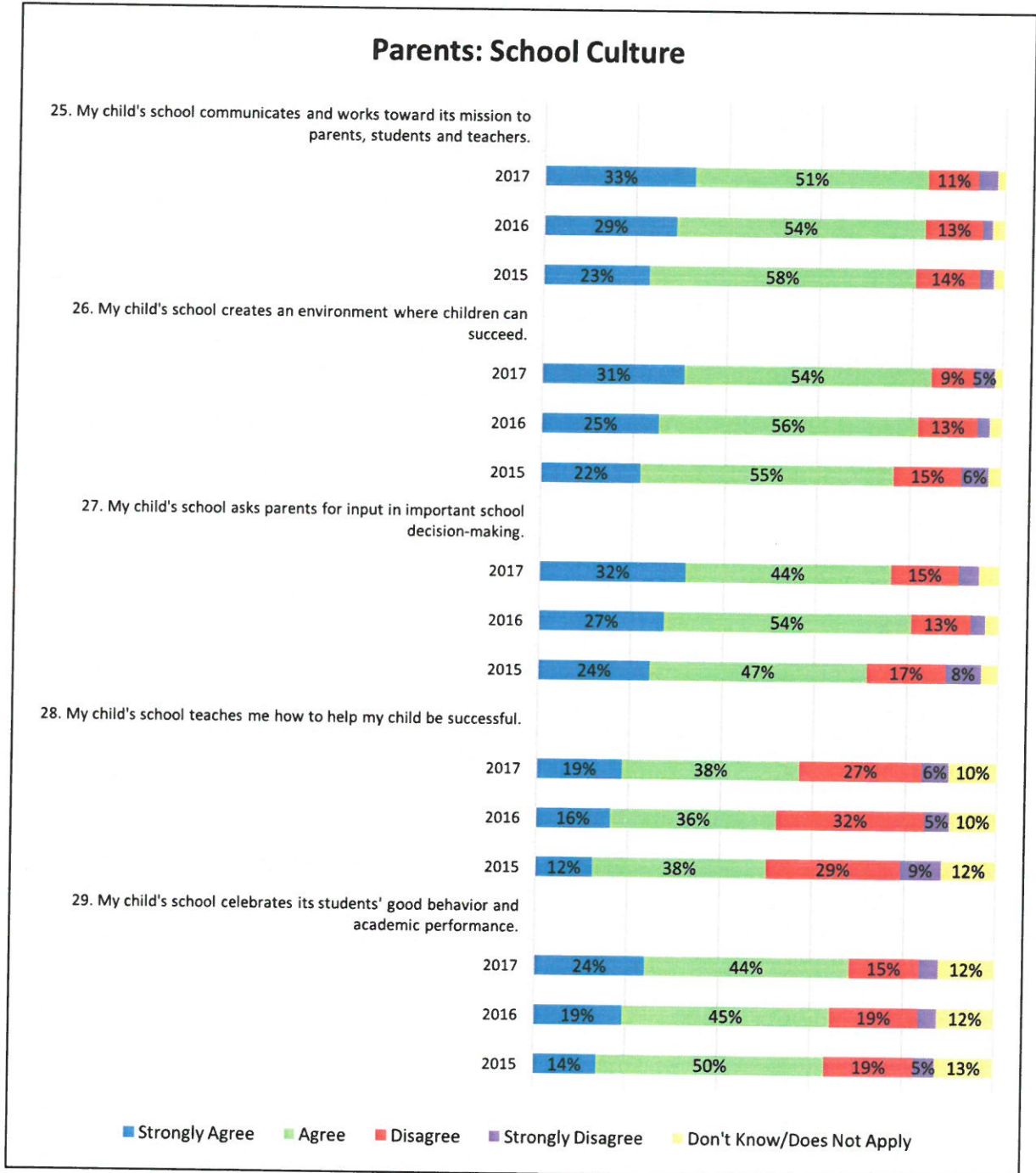


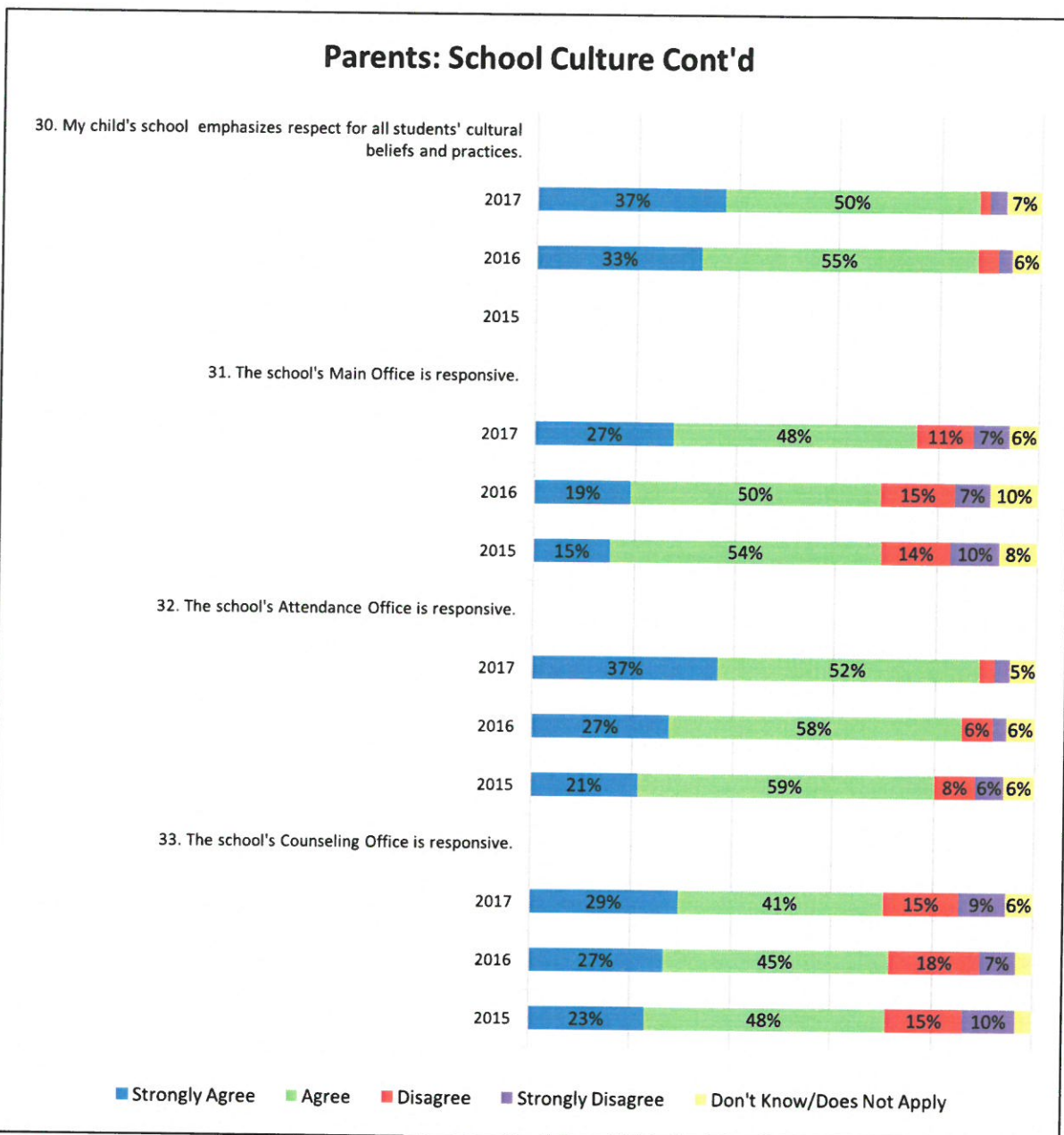


Staff felt positively about the academic program at PCHS across all three years. However, while most staff respondents agreed they regularly used student achievement data to make decisions about teaching, there was a decrease in this percentage since 2016 (63% compared to 69%). However, this year a higher percentage of staff agreed the professional training during PLC pullouts (57% compared to 48%) and for ALICE and safety training (71% compared to 65%) were effective. Interestingly, a substantial percentage of staff *did not know* if the homework they assigned reinforced what was taught in class across all three years (33% / 53 responses), or whether they used similar assessments as other teachers (34% / 56 responses). Finally, between 2016 and 2017, the percentage of staff who agreed PCHS gave all students equal opportunity to enroll in rigorous courses increased from 59% to 74%.

Parent Survey Results

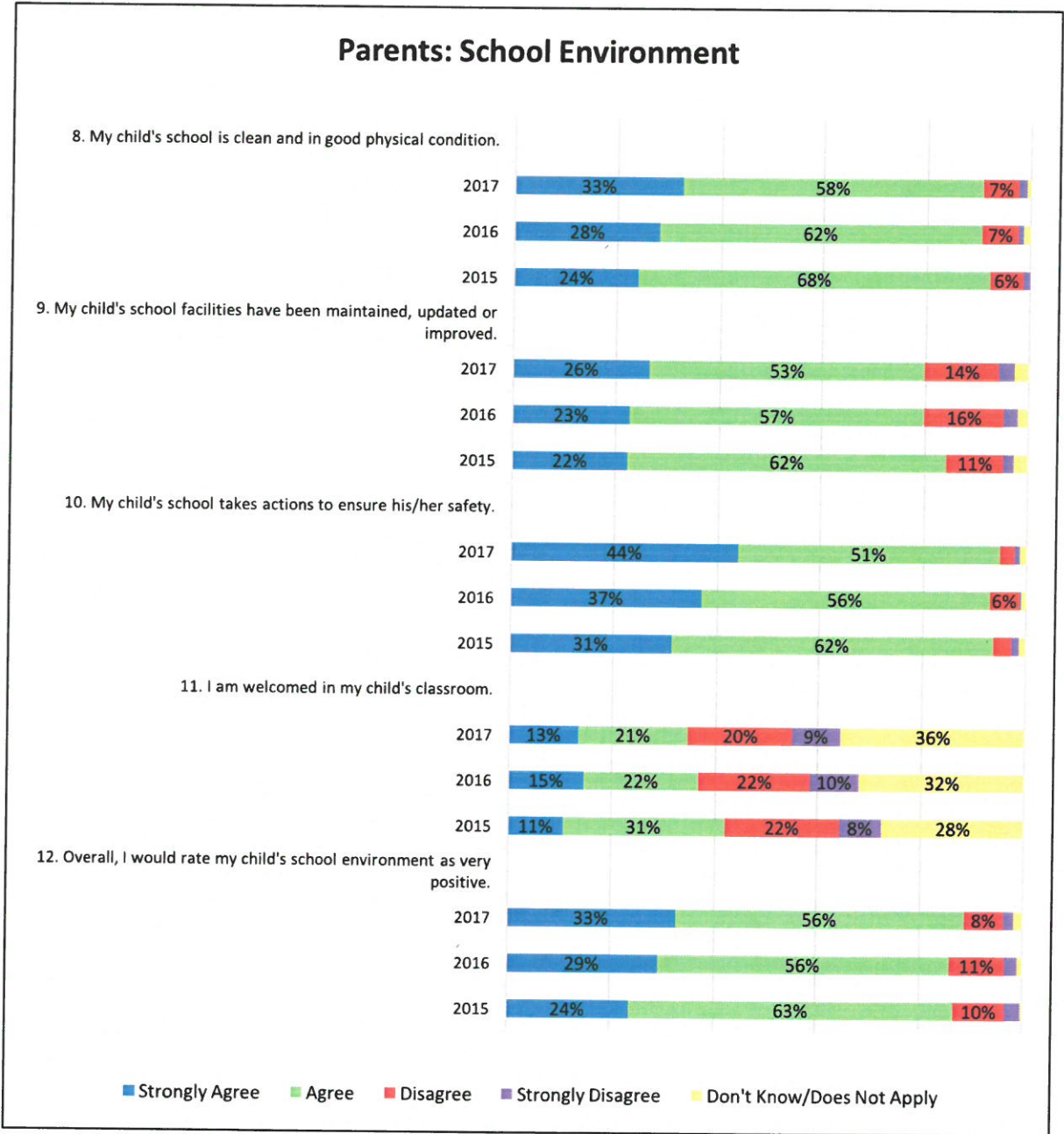
School Culture





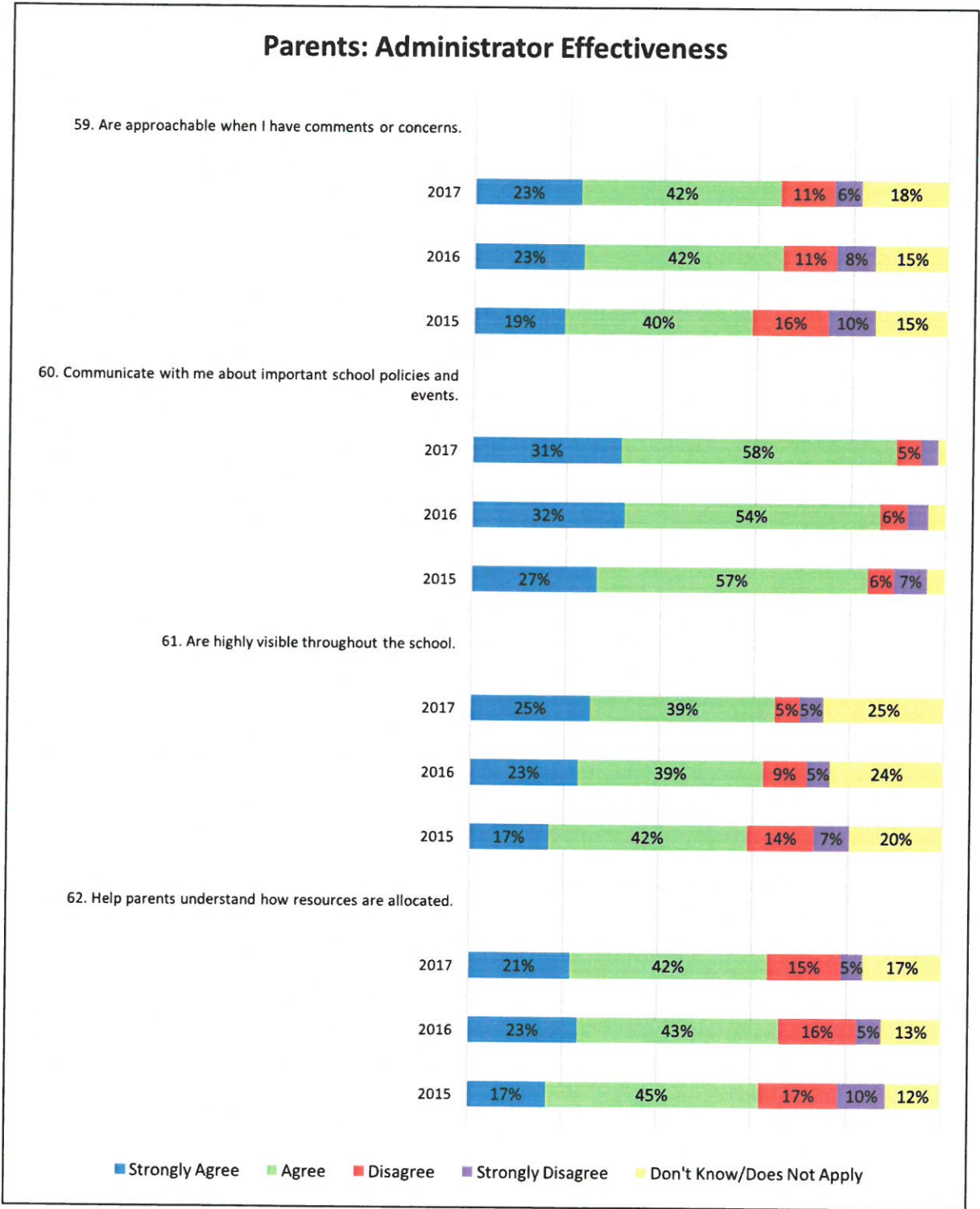
In contrast to staff responses, parents have felt positively about the culture at PCHS since 2015. In addition, parents have felt increasingly positive about certain aspects of the school's culture throughout the past three years. For instance, a higher percentage of parents agreed the Main Office was responsive than did in previous years (75% compared to 69% in 2016). However, in 2017 fewer parents felt PCHS asked for input in important decision making than did in 2016 (76% compared to 81%). Finally, PCHS received a less enthusiastic response from parents about whether the school taught them how to help their child be successful in all three years. This year, roughly one-third of parents *did not agree* with this statement (33% / 89 responses).

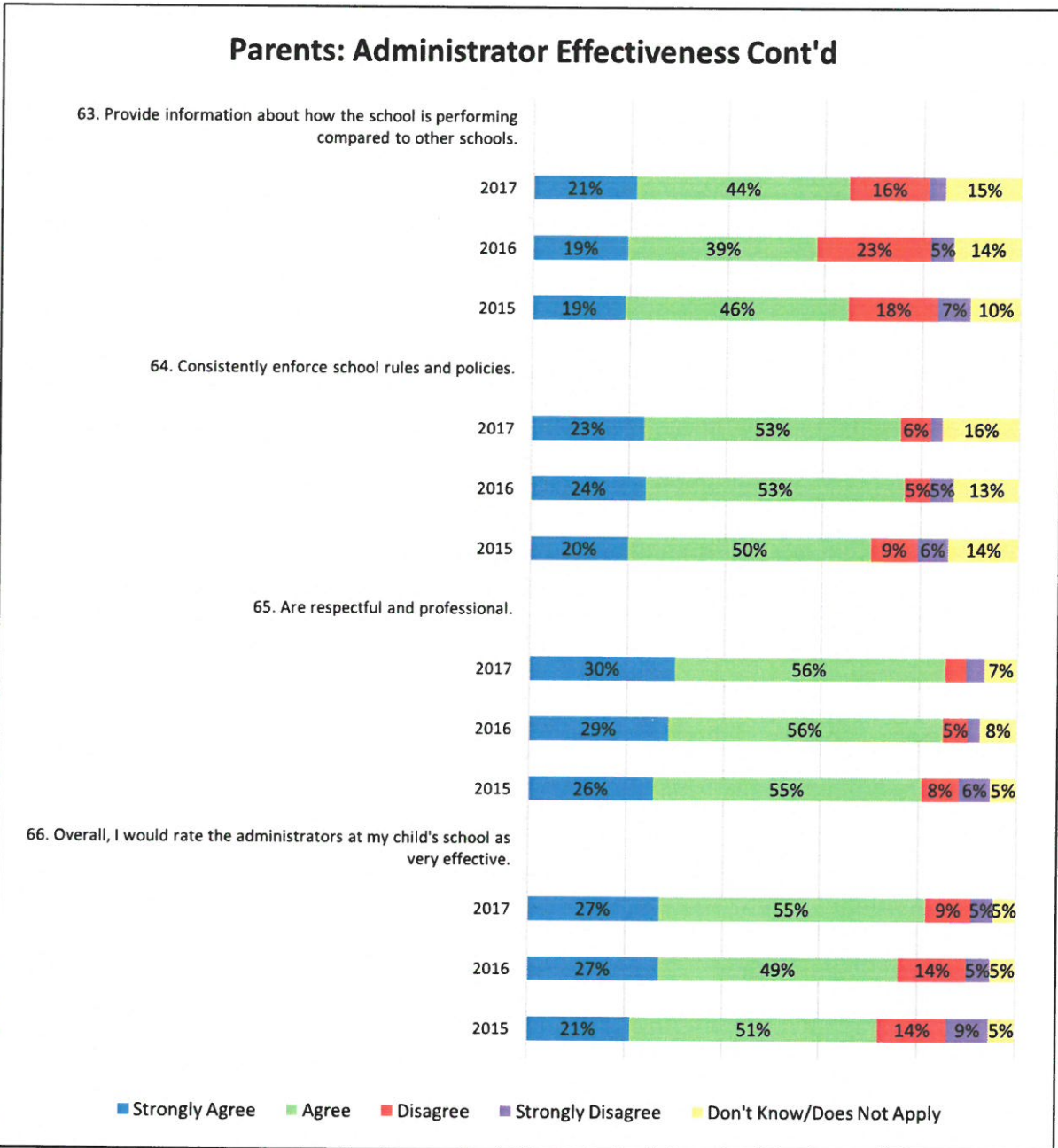
School Environment



Parents consistently responded very positively to questions about the environment at Palisades Charter High School. Parents believed the school was clean (91% / 265 responses) and acted to ensure their child's safety (95% / 276 responses). However, parents have felt decreasingly welcome in their child's classroom since 2015, with only 34% of parents agreeing they were welcome in 2017 compared to 42% in 2015. Overall, however, most parents rated the school environment as very positive in all three years (89% / 344 responses).

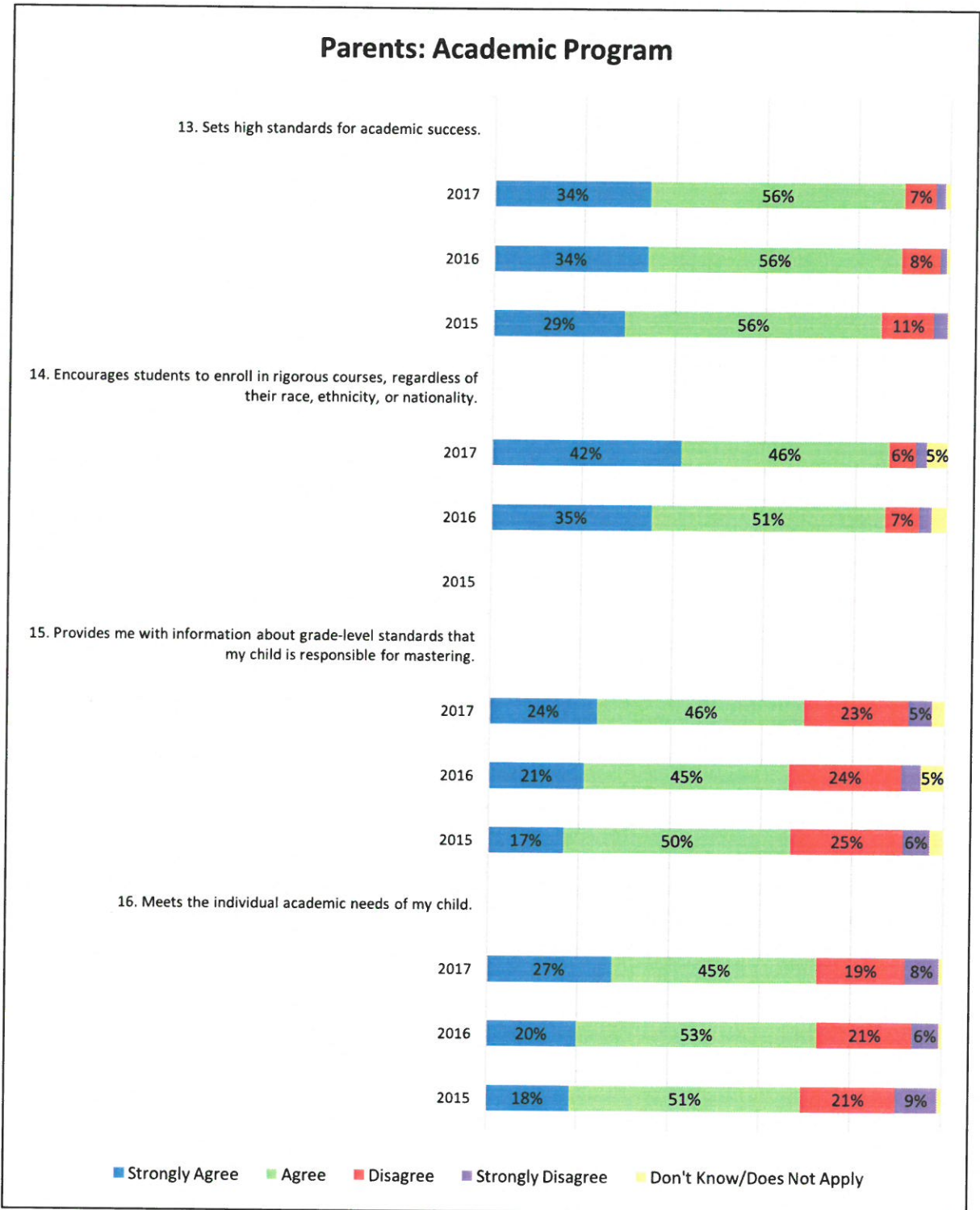
Administrator Effectiveness

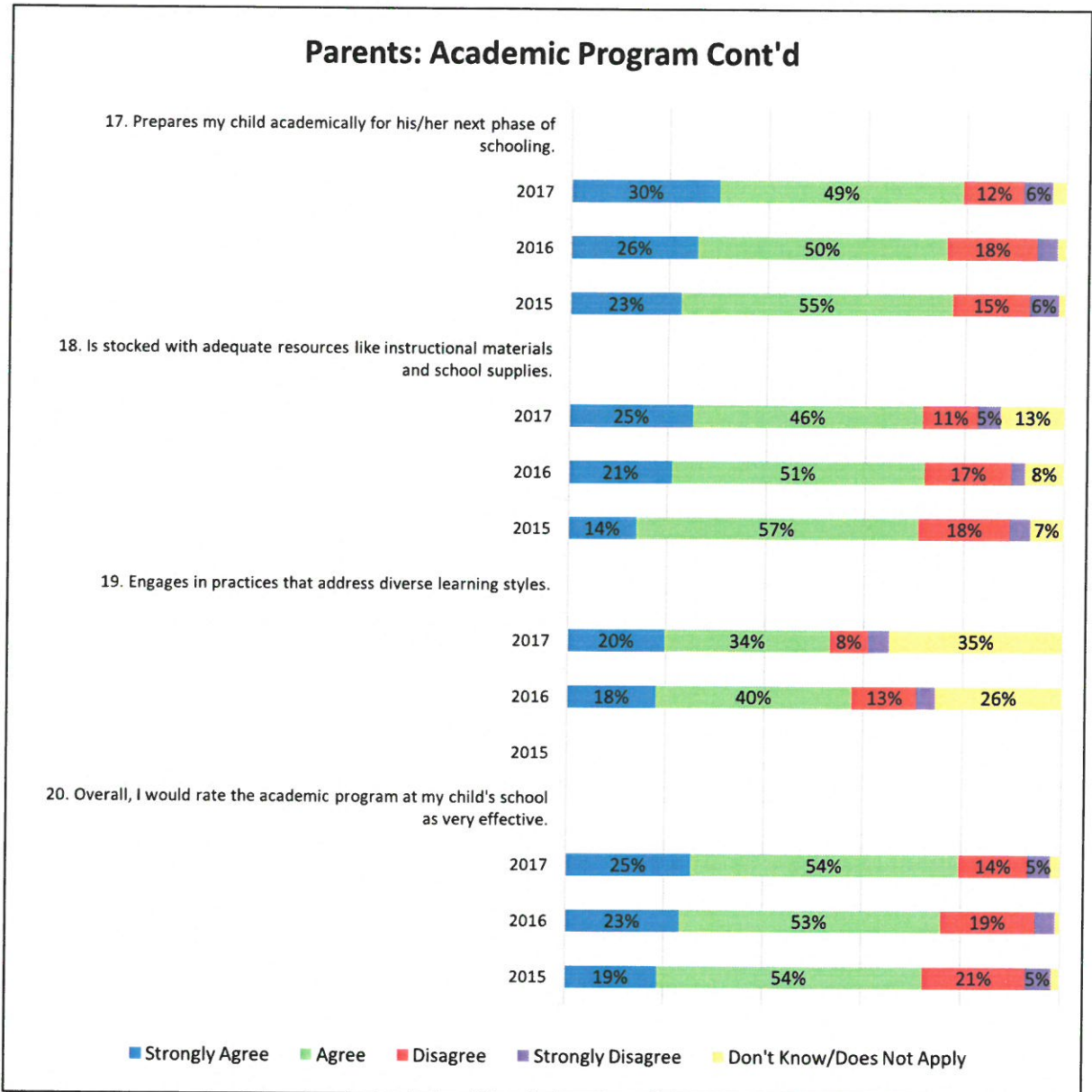




In general, parents responded very positively about the administration at Palisades Charter High School. Across all three years included in this report, parents agreed the administration was respectful and professional (86% / 244 responses), and consistently enforced school rules and policies (76% / 217 responses). Additionally, there has been an increase in the percentage of parents who agreed the administration provided information about how the school was performing since 2016 (65% compared to 58%). Interestingly, only 65% of parents (184 responses) felt the administration was approachable in 2017, while 17% *did not* (48 responses). Finally, in 2017 more parents rated the administrators at PCHS as very effective than previously (82% compared to 72% in 2015).

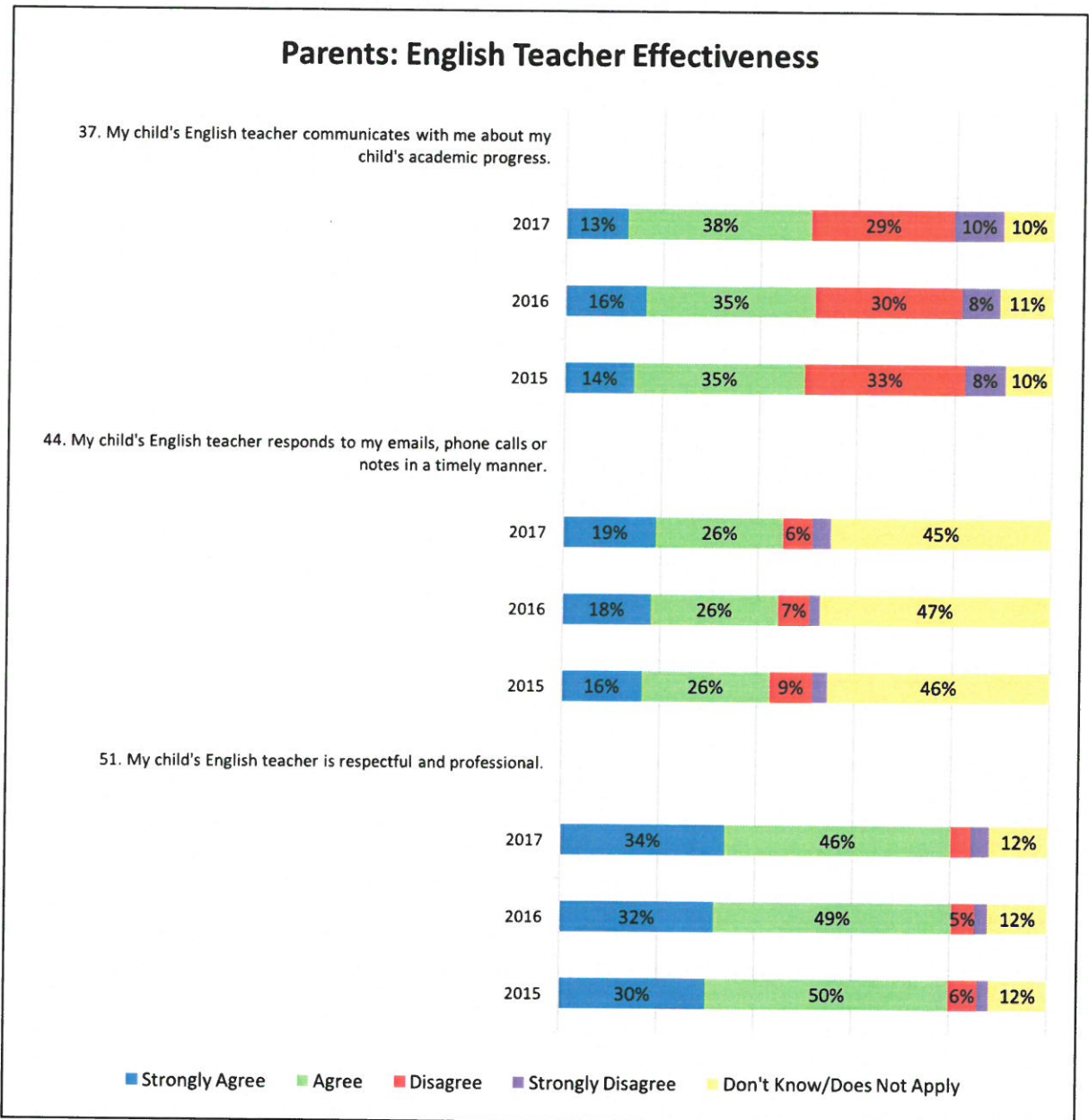
Academic Program



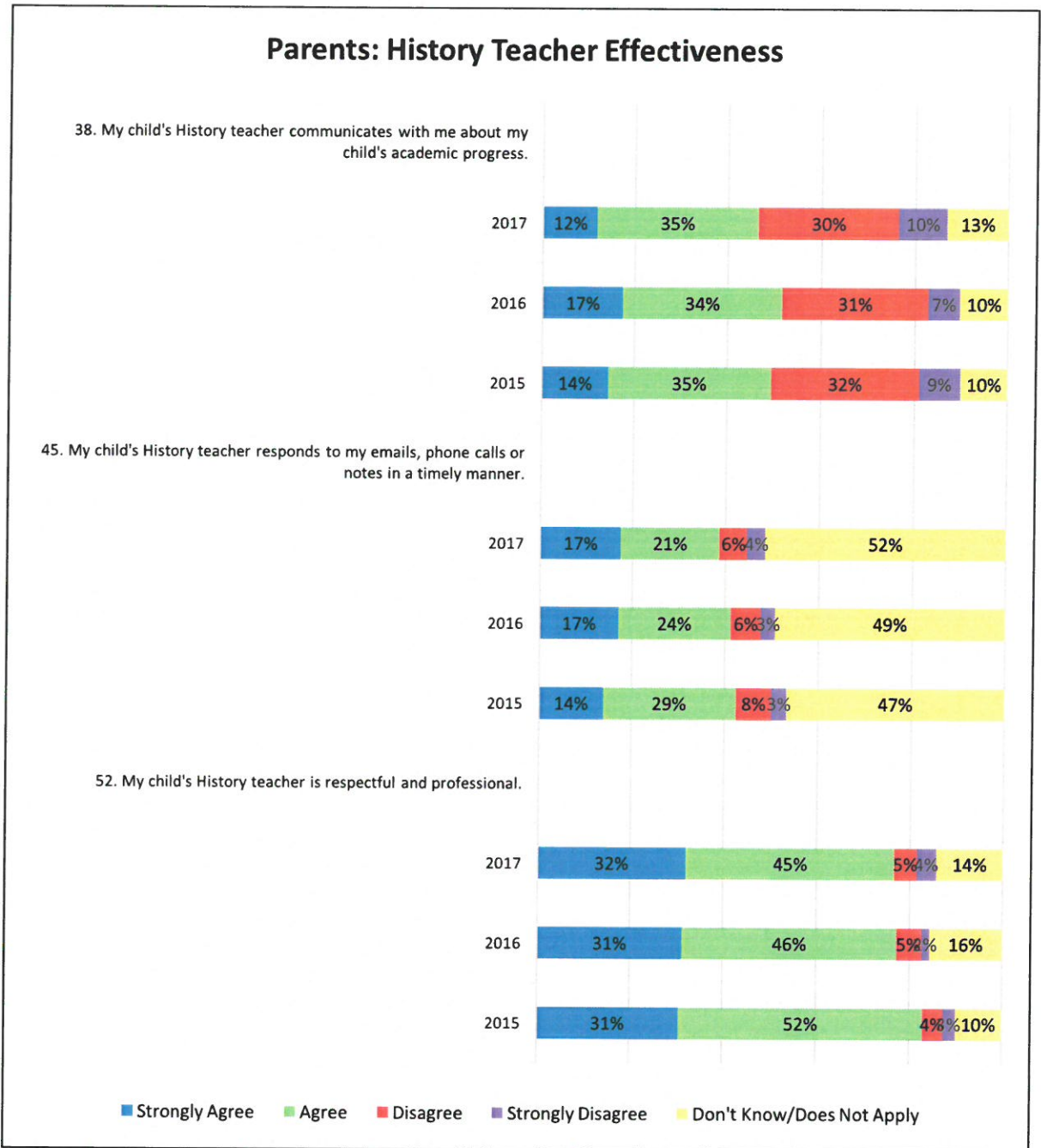


In general, parents responded positively to questions regarding the academic program at PCHS. However, a few indices show room for improvement. For instance, 28% of parents *did not agree* teachers provided them with information regarding the grade-level standards their child was responsible for mastering (81 responses). Additionally, 27% of parents *did not feel* the academic program met the individual needs of their children (78 responses). Also of note, only one half of parents agreed teachers engaged in practices that addressed diverse learning styles (54% / 154 responses). Despite these findings, the number of parents who rated the academic program at PCHS as very effective has increased over the course of three years (79% compared to 73% in 2015).

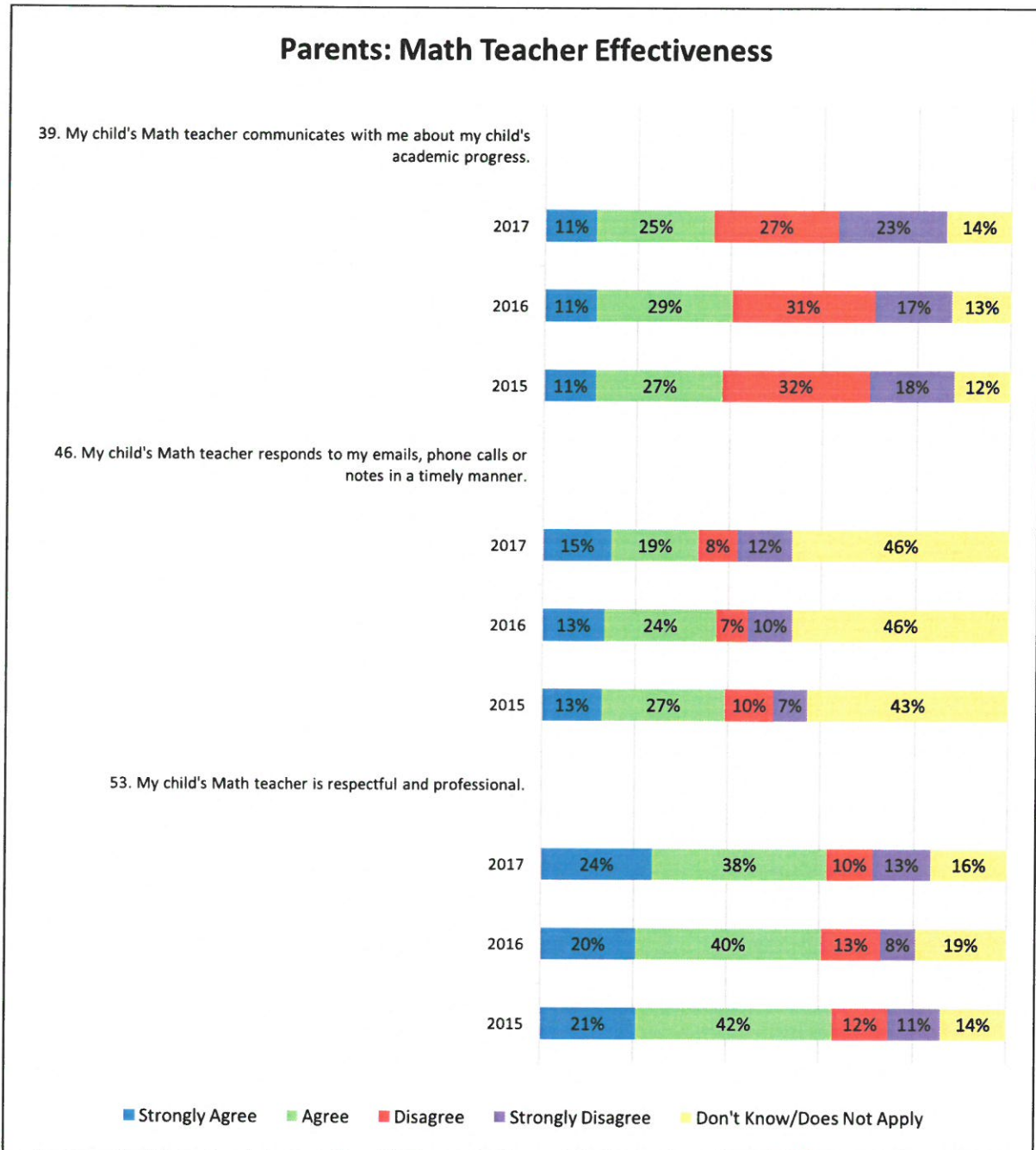
Teacher Effectiveness



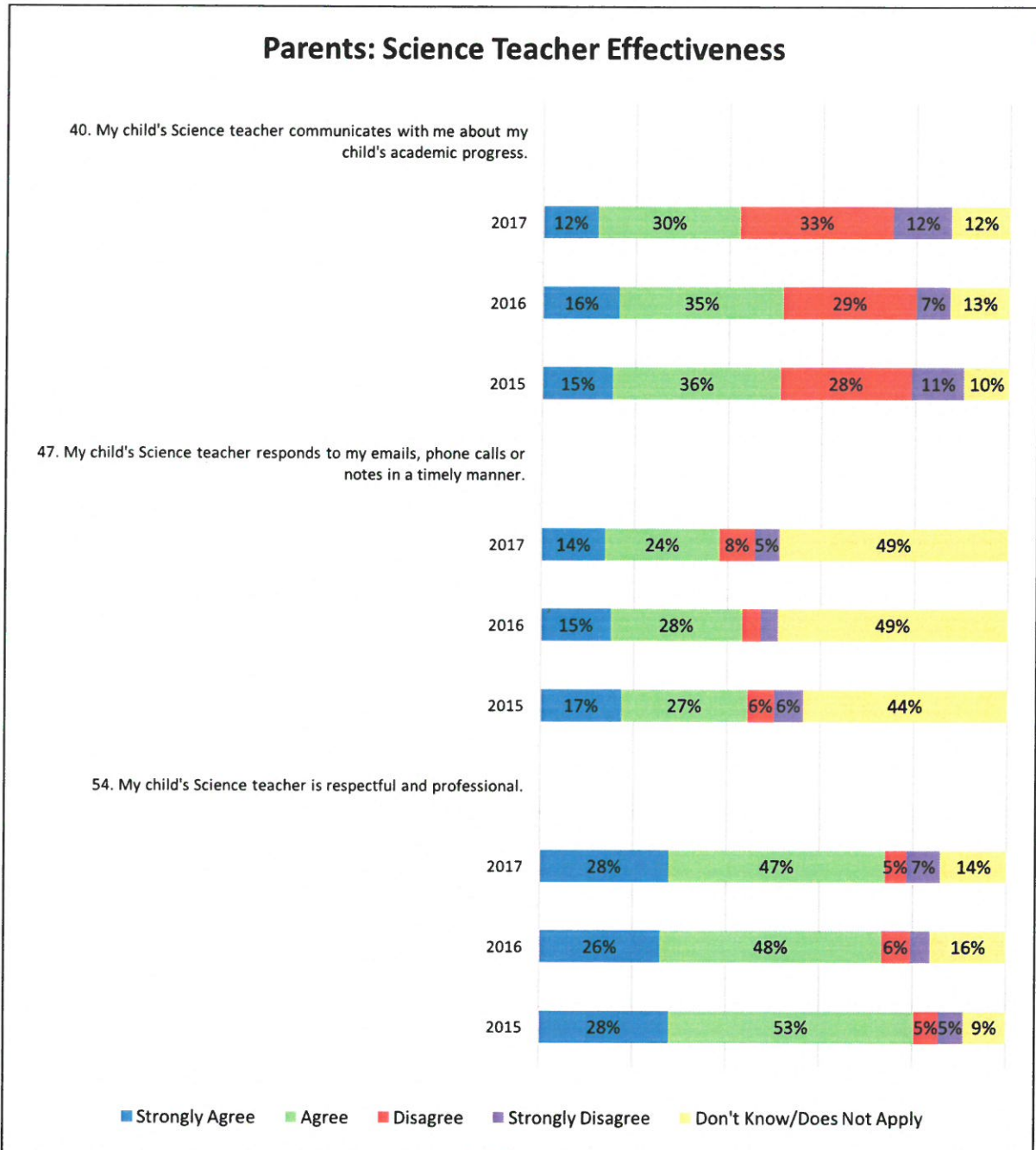
Parent responses regarding their child's English teacher have been consistent since 2015. Parents generally agreed the English teacher was respectful and professional (80% / 228 responses). However, roughly half of parent respondents did not know if the English teacher responded to emails, phone calls, or notes in a timely manner. Of those who did know, most agreed (45% / 129 responses). Notably, 39% of parents *did not agree* their child's English teacher communicated with them about academic progress (113 responses).



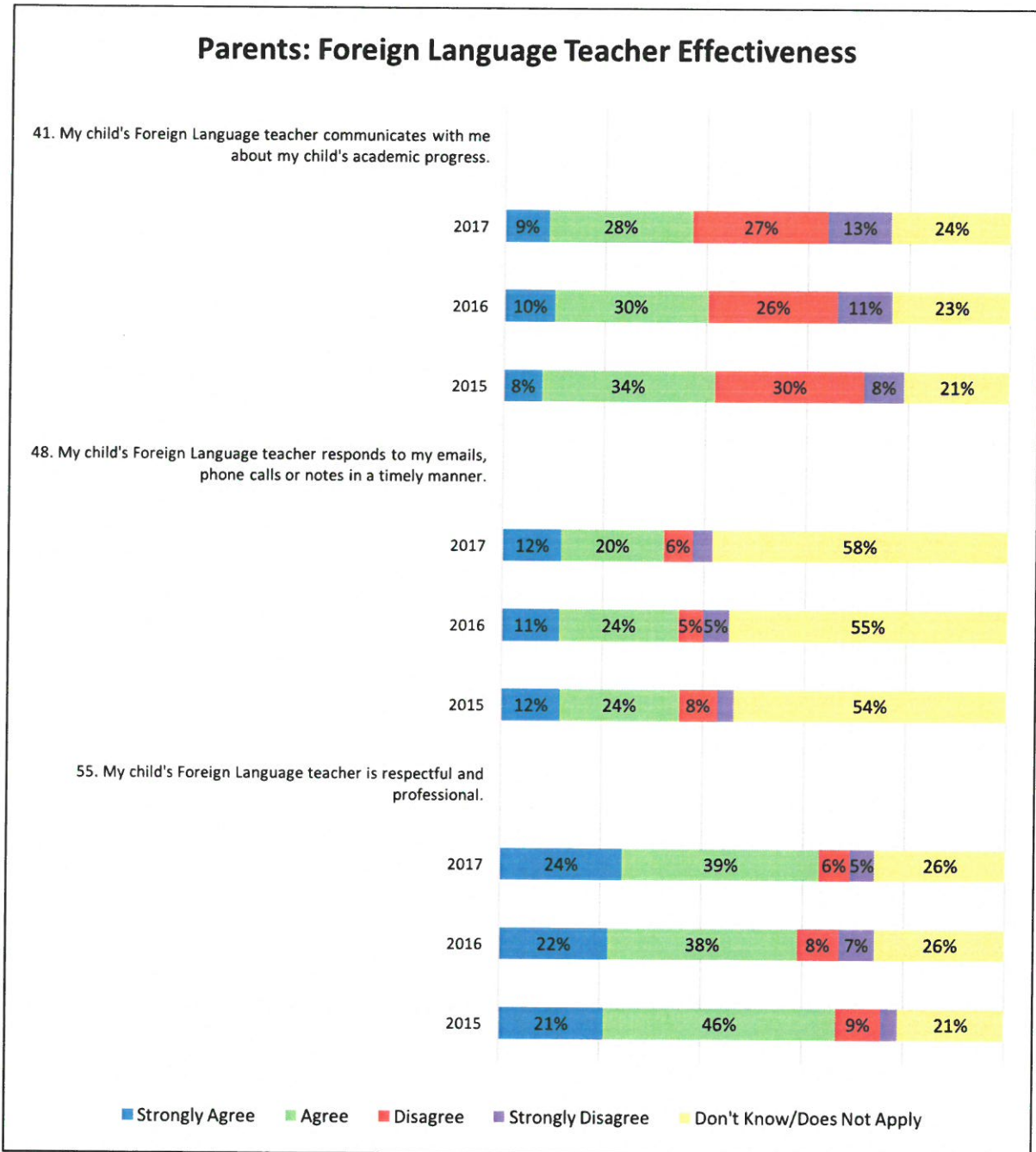
Parent responses regarding their child's history teacher were similar to responses about the English teacher. Parents agreed the history teacher was respectful and professional (77% / 221 responses). Roughly half of parent respondents did not know if the history teacher responded to emails, phone calls, or notes in a timely manner. Of those who did know, most agreed (38% / 111 responses). As with the English teacher, many parents *did not agree* their child's history teacher communicated with them about academic progress (40% / 117 responses).



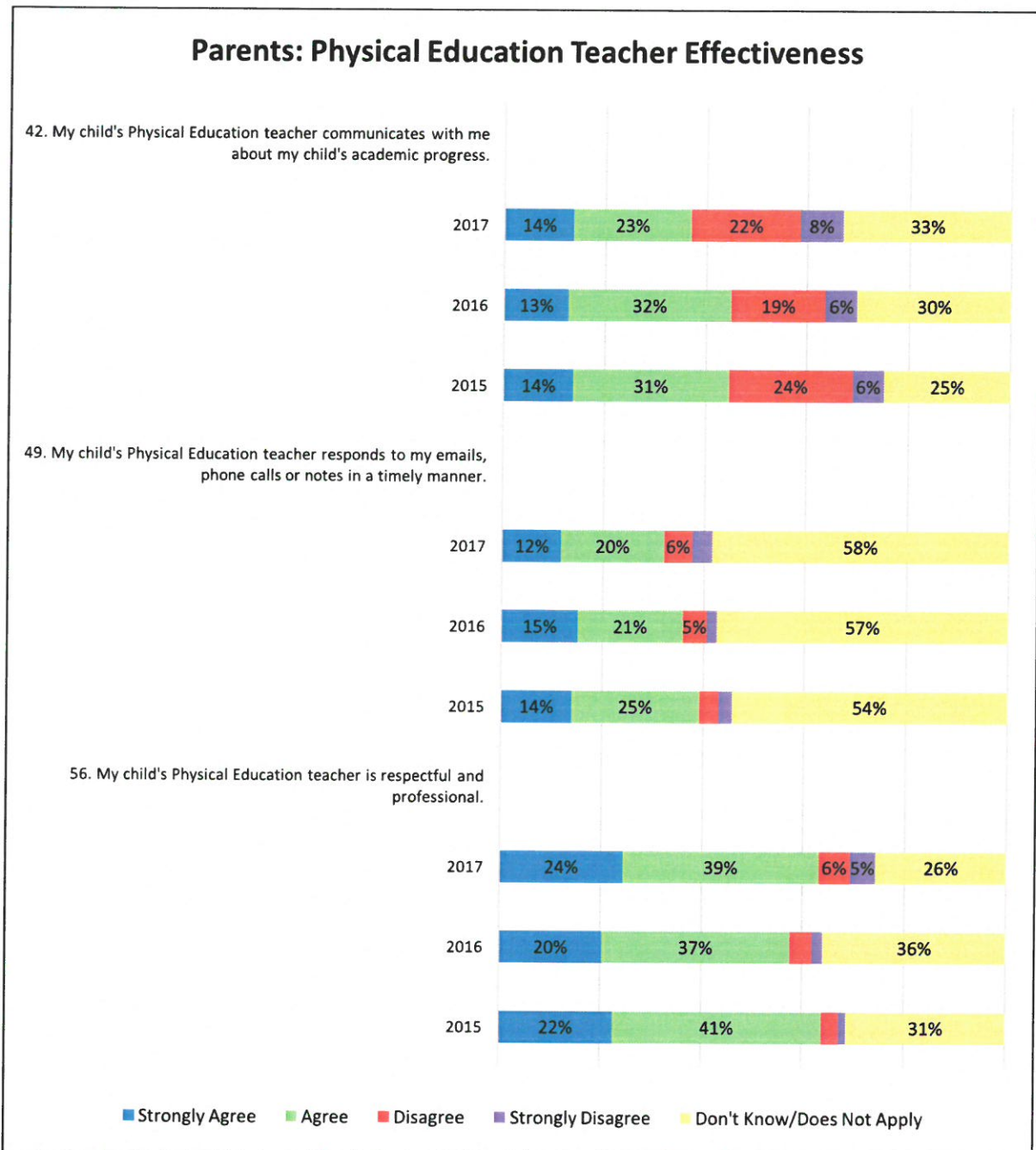
Parents responses to their child’s math teacher were relatively negative. Only 62% of parents agreed the math teacher was respectful and professional (177 responses). Additionally, 34% of parents agreed the math teacher responded to emails, phone calls, or notes in a timely manner (96 responses), while 20% *did not agree* (58 responses). Finally, half of parent respondents *did not agree* their child’s math teacher communicated with them about their child’s academic progress (144 responses). Parents further discussed the math teachers in the open-ended section of the survey.



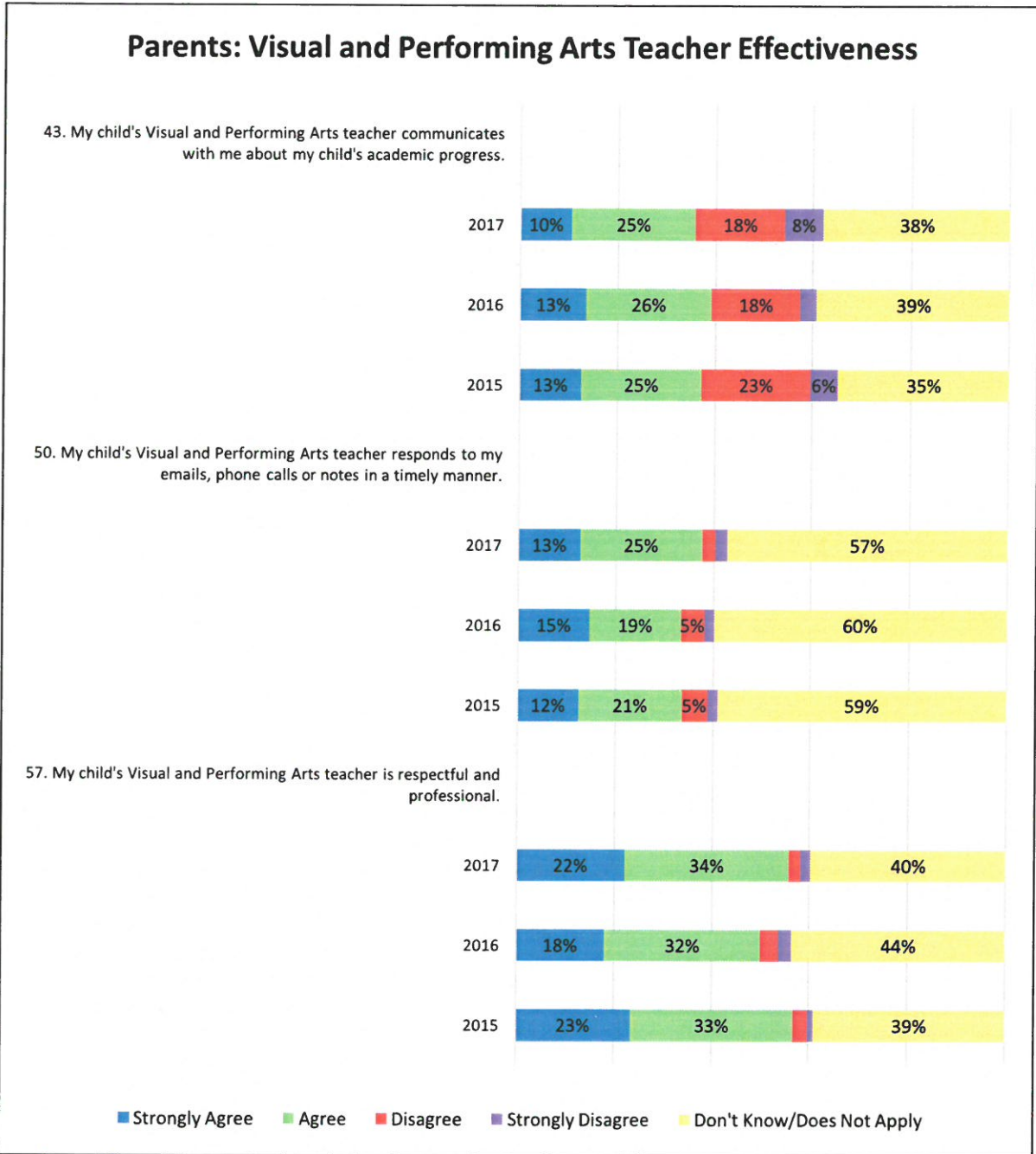
Parent responses regarding their child’s science teacher were similar to those regarding the English and history teachers. Three-quarters of parents agreed the science teacher was respectful and professional (212 responses). Additionally, 38% of parents agreed the science teacher responded to emails, phone calls, or notes in a timely manner (109 responses). Notably, the percentage of parents who *did not agree* their child’s science teacher communicated with them about academic progress increased since 2016 (45% compared to 36%).



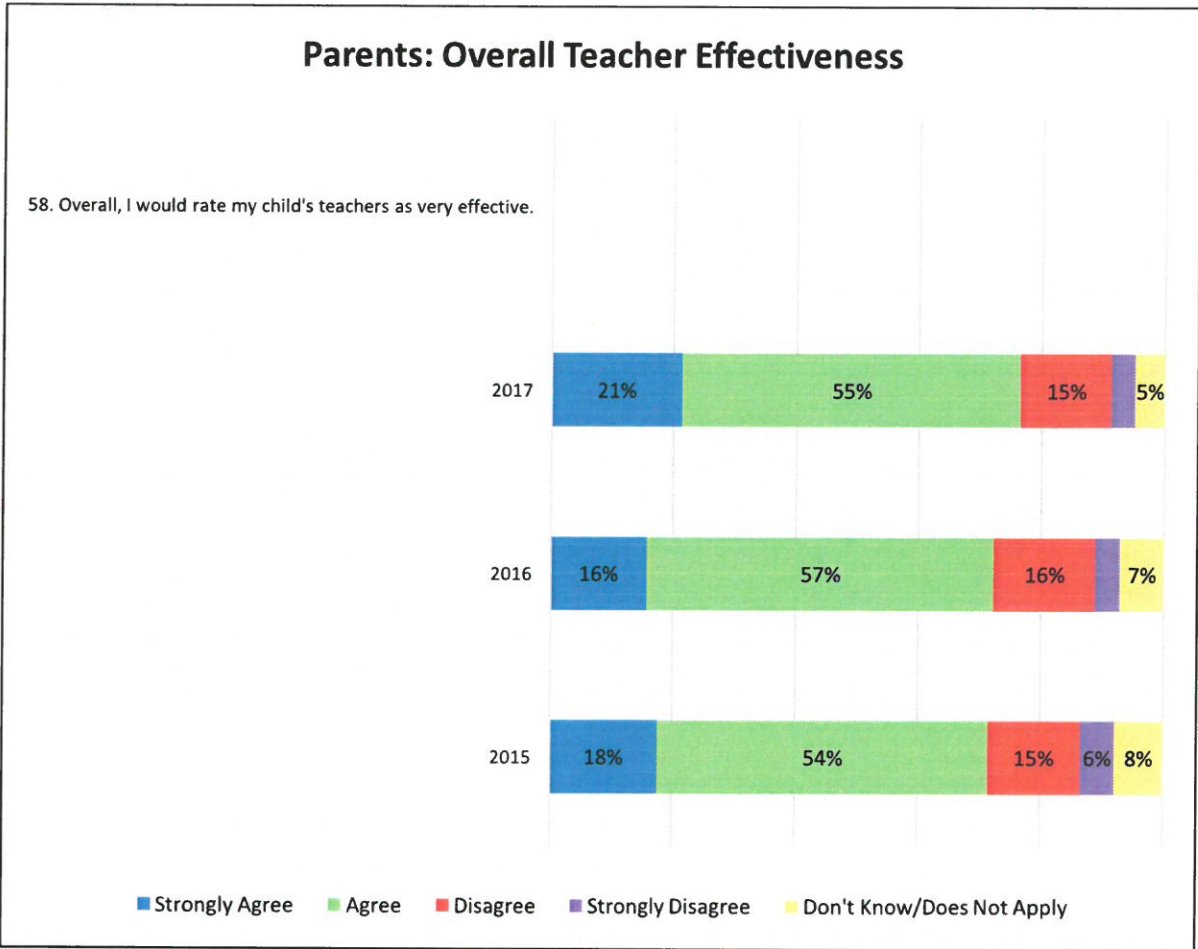
Parents were less sure how to respond to questions about their child's foreign language teacher. Of those who responded, parents agreed the foreign language teacher was respectful and professional (63% / 177 responses). Thirty-two percent of parents also agreed the foreign language teacher responded to emails, phone calls, or notes in a timely manner (91 responses). Notably, 40% of parents *did not agree* their child's foreign language teacher communicated with them about academic progress (113 responses).



Parents were also unsure how to respond to questions about their child’s physical education teacher. However, in 2017 a larger percentage of parents agreed the physical education teacher was respectful and professional than in 2016 (63% compared to 57%). While 58% of parent respondents did not know if the PE teacher responded to emails, phone calls, or notes in a timely manner, those that did know generally responded positively (32% / 102 responses). Finally, fewer parents agreed their child’s PE teacher communicated with them about their child’s academic progress in 2017 than in previous years (37% compared to 45% in 2016).

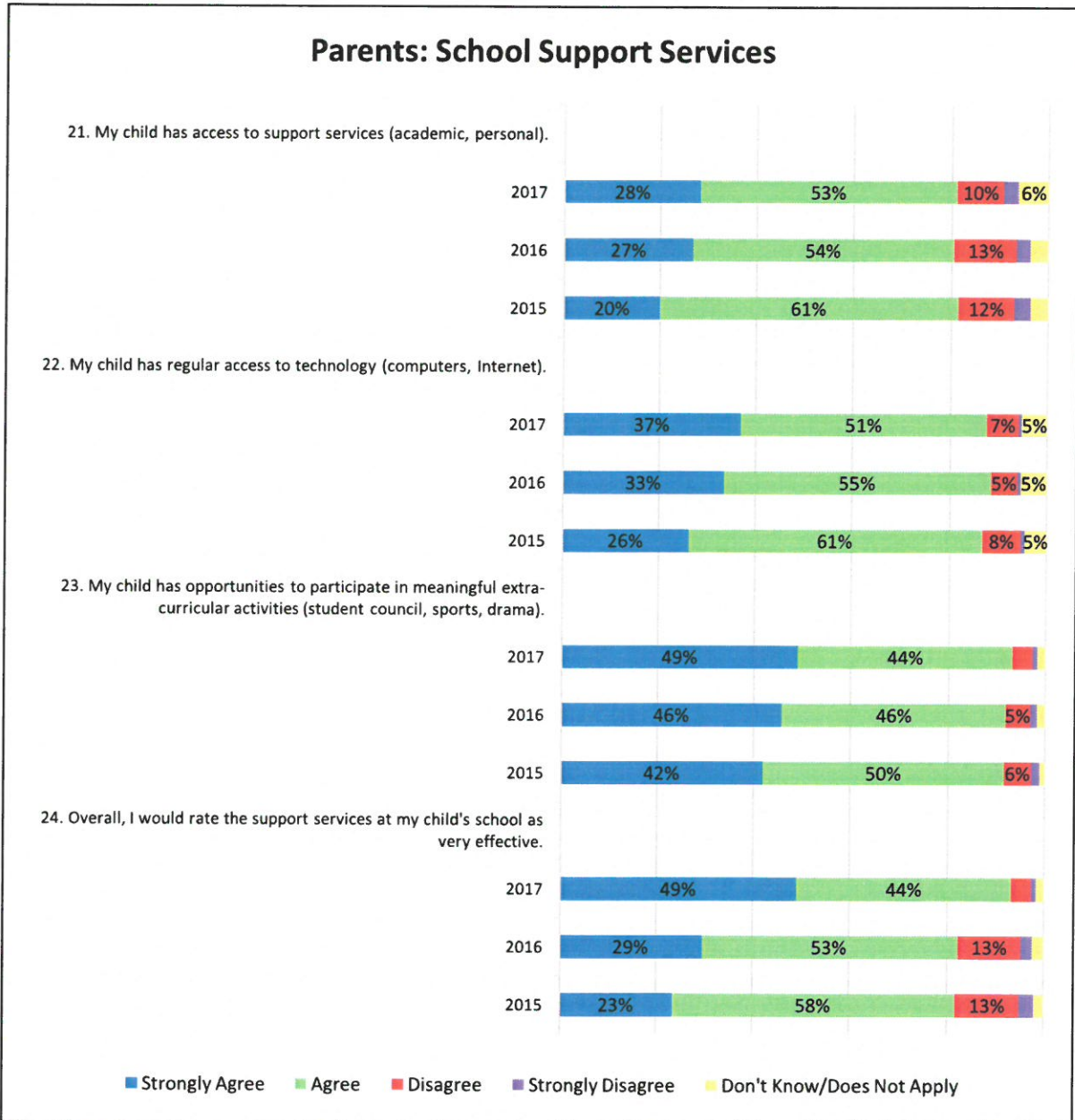


Parents also did not know how to respond to questions about their child’s visual and performing arts teacher. However, this year a larger percentage of parents agreed the visual and performing arts teacher was respectful and professional than in 2016 (56% compared to 50%). Additionally, 38% of parents agreed the visual and performing arts teacher responded to emails, phone calls, or notes in a timely manner (107 responses). Finally, roughly a quarter of parents *did not agree* their child’s visual and performing arts teacher communicated with them about their child’s academic progress (26% / 76 responses).



Over the course of three years, parent responses about teacher effectiveness have remained consistent. Roughly three-quarters of parents rated their child's teachers as very effective (76% / 218 responses), while only 19% *did not* (53 responses).

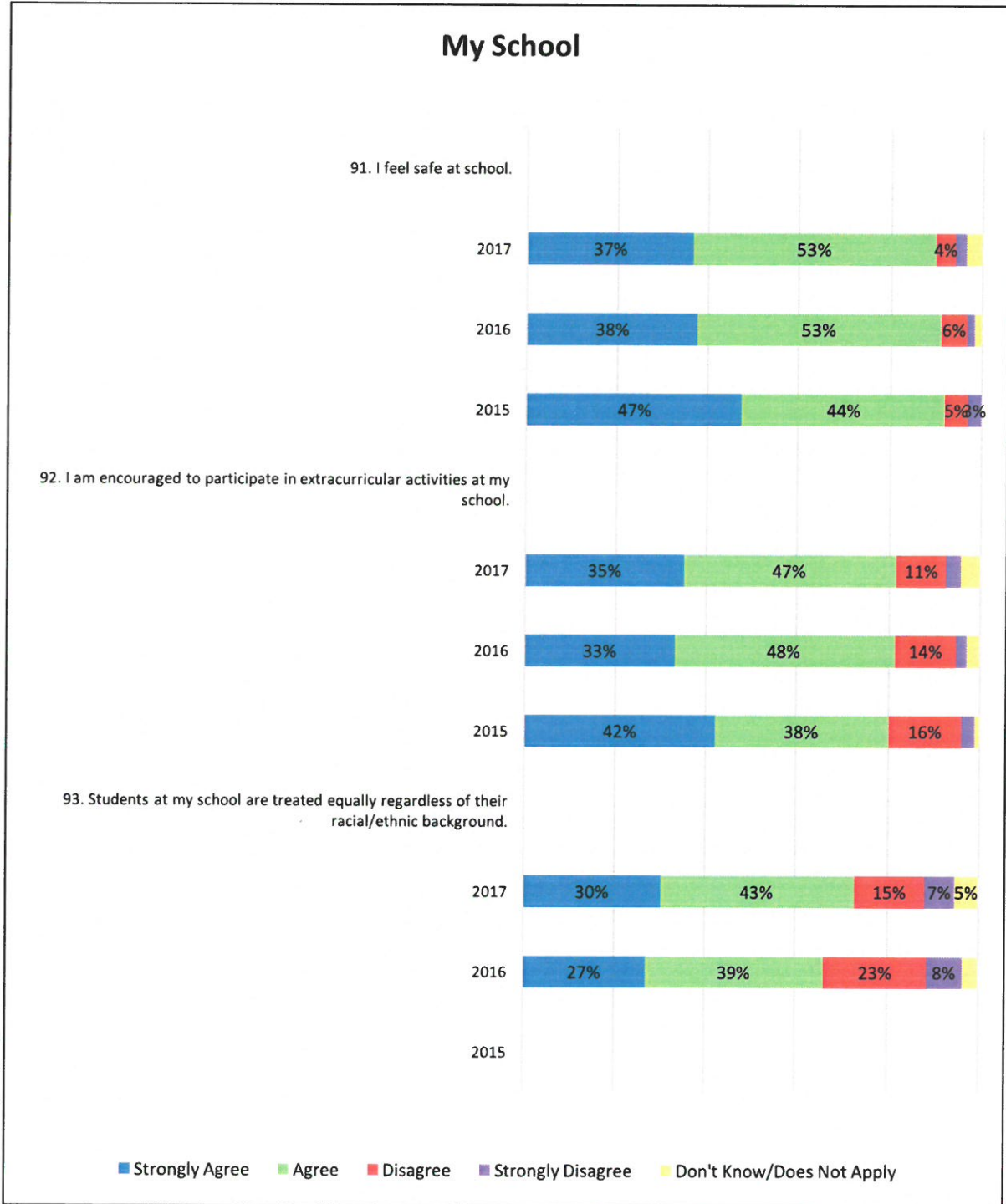
School Support Services

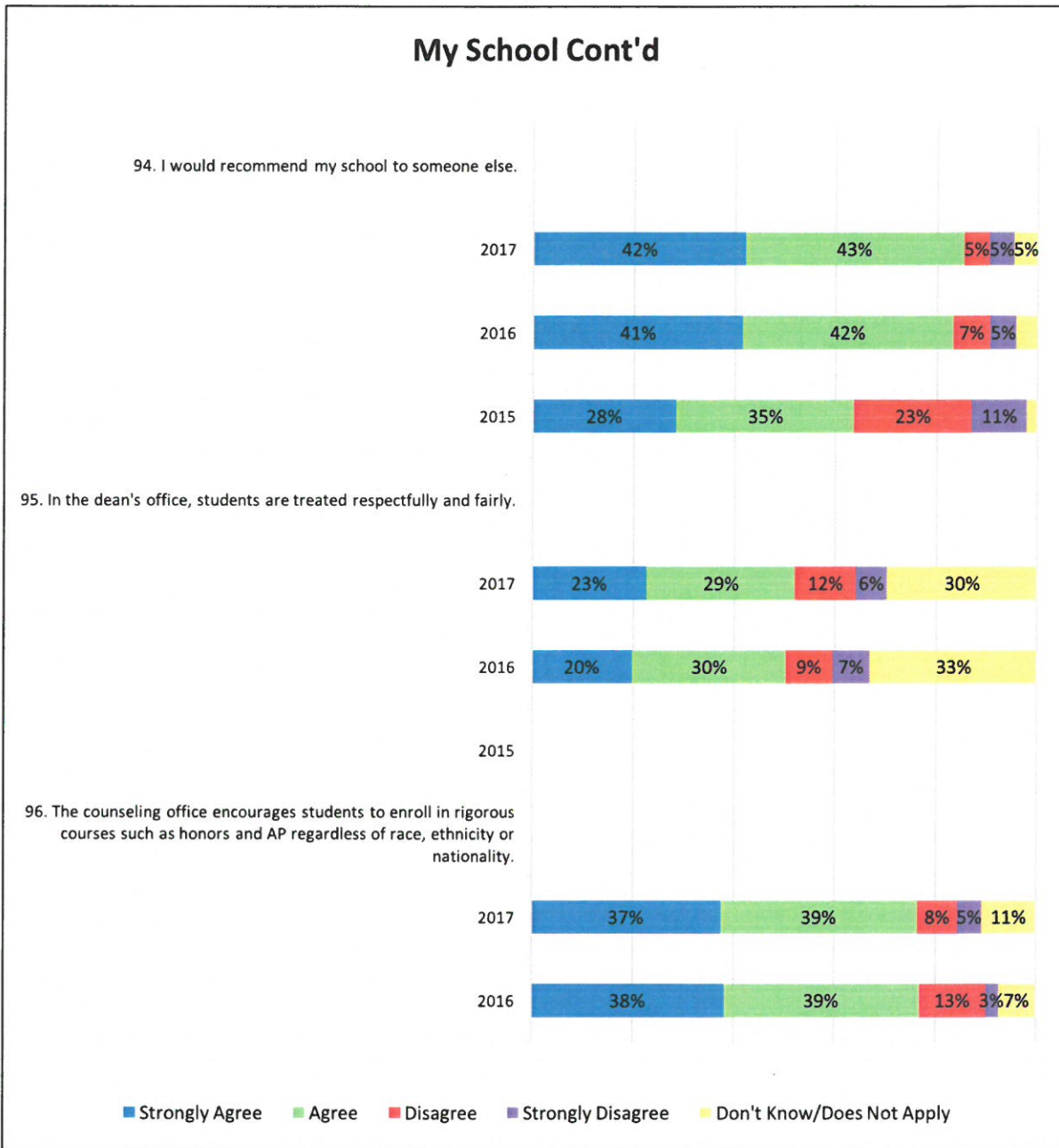


Since 2015, parents have responded very positively about the support services provided by PCHS. A clear majority of parents agreed their child had access to support services (81% / 235 responses), and regular access to technology (88% / 252 responses). Additionally, nearly every parent agreed their child had opportunities to participate in meaningful extra-curricular activities (93% / 270 responses). Finally, the number of parents who rated the support services at Palisades Charter High School as very effective increased since 2015 (93% compared to 81%).

Student Survey Results

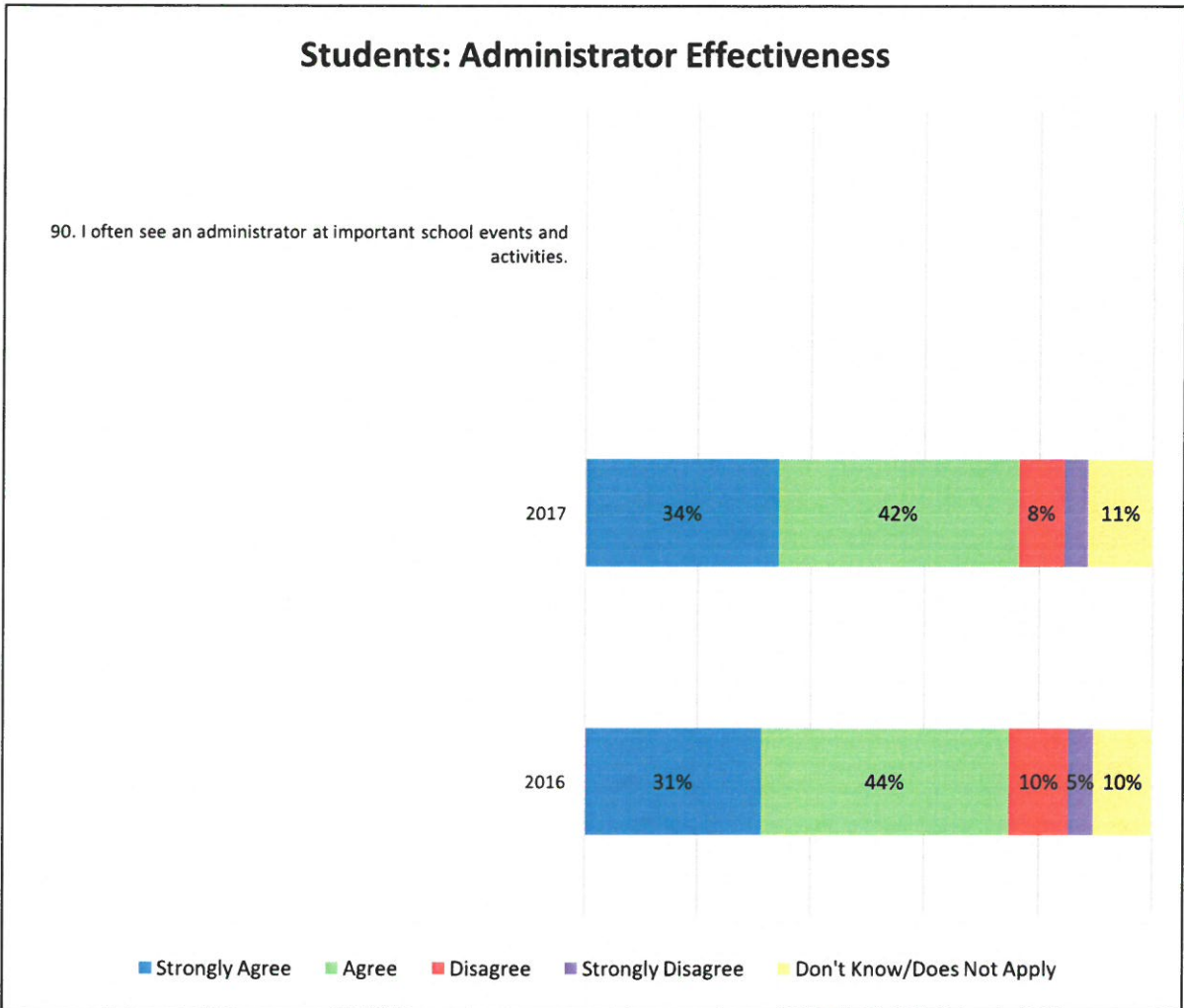
My School





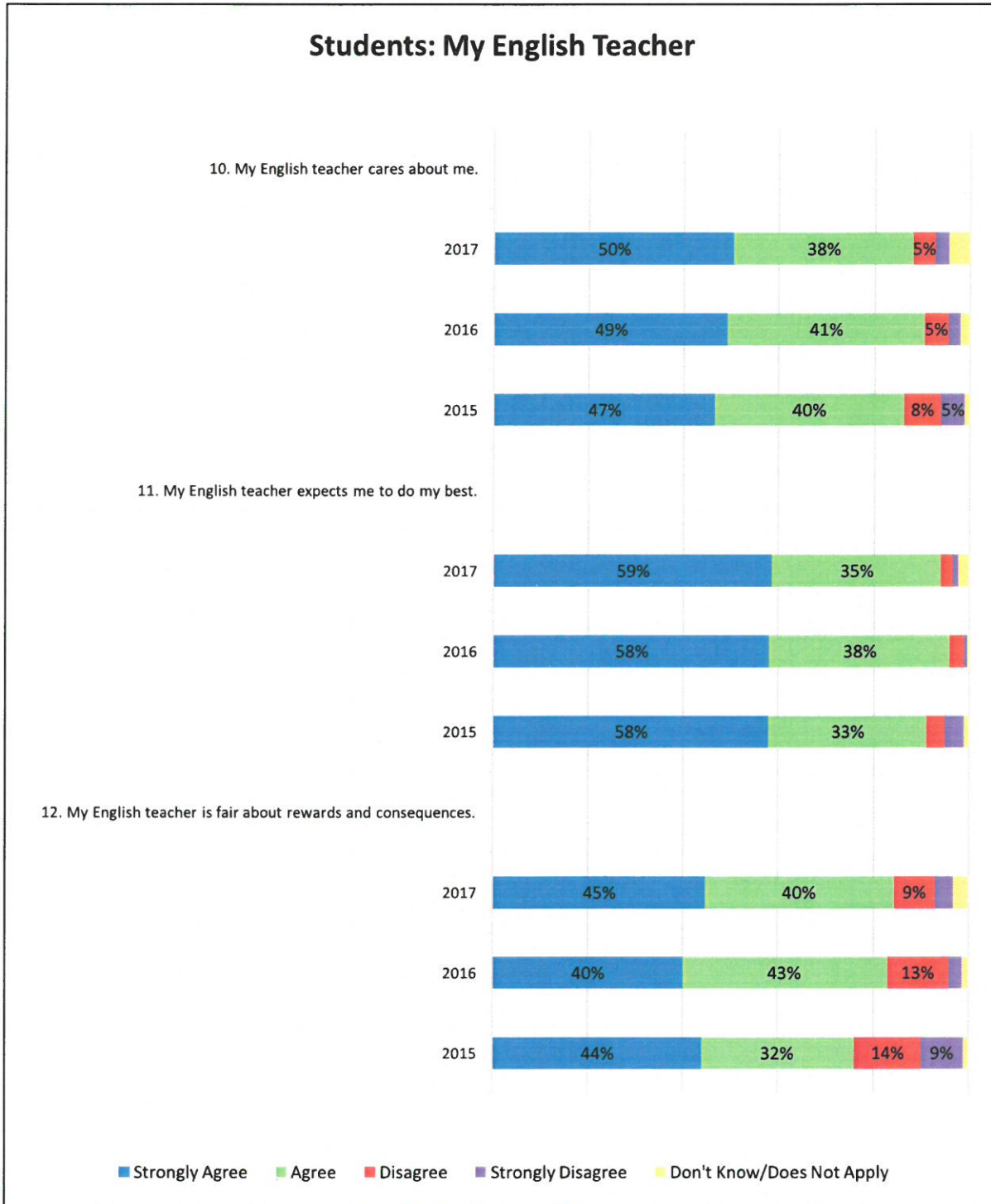
Student respondents have felt quite positively about Palisades Charter High School for the past three years. Students agreed they felt safe at school (90% / 1,241 responses), and were encouraged to participate in extracurricular activities (82% / 1,126 responses). Interestingly, in 2017, a larger percentage of students agreed students were treated equally regardless of their racial/ethnic background than the year before (73% compared to 66%). However, 18% of students felt they were not treated respectfully or fairly in the Dean’s office (253 responses). Finally, a clear majority of students agreed they would recommend PCHS to someone else (85% / 1,177 responses).

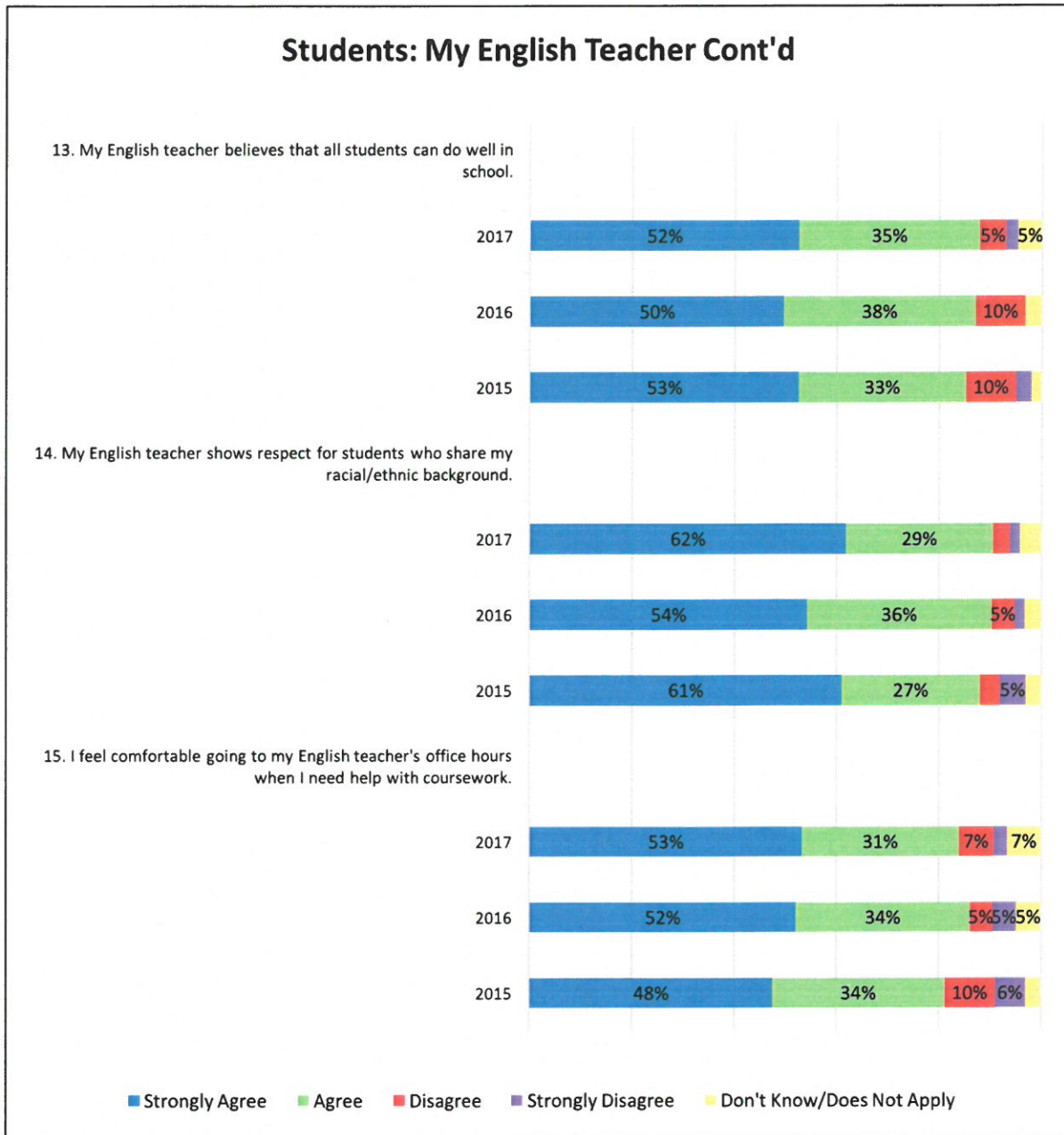
Administrator Effectiveness



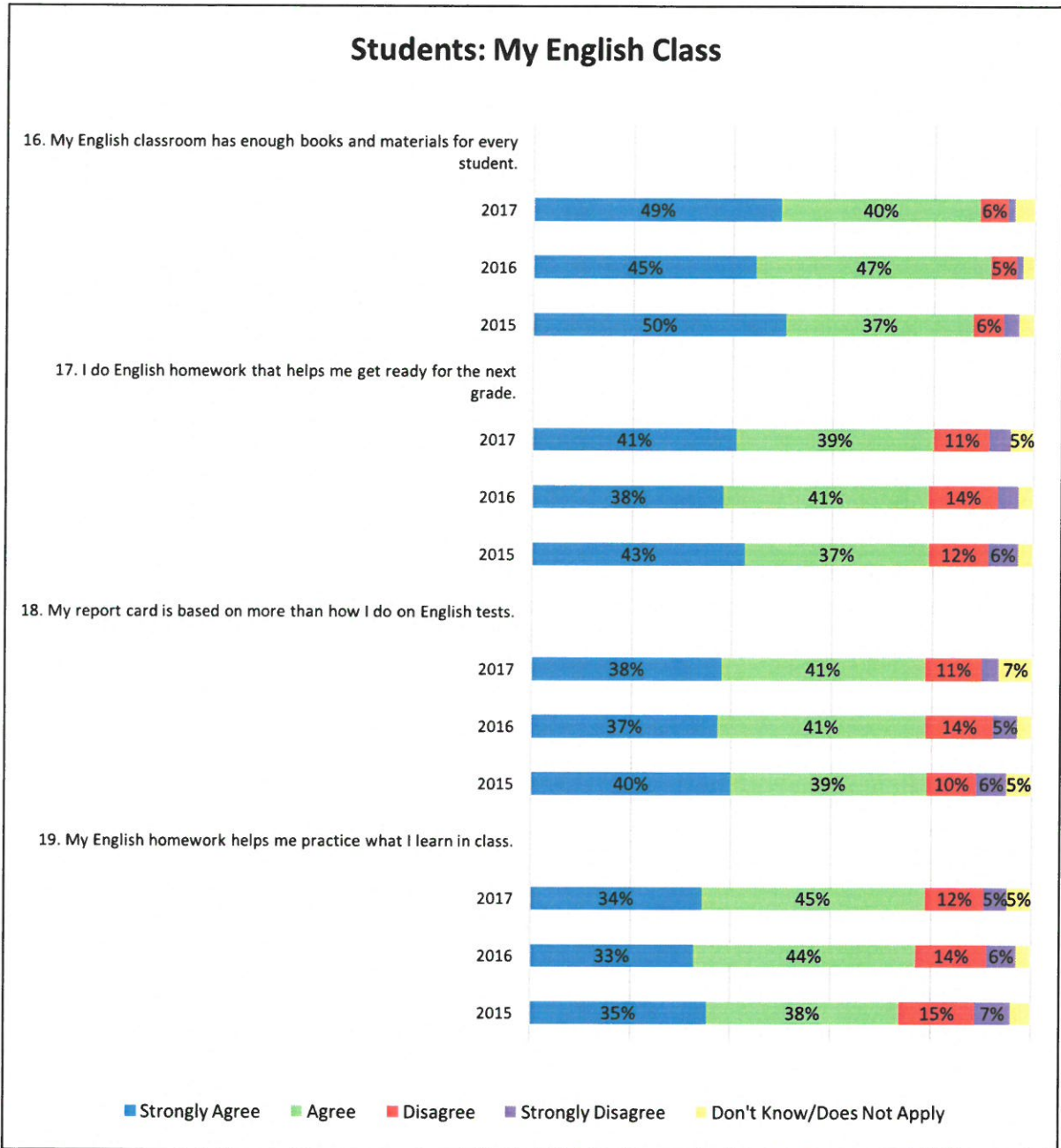
In both 2016 and 2017, roughly three-quarters of students agreed they often saw an administrator at important school events and activities (76% / 1,047 responses).

My English Teacher & Class



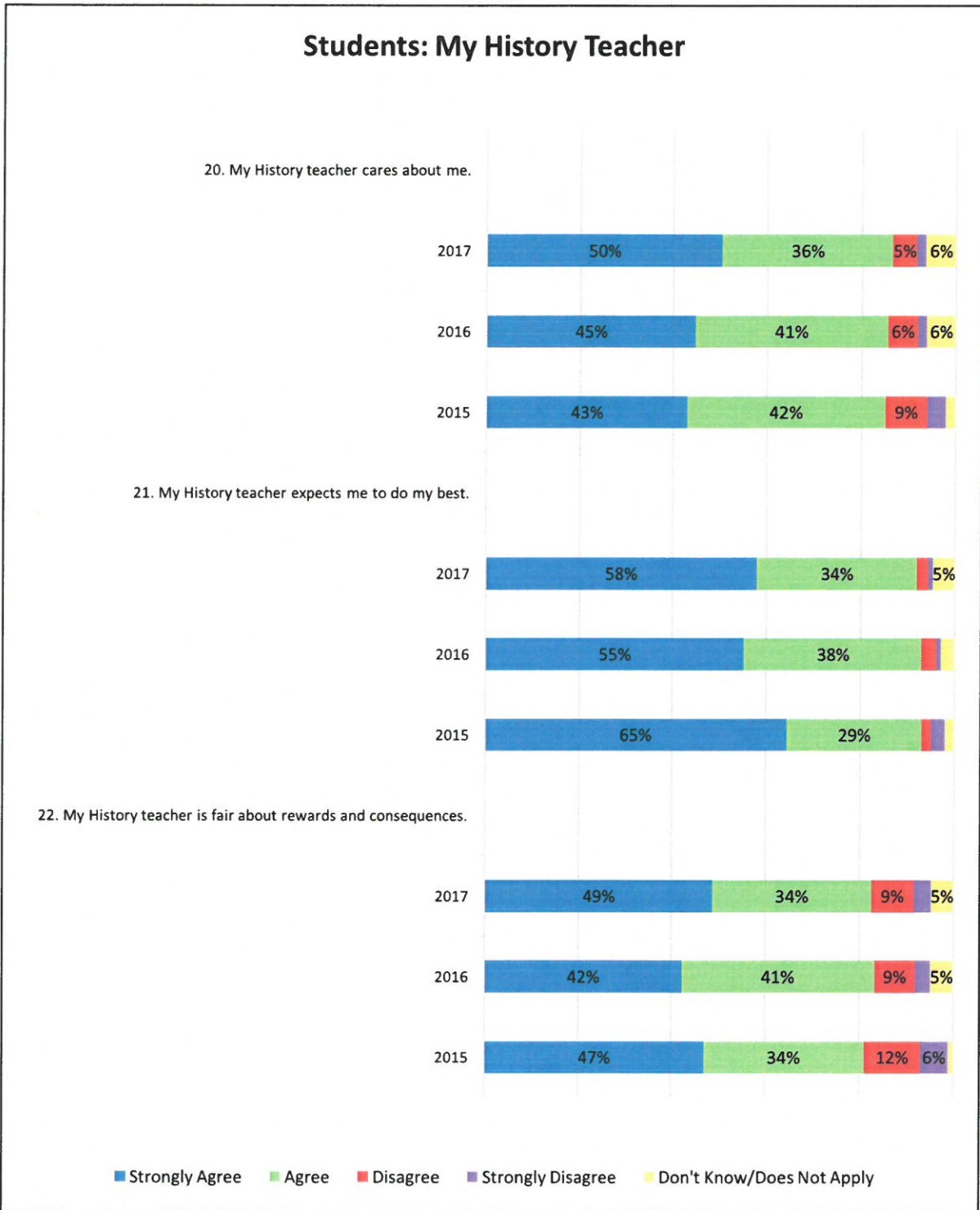


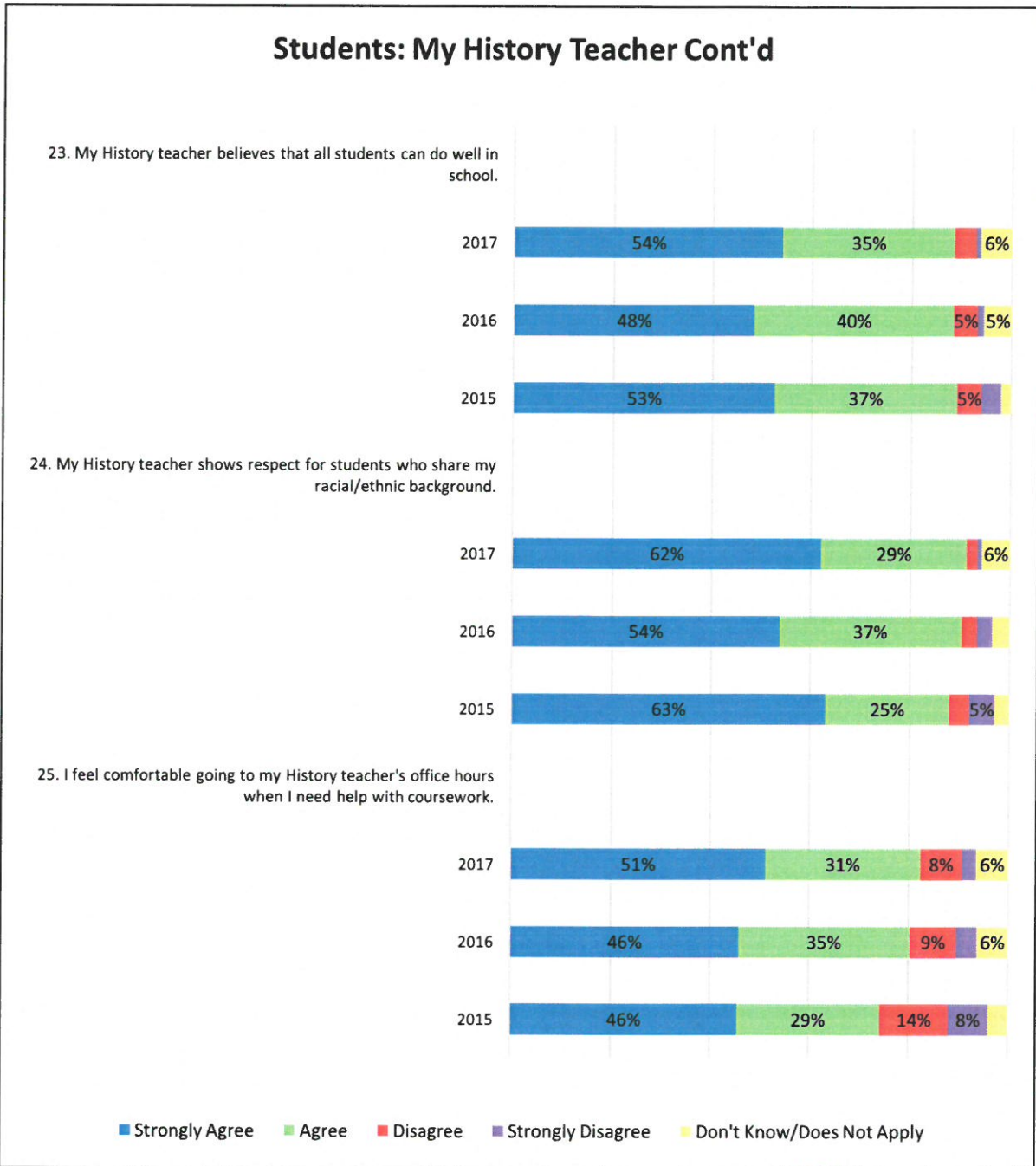
Student responses regarding their English teacher were overwhelmingly positive across all three years included in this report. Students believed their English teacher cared for them (88% / 1,236 responses), expected them to do their best (94% / 1,315 responses), and believed all students can do well in school (87% / 1,231 responses). Notably, 13% of students felt their English teacher was *not* fair about rewards and consequences (175 responses), and 10% of students were *not* comfortable going to their English teacher’s office hours when they needed help with coursework (134 responses).



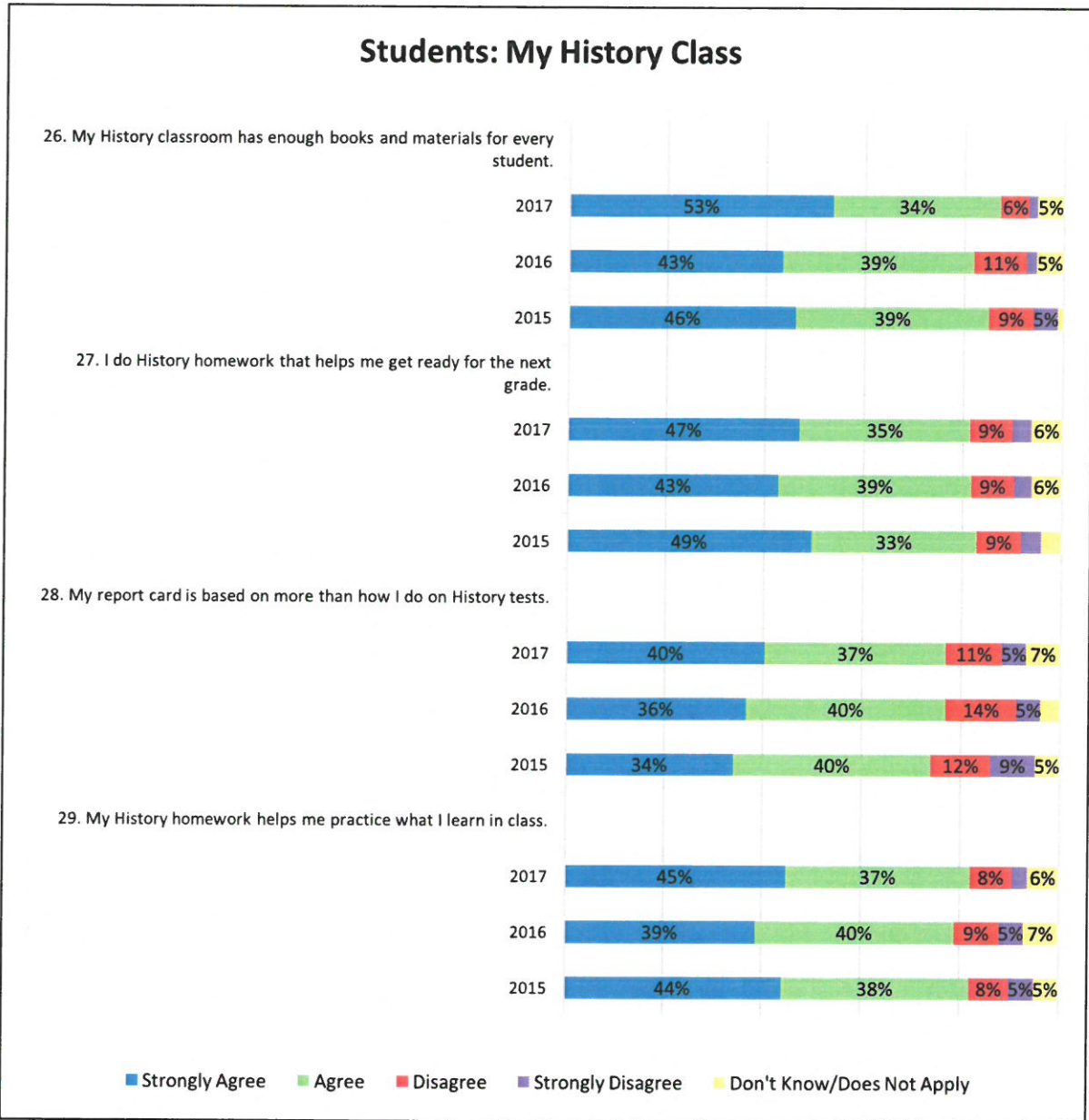
Students responded positively about their English class, which was common across all three surveys. Nearly every student agreed their classroom had enough books and materials for everyone (89% / 1,248 responses). Additionally, eighty percent of students felt their English homework helped them get ready for the next grade (1,122 responses), and 79% agreed their homework helped them practice what they learned in class (1,097 responses). Finally, 79% of students agreed their report card was based on more than how they did on English tests (1,097 responses).

My History Teacher & Class



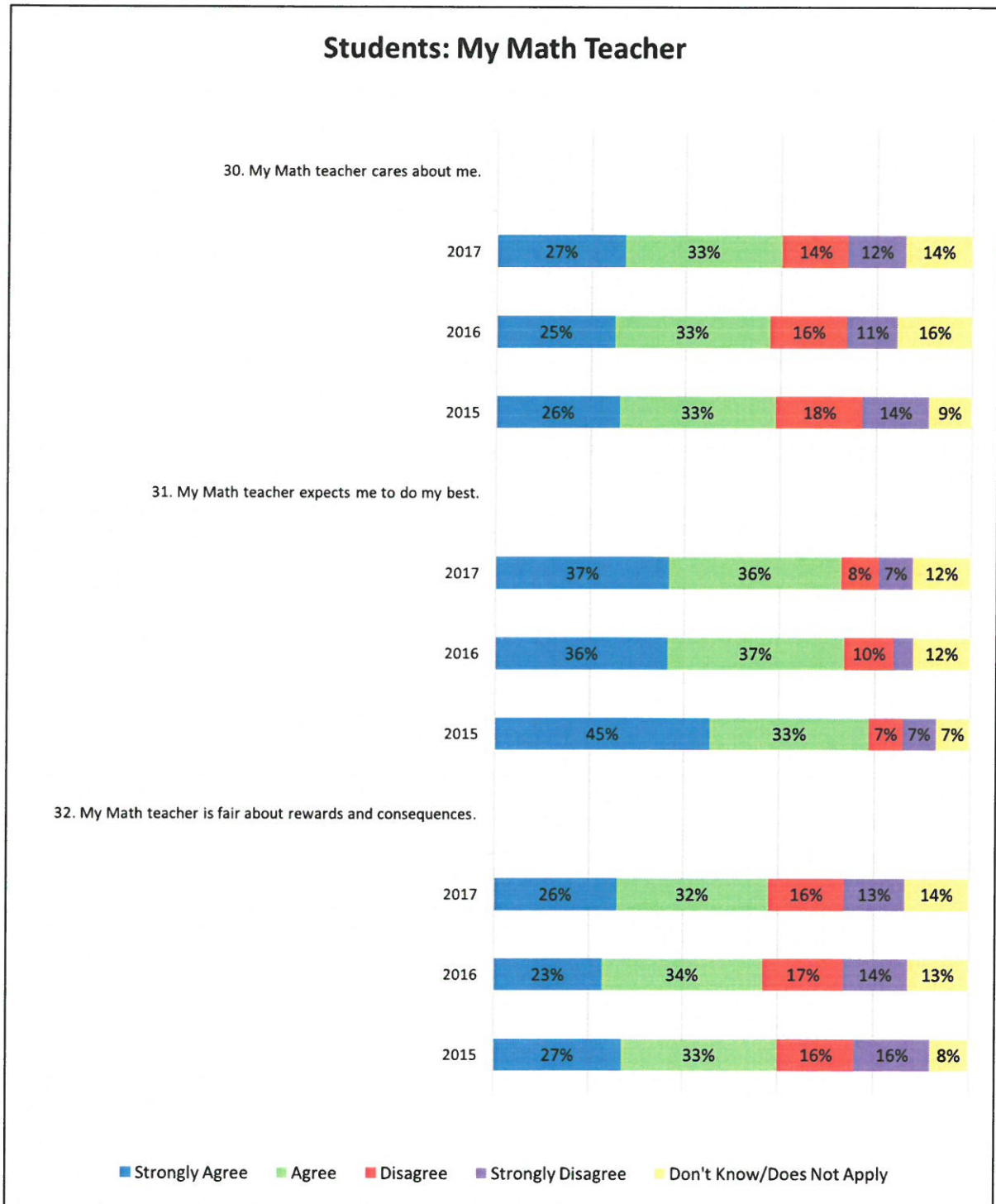


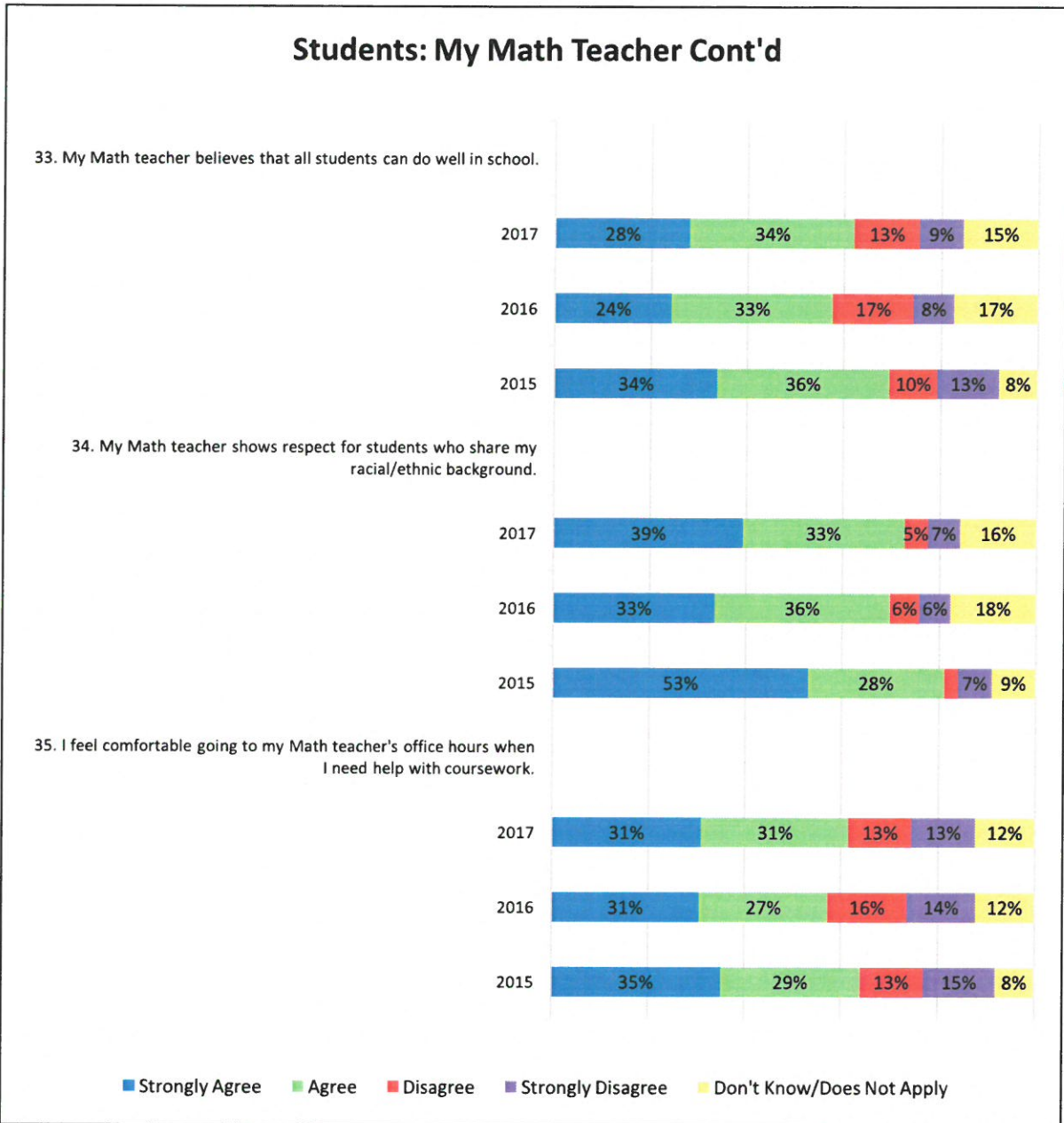
Student responses to their history teacher were also quite positive across all three years. Students believed their history teacher cared about them (86% / 1,2091 responses), expected them to do their best (92% / 1,284 responses), and believed all students can do well in school (89% / 1,234 responses). Interestingly, 11% of students were *not* comfortable going to their history teacher’s office hours when they needed help with coursework (157 responses). As noted previously, this was also true of student responses concerning their English teachers.



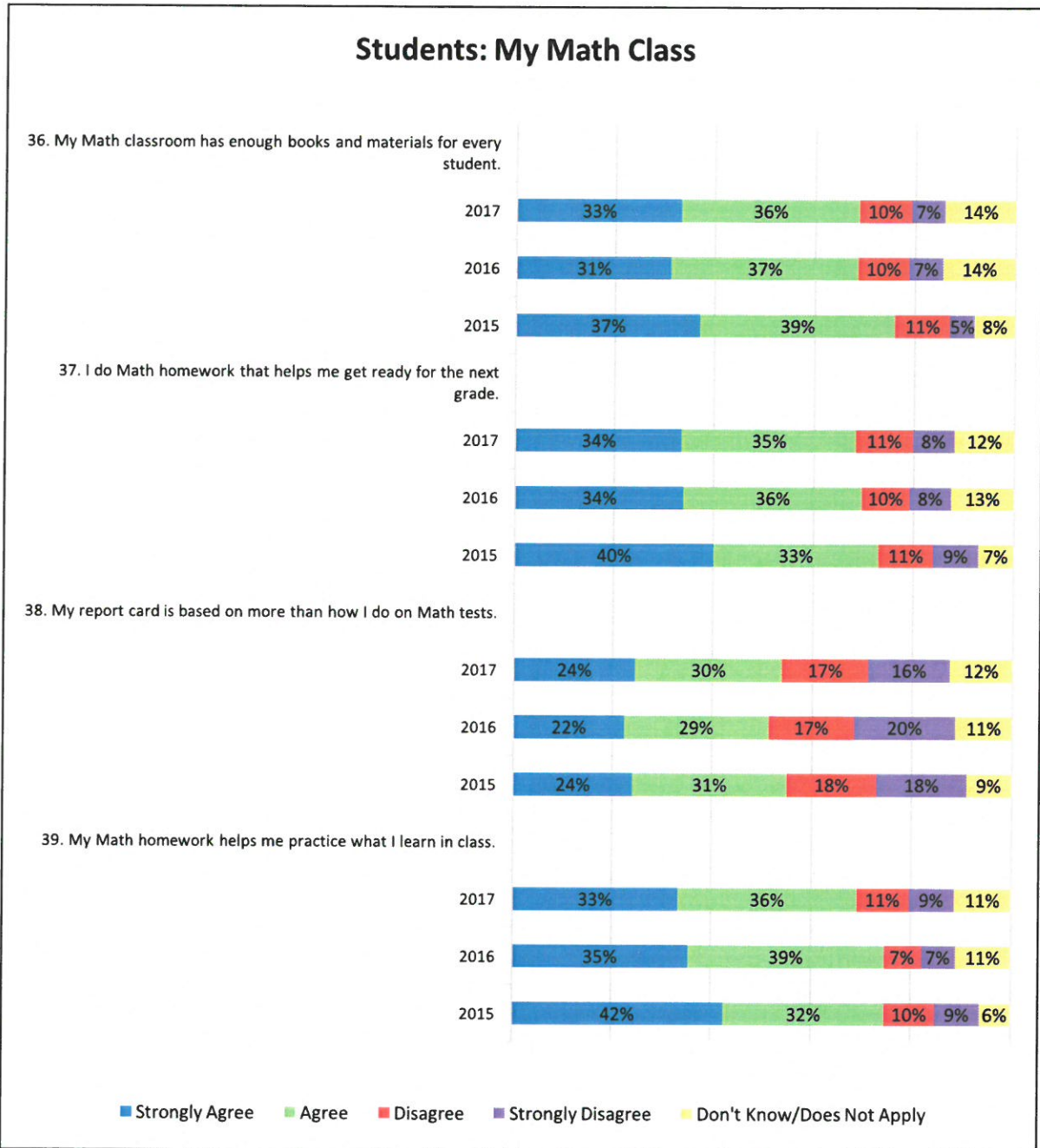
Students also responded positively to questions regarding their history class. Students believed their history homework helped them get ready for the next grade (82% / 1,136 responses), and their homework helped them practice what they learned in class (82% / 1,137 responses). However, 16% of students *did not* agree their report card was based on more than how they did on tests (226 responses).

My Math Teacher & Class



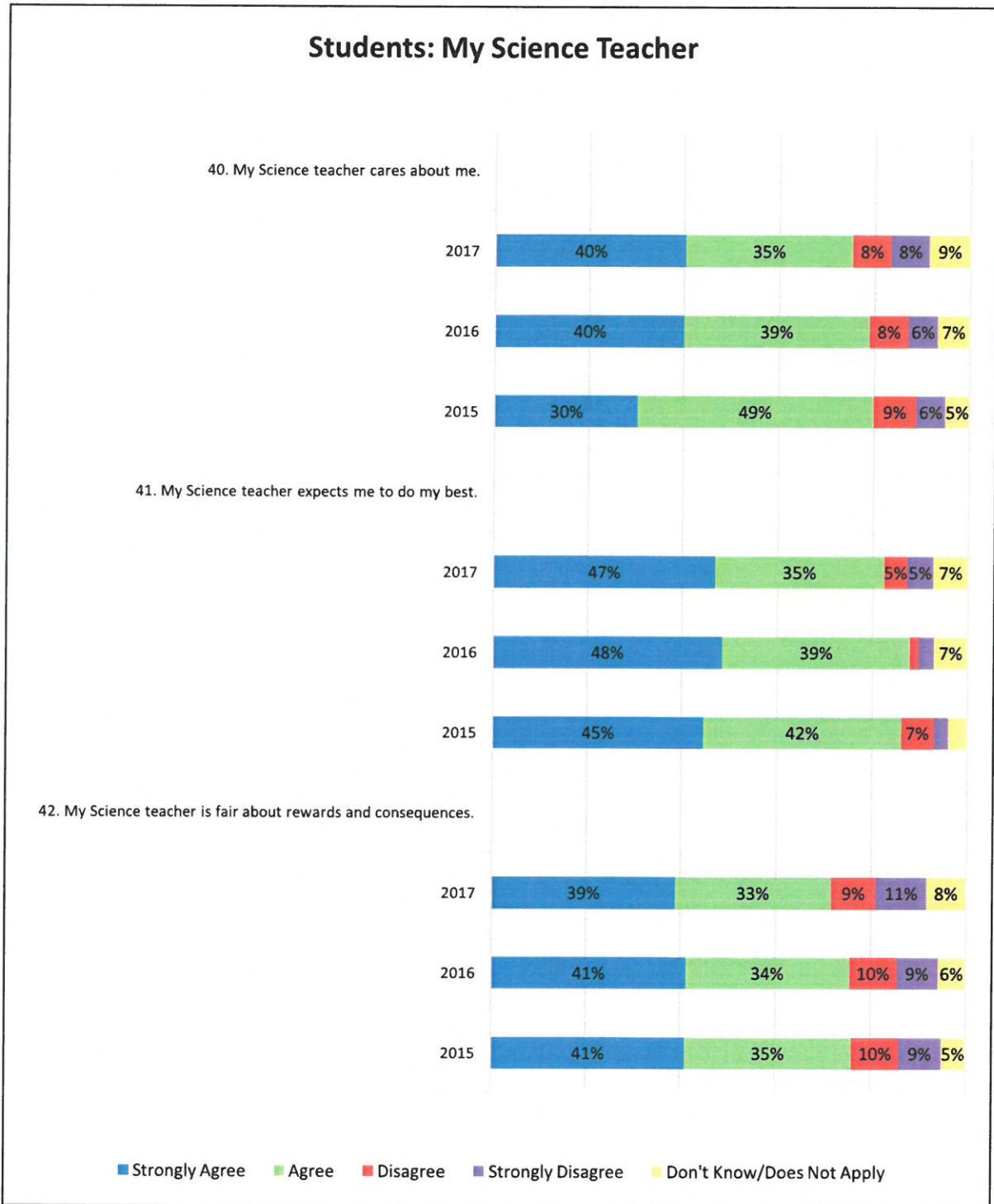


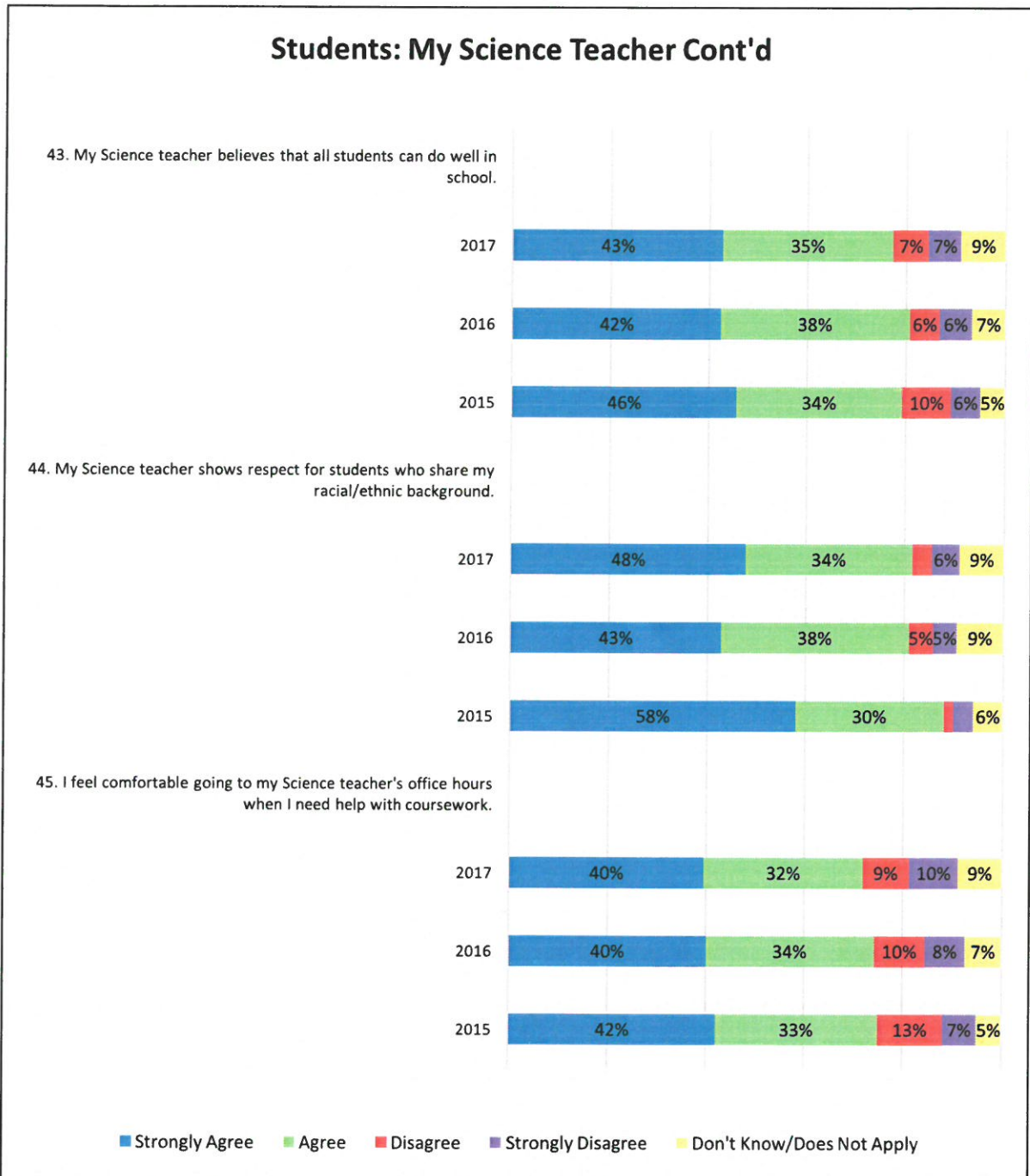
Student responses to their math teachers were less positive than responses to teachers of other required courses. While a majority of students agreed their math teachers cared about them (60% / 845 responses), roughly a quarter *did not* agree (26% / 361 responses). Similarly, 29% of students *did not feel* their math teachers were fair about rewards and consequences (400 responses). In 2017, however, a higher percentage of students agreed their math teacher believed that all students can do well in school than agreed in 2016 (62% compared to 57%). On the other hand, the percentage of students who agreed their math teacher showed respect for students who shared their racial/ethnic background decreased since 2015 (72% compared to 81%). Students commented further on their math teachers in the open-ended section below.



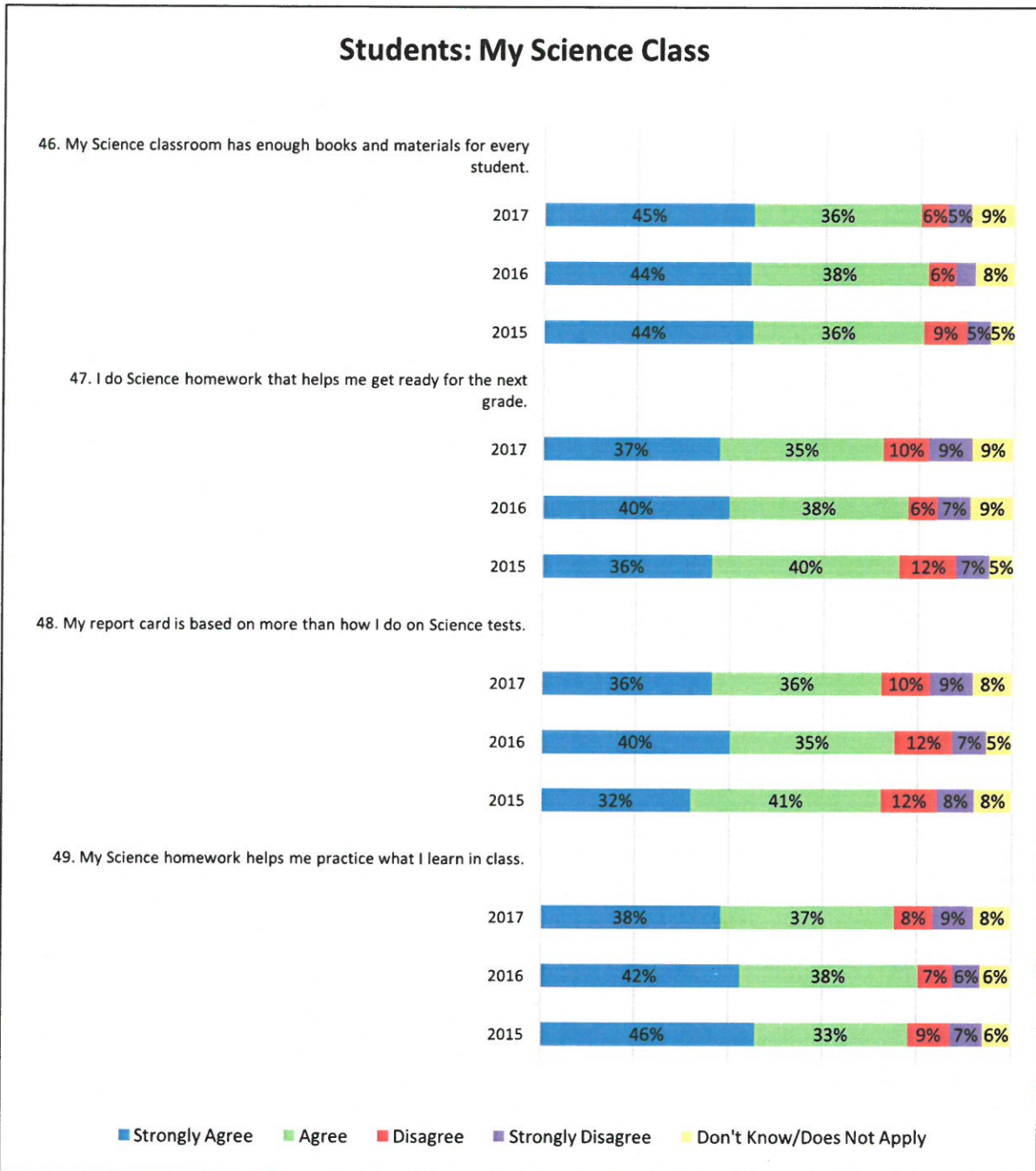
Positive student responses to their math class have decreased since 2015. In 2017, fewer students agreed their math classroom had enough books and materials for every student (69% compared to 76%). Additionally, fewer students felt their math homework helped them practice what they learned in class (69% compared to 74%). Most strikingly, across all three years included in this report, roughly one-third of student respondents *did not agree* their report card was based on more than how they did on math tests (33% / 470 responses).

My Science Teacher & Class



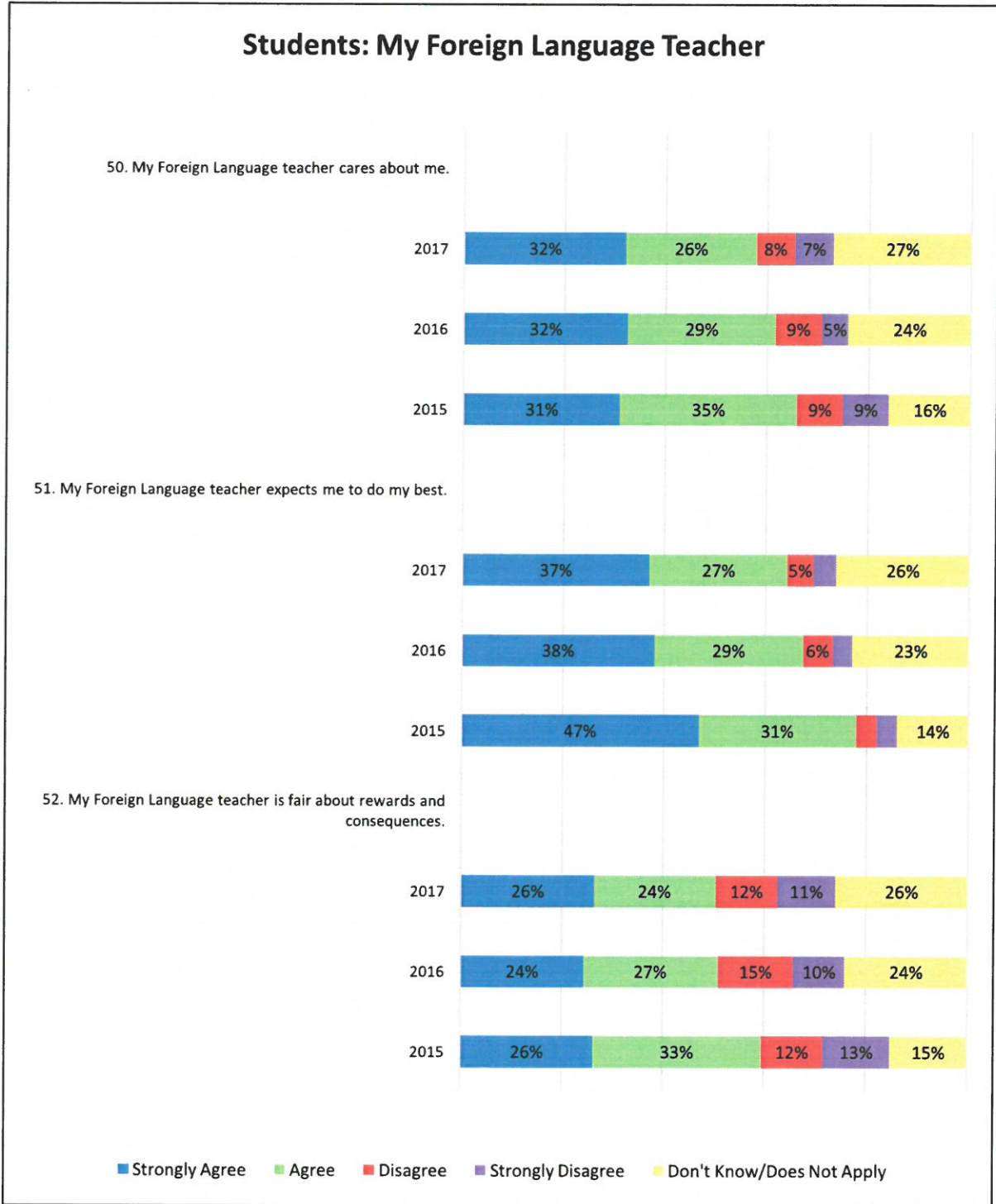


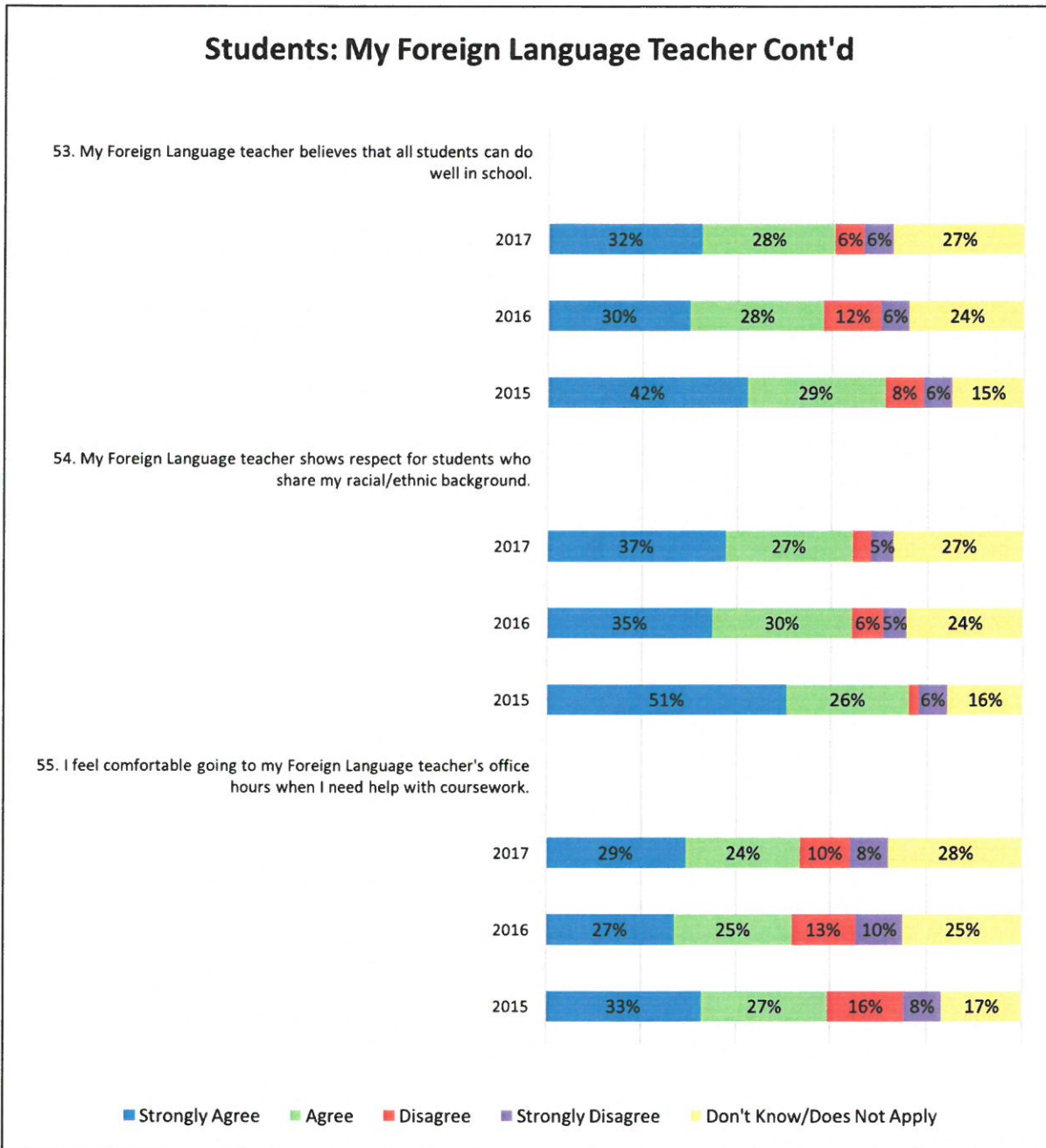
Similar to student responses to their English and history teachers, students felt positively about their science teachers across all three years. A majority of students believed their science teacher cared for them (75% / 1,052 responses), expected them to do their best (82% / 1,148 responses), and showed respect for students who shared their racial/ethnic background (82% / 1,135 responses). Interestingly, 20% of students *did not agree* their science teacher was fair about rewards and consequences (280 responses). Similarly, 19% *did not* feel comfortable going to their science teacher's office hours (268 responses).



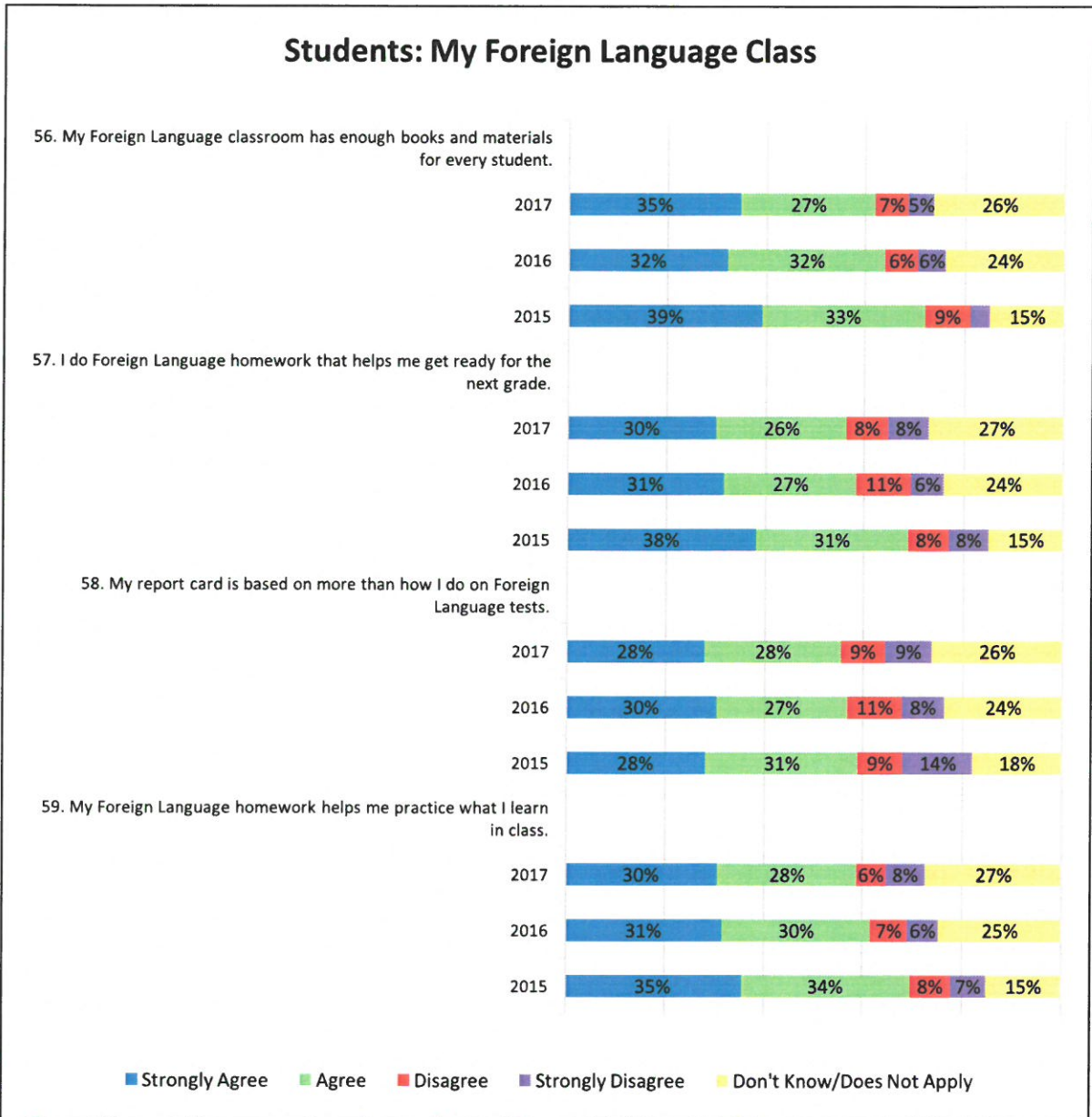
Student responses regarding their science class were quite positive from 2015 to 2017. Students generally agreed their science classroom had enough books and materials for every student (81% / 1,123 responses), and their science homework helped them practice what they learned in class (75% / 1,049 responses). Nineteen percent of students, however, *did not agree* their report card was based on more than how they did on science tests (271 responses). Finally, this year a smaller percentage of students felt their science homework helped them get ready for the next grade than did in 2016 (72% compared to 78%).

My Foreign Language Teacher & Class



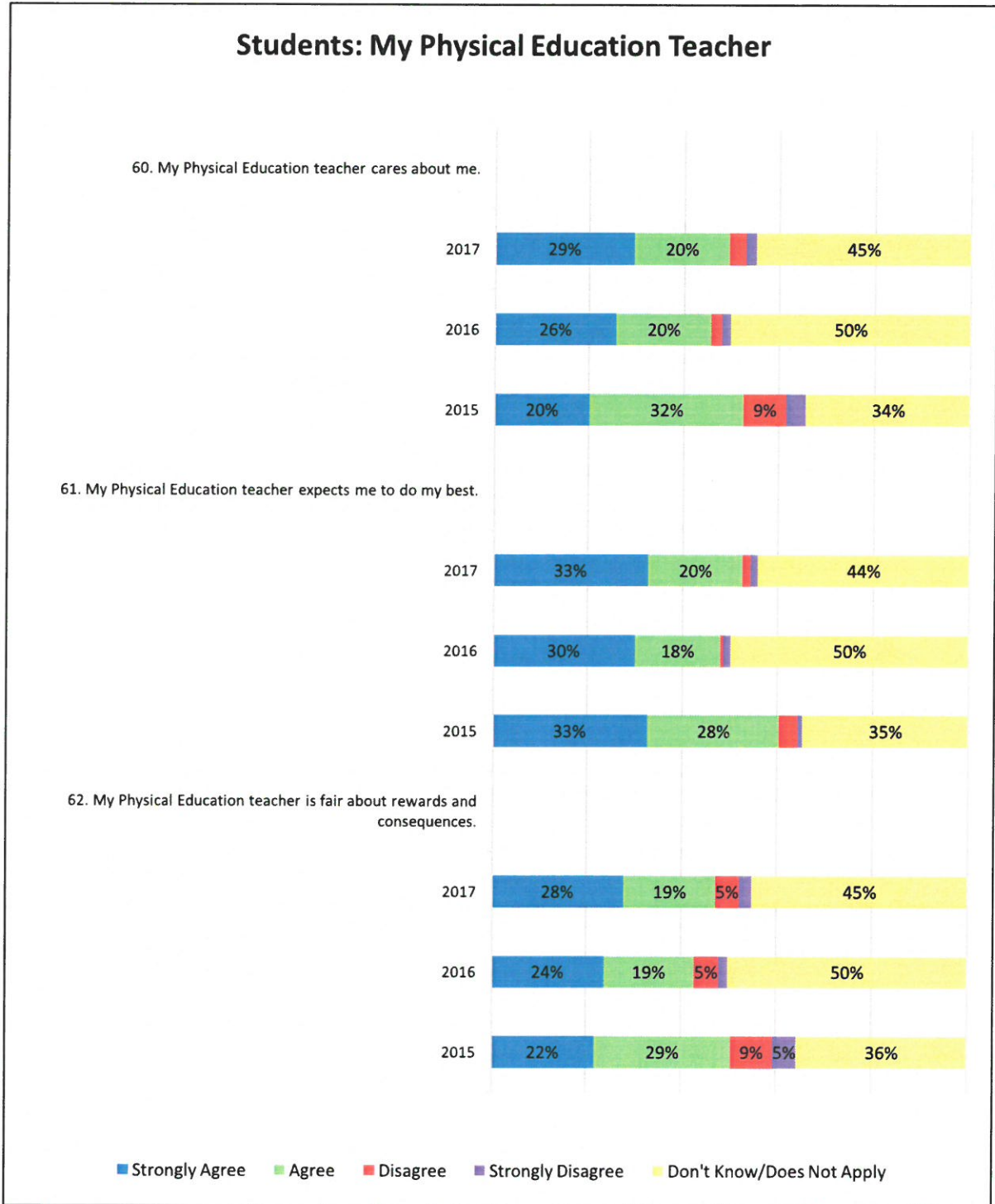


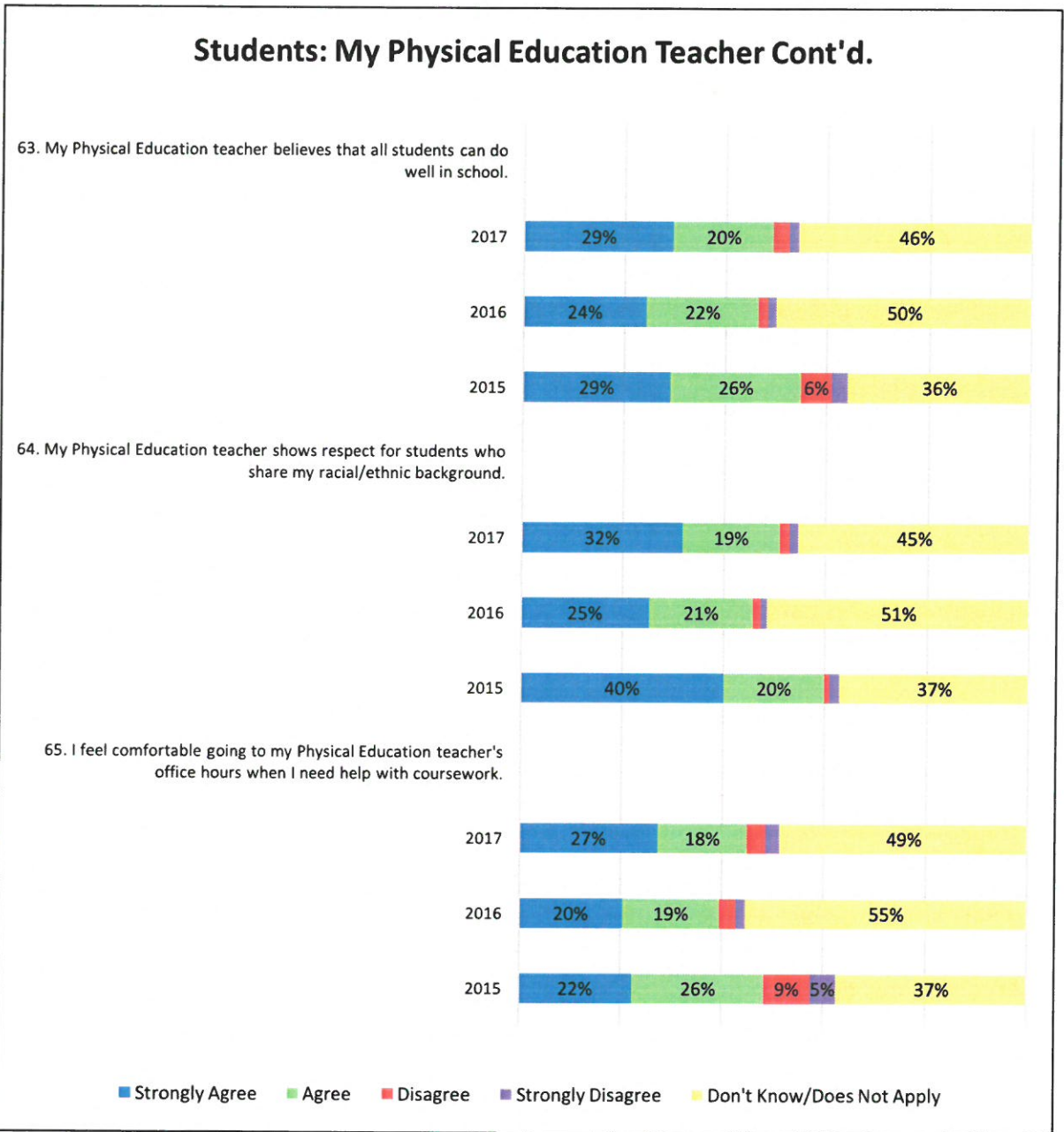
Student responses to their foreign language teacher have changed since 2015. Positive answers to questions about their foreign language teacher decreased by between 5 and 10 percentage points over the course of three years. Additionally, the percentage of students who did not know how to respond to questions, or to whom the questions did not apply increased a similar amount. Notably, the percentage of students who *disagreed* with the above questions stayed mostly consistent. For instance, 23% of students in 2017 *did not agree* their foreign language teacher was fair about rewards and consequences (329 responses). However, this year fewer students *disagreed* their teacher believed that all students can do well in school than did in 2016 (12% compared to 18%).



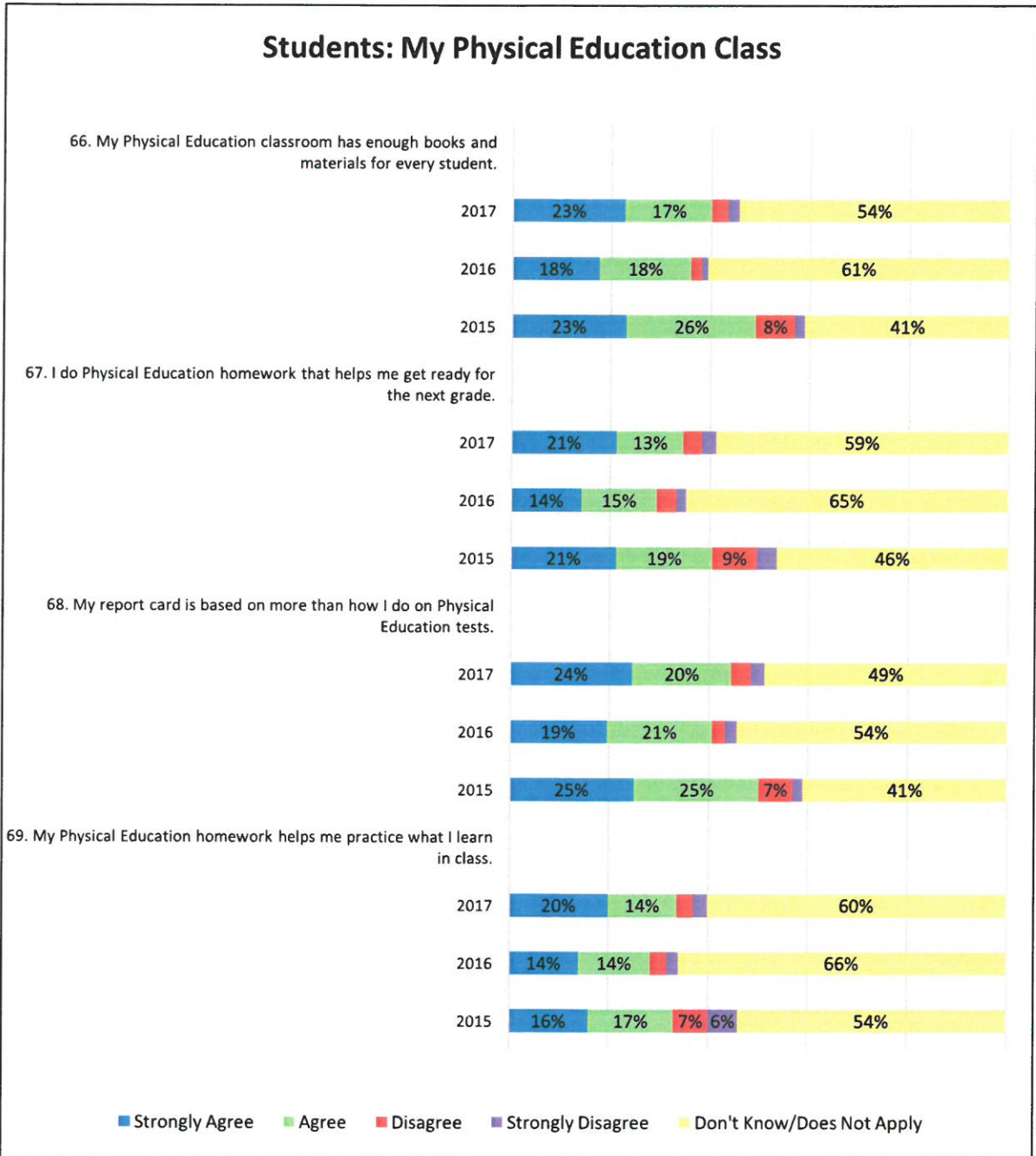
Student responses concerning their foreign language class were similar to those about their foreign language teacher. In 2017, fewer students agreed their foreign language homework helped them get ready for the next grade than did in 2015 (56% compared to 69%). Similarly, fewer students felt their foreign language homework helped them practice what they learned in class (58% compared to 69%). Interestingly, across all three years, over half of student respondents agreed their report card was based on more than how they did on tests (56% / 767 responses).

My Physical Education Teacher & Class



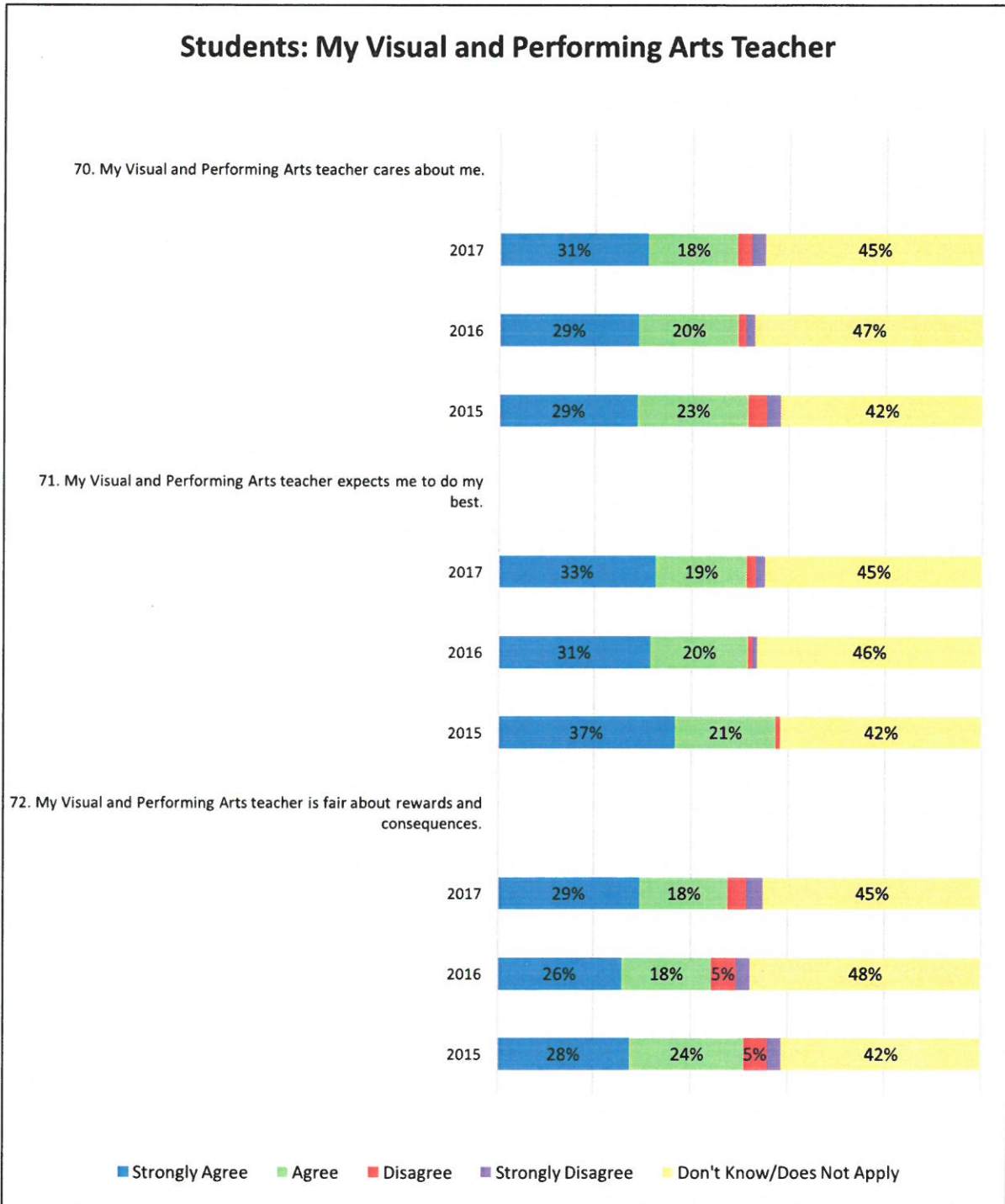


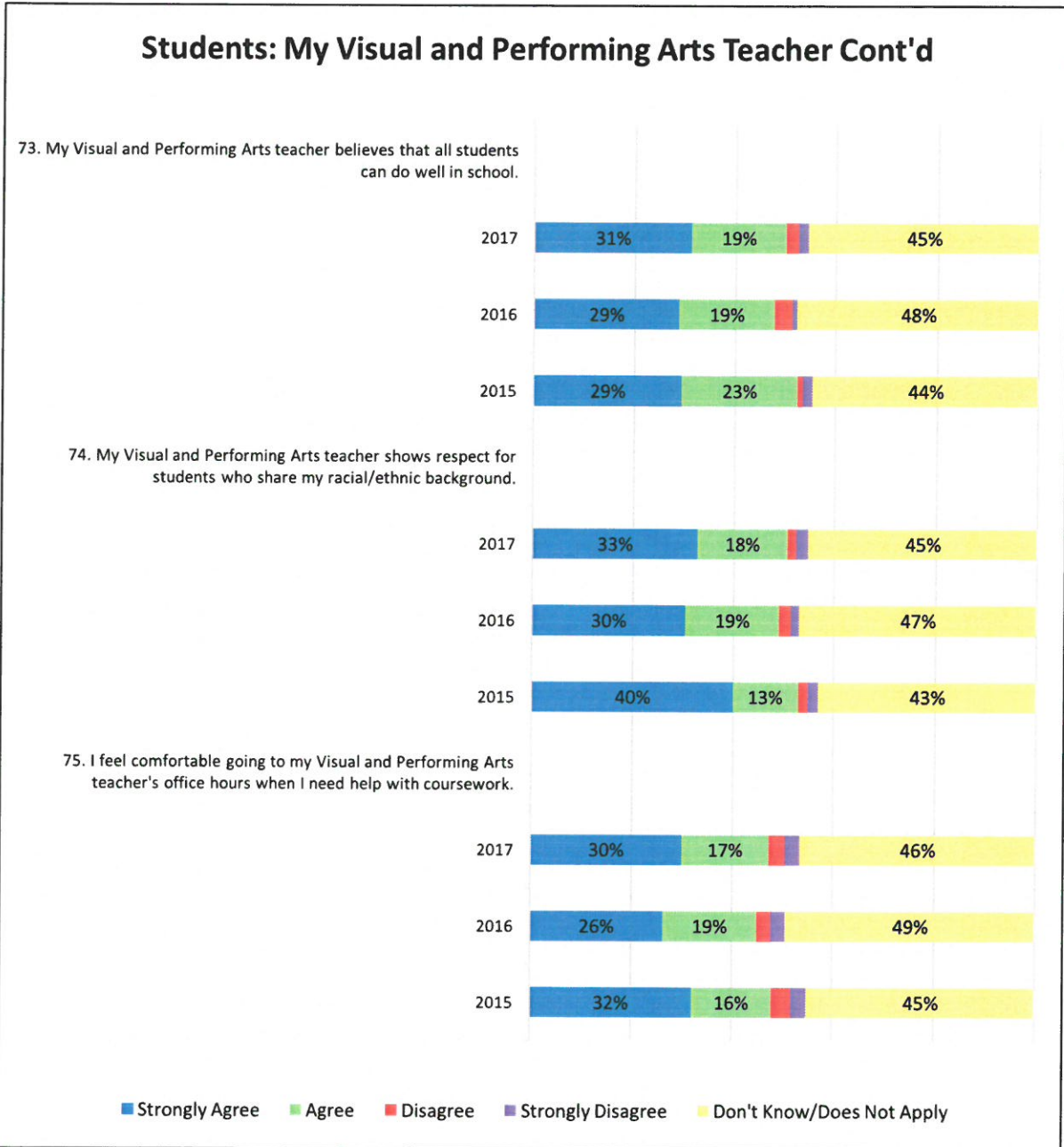
Roughly half of student respondents were unsure how to respond to questions concerning their physical education teacher, or felt the questions did not apply to them. Aside from these responses, however, students were very positive about their PE teacher. Particularly of note, a higher percentage of students in 2017 felt comfortable going to their PE teacher’s office hours than in 2016 (45% compared to 39%).



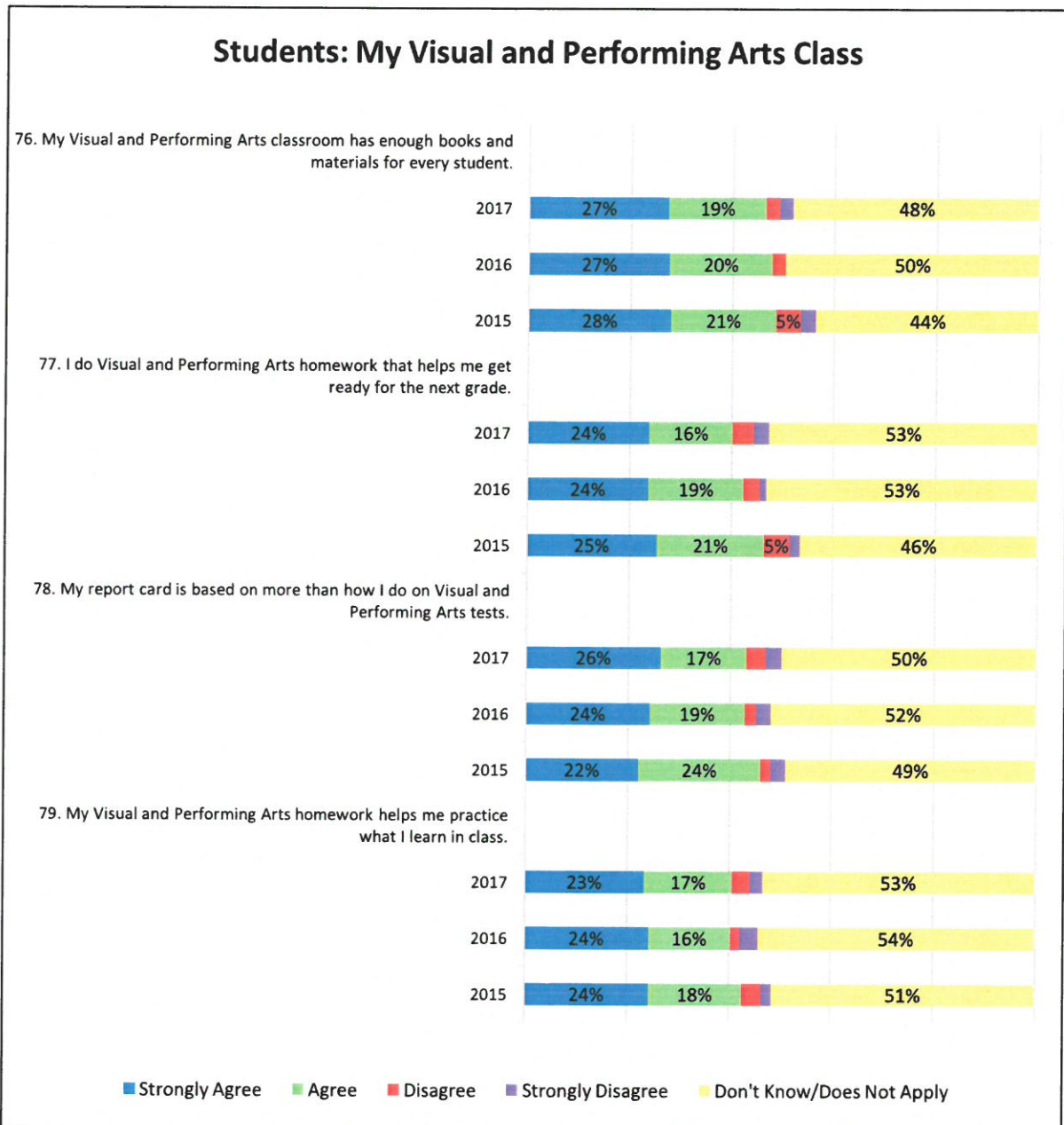
Most students were also unsure how to respond to questions about their PE class. Despite this, responses were generally positive. This year, more students agreed their PE homework helped them get ready for the next grade than did in 2016 (34% compared to 29%). More students also agreed their PE homework helped them practice what they learned in class compared to responses from the year before (34% compared to 28%).

My Visual & Performing Arts Teacher & Class



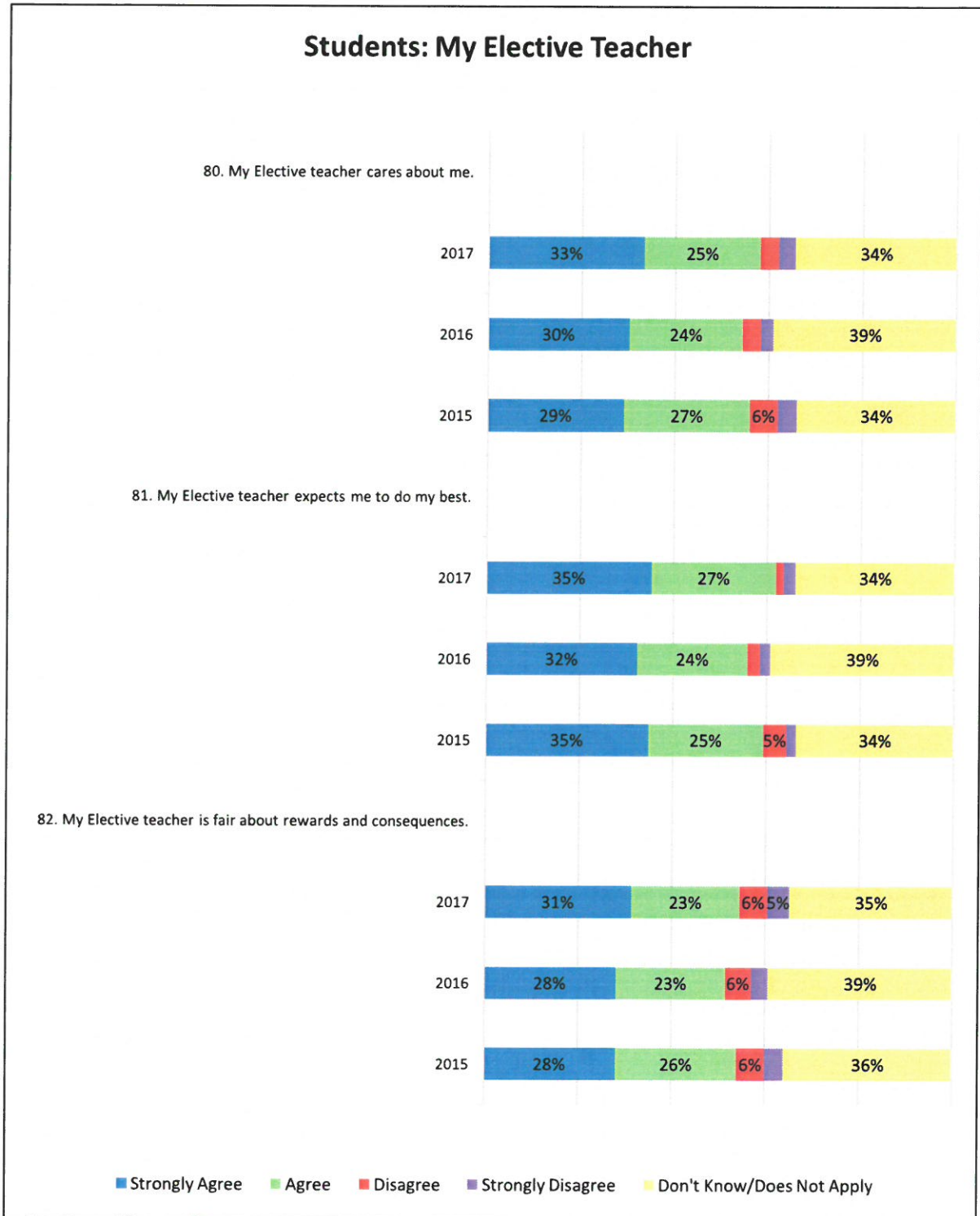


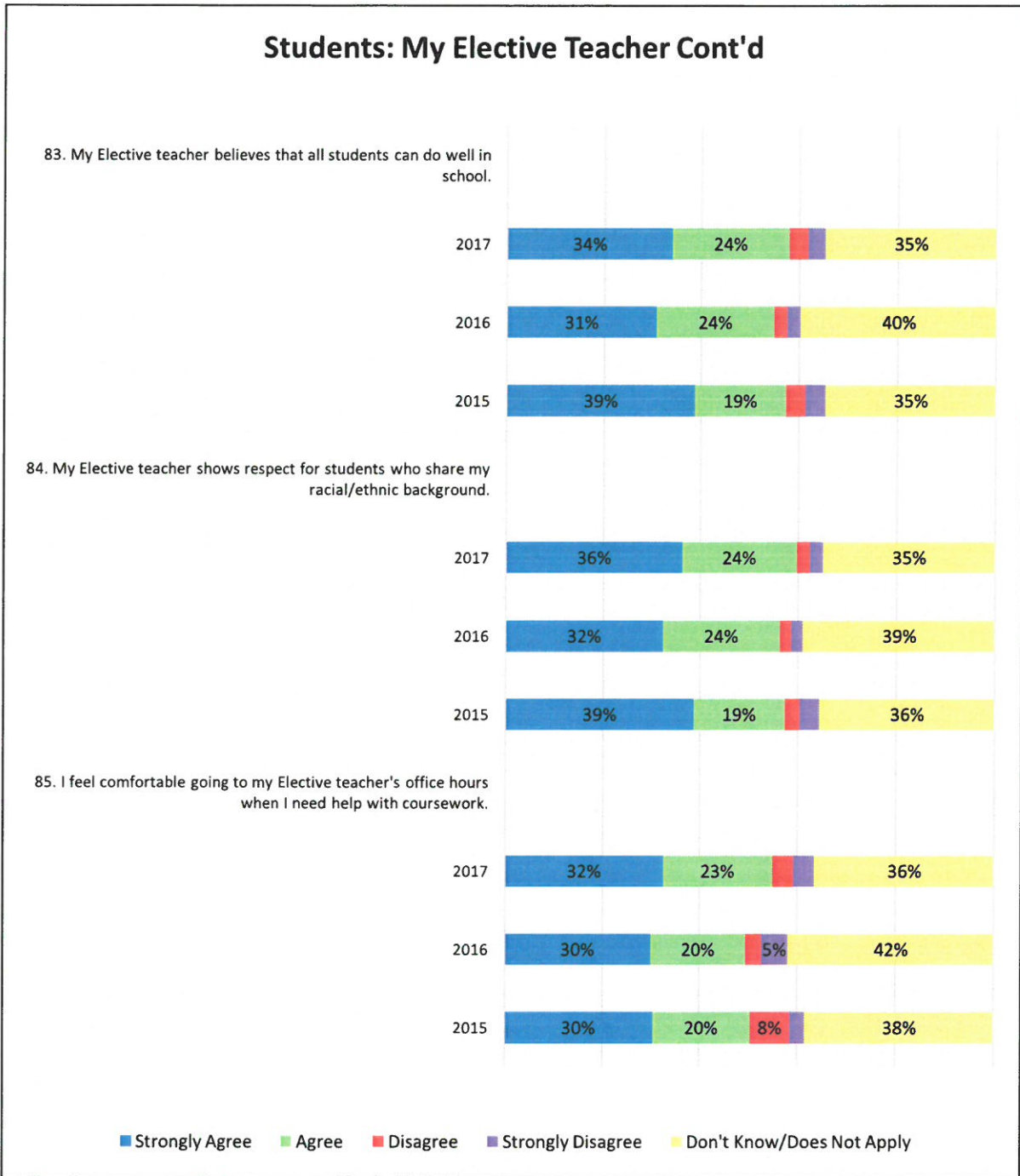
As with responses to the PE and foreign language teacher, students were unsure how to respond to questions concerning their visual and performing arts teacher, or felt the questions did not apply to them. Aside from these responses, however, students were consistently positive across all three years. For instance, roughly half of student respondents believed their visual and performing arts teachers cared about them (49% / 637 responses), expected them to do their best (52% / 698 responses), and felt comfortable going to teachers' office hours (47% / 642 responses).



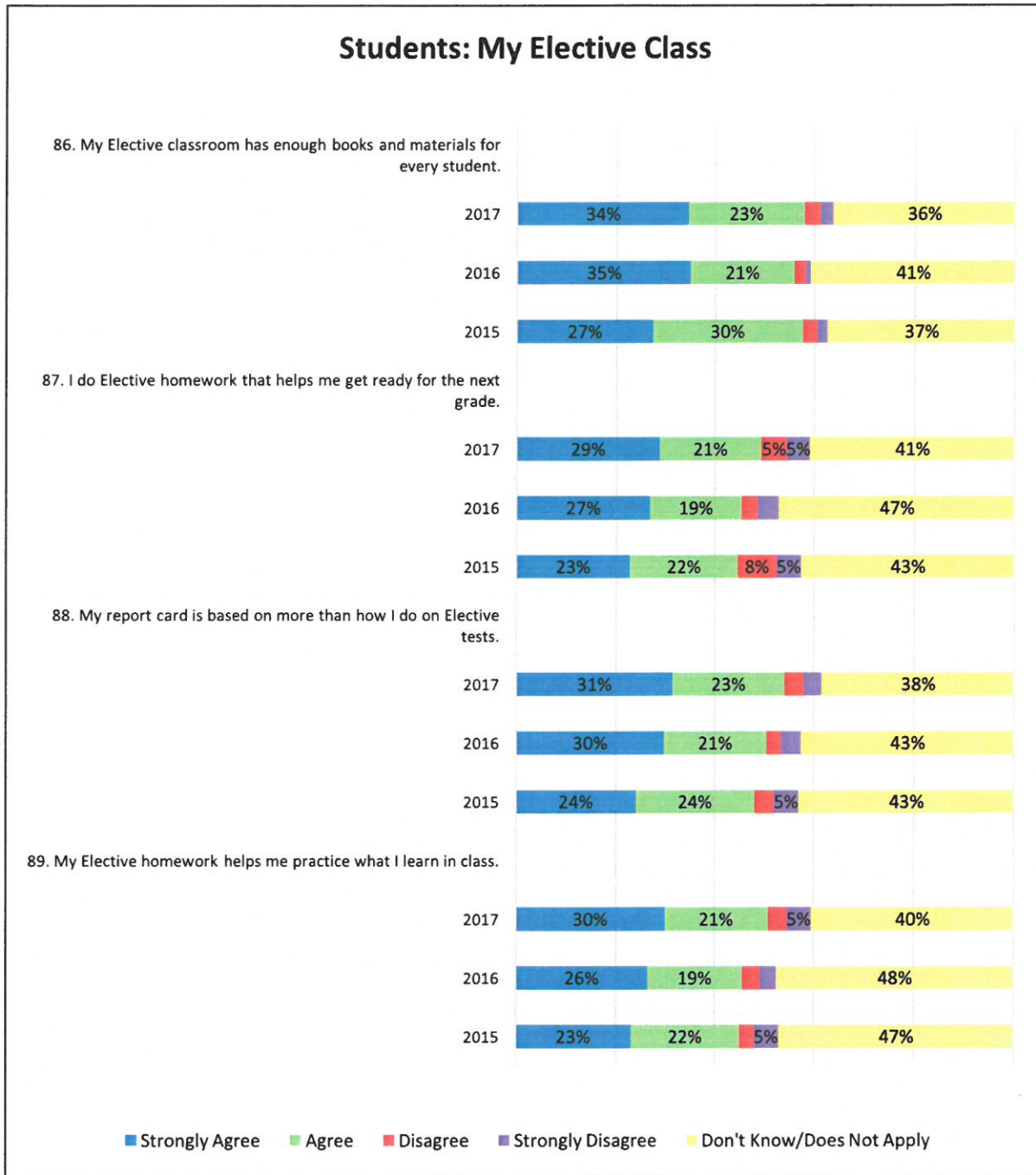
While roughly half of student respondents did not know how to respond to questions concerning their visual and performing arts class, the other half responded positively every year since 2015. Students agreed their arts homework helped them get ready for the next grade (40% / 541 responses), and helped them practice what they learned in class (40% / 550). Finally, 43% of students agreed their report card was based on more than how they did on visual and performing arts tests (582 responses).

My Elective Teacher & Class



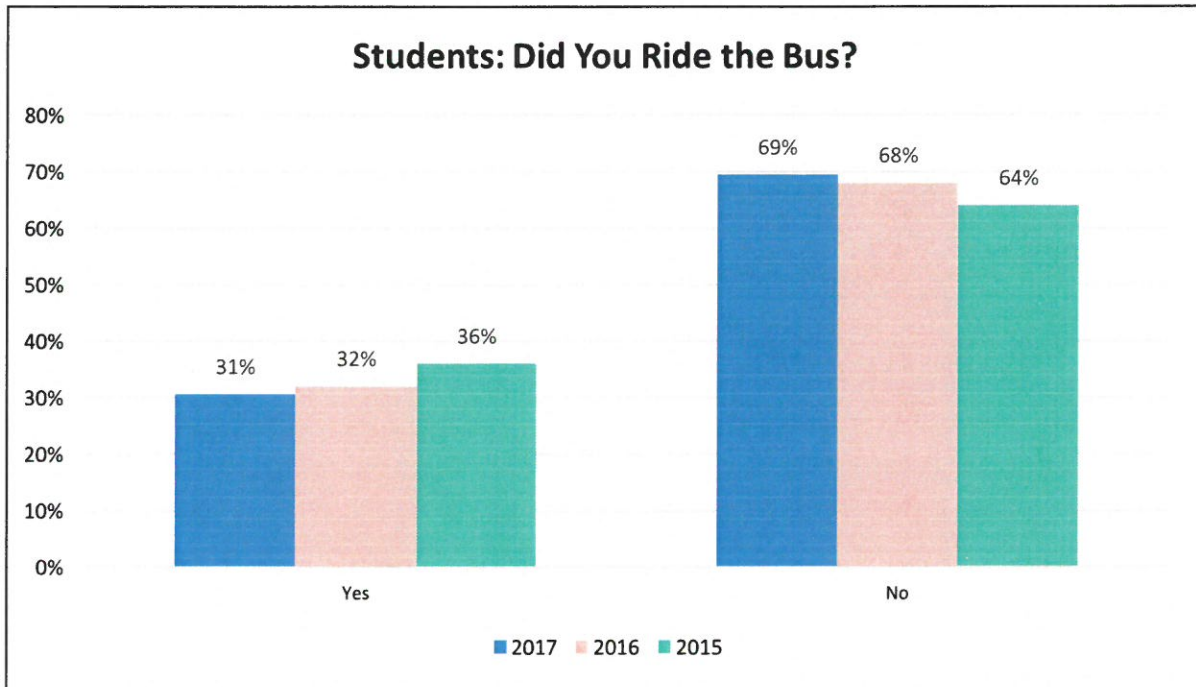


While one-third of student respondents did not know how to respond to questions concerning their elective teacher or felt the questions did not apply to them, the remaining two-thirds of students responded positively across all three years included in this report. However, 11% of students noted that their elective teachers were *not* fair about rewards and consequences (146 responses).

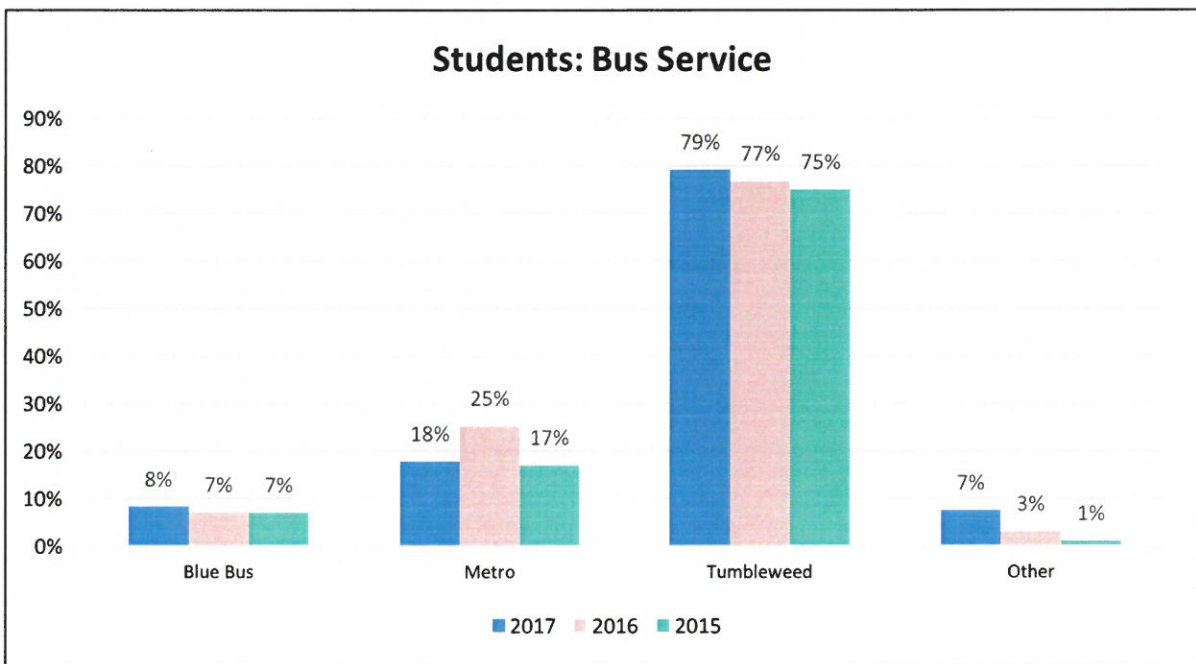


Similar to responses about students' elective teachers, roughly 40% of students did not know how to respond to questions about their elective class. The remaining 60% of students responded quite positively about their classes. Notably, over 50% of students agreed their report card was based on more than how they did on tests (54% / 732 responses). On the other hand, however, 10% of students did not believe their homework helped them get ready for the next grade (132 responses).

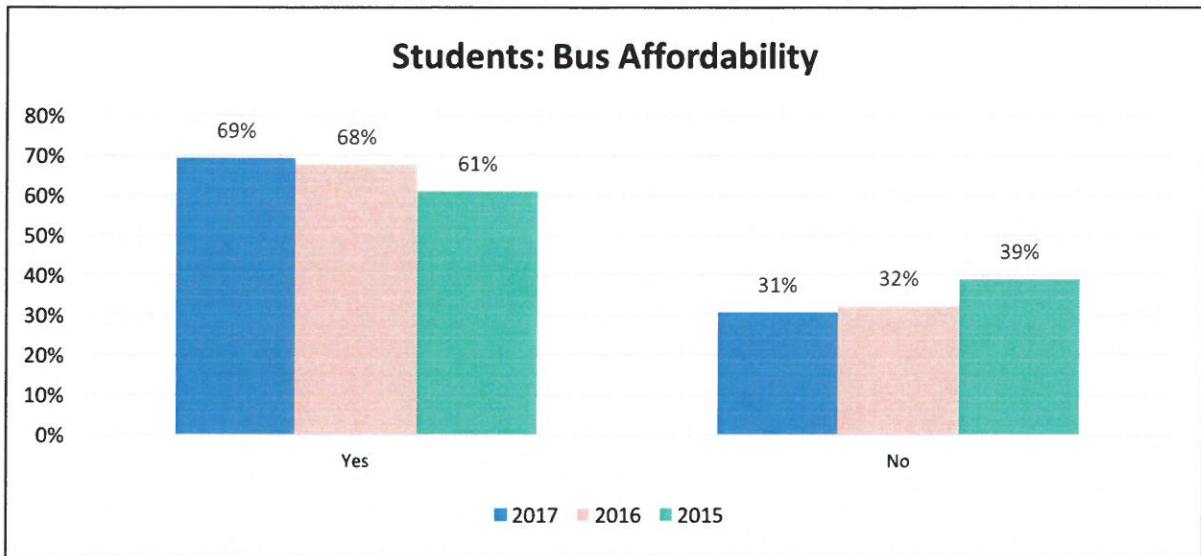
Bus Services



This year, a smaller percentage of students rode the bus than in previous years. In 2017, 31% of students rode the bus (430 responses), compared to 36% in 2015.



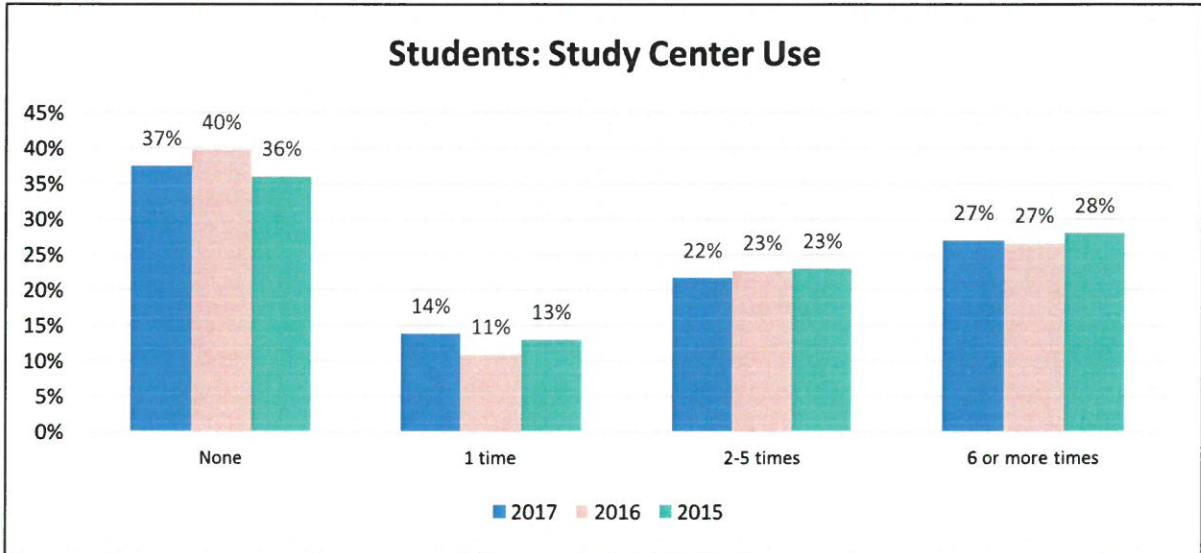
A clear majority of students who rode the bus took Tumbleweed buses (79% / 338 responses).



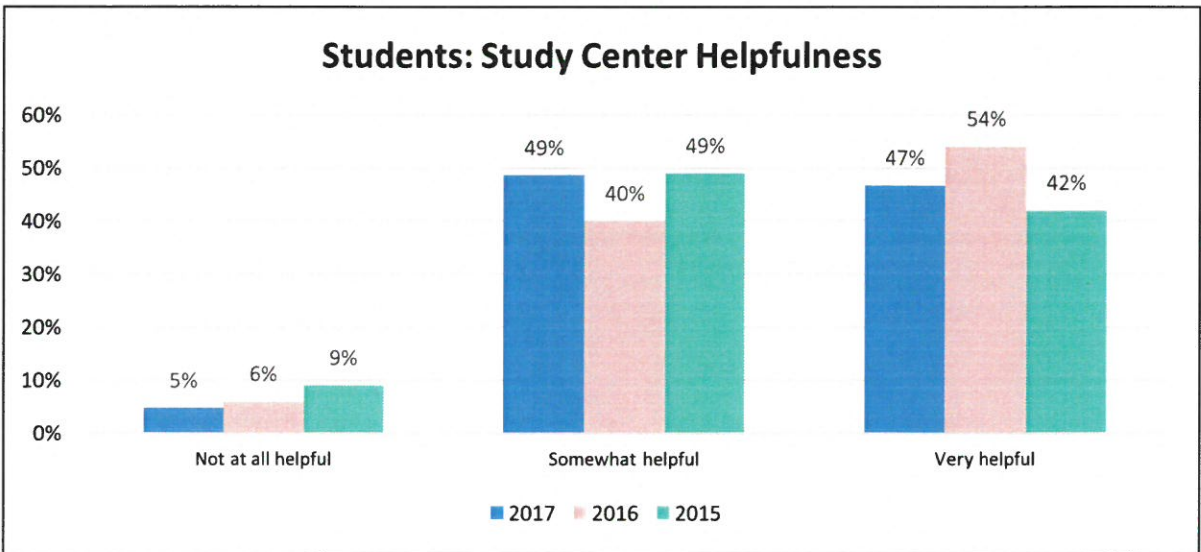
The percentage of students for whom the bus was affordable increased since 2015 (69% compared to 61%). However nearly one-third of students still found the bus *not* affordable (31% / 131 responses).

School Support Services

Study Center

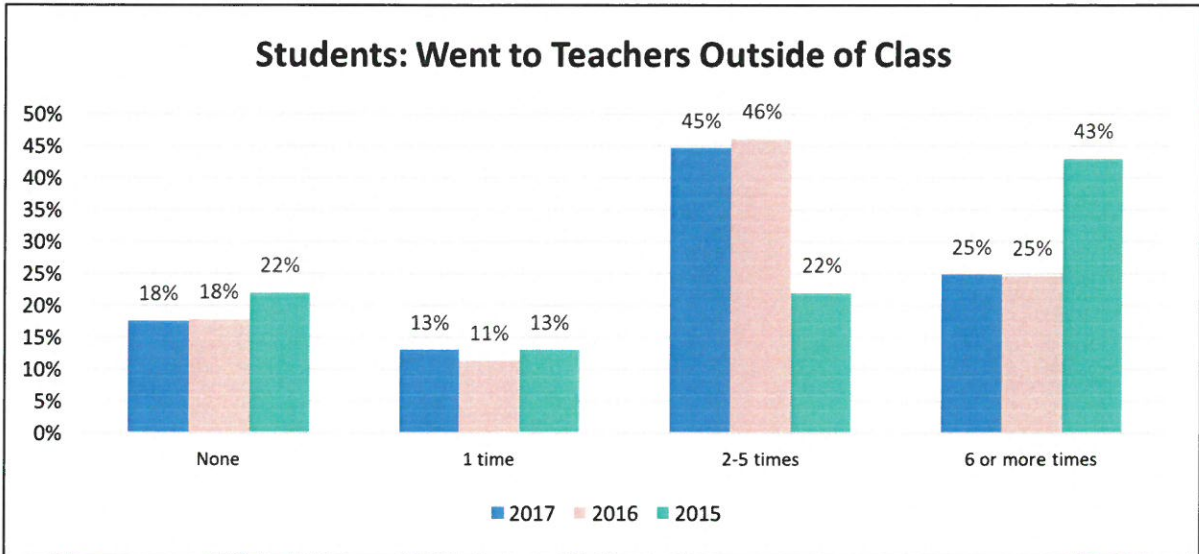


Study Center use has stayed consistent over the course of three years. Fourteen percent of students used the Center one time (193 responses), 22% two to five times (302 responses), and 27% six or more times (376 responses). Thirty-seven percent of students did not use the Study Center in 2017 (522 responses).

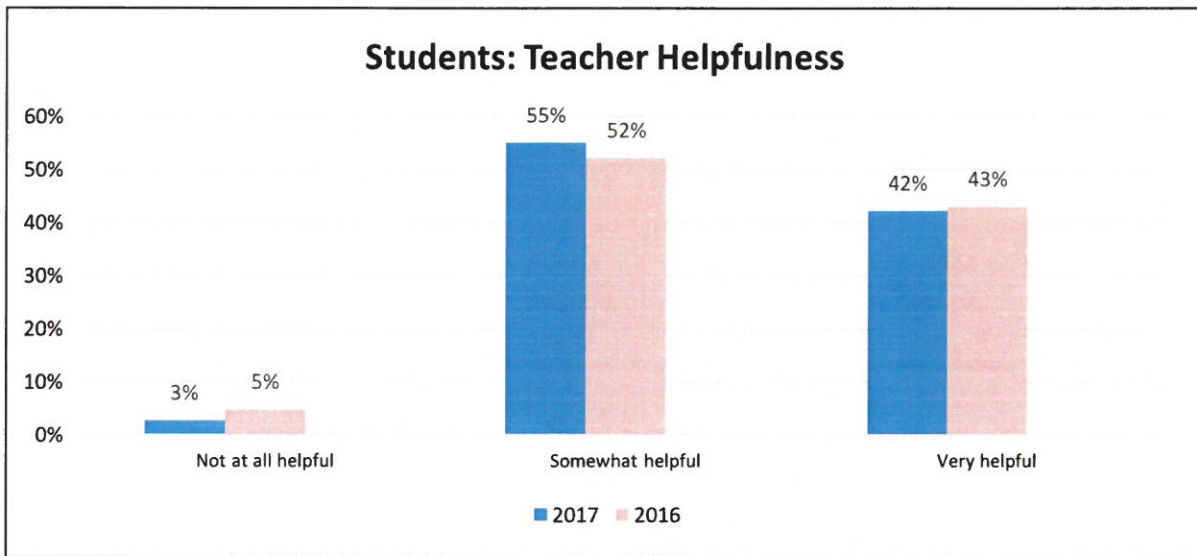


Nearly every student who used the Study Center found it either somewhat or very helpful (96% / 810 responses).

Teachers

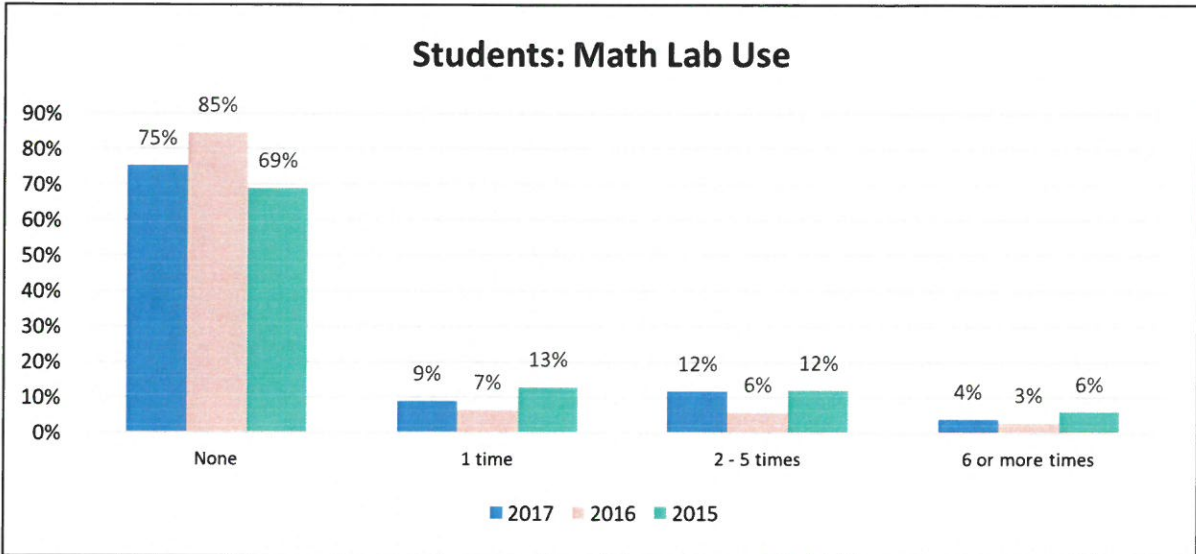


Nearly half of student respondents went to teachers outside of class 2-5 times in 2017 (45% / 604 responses).

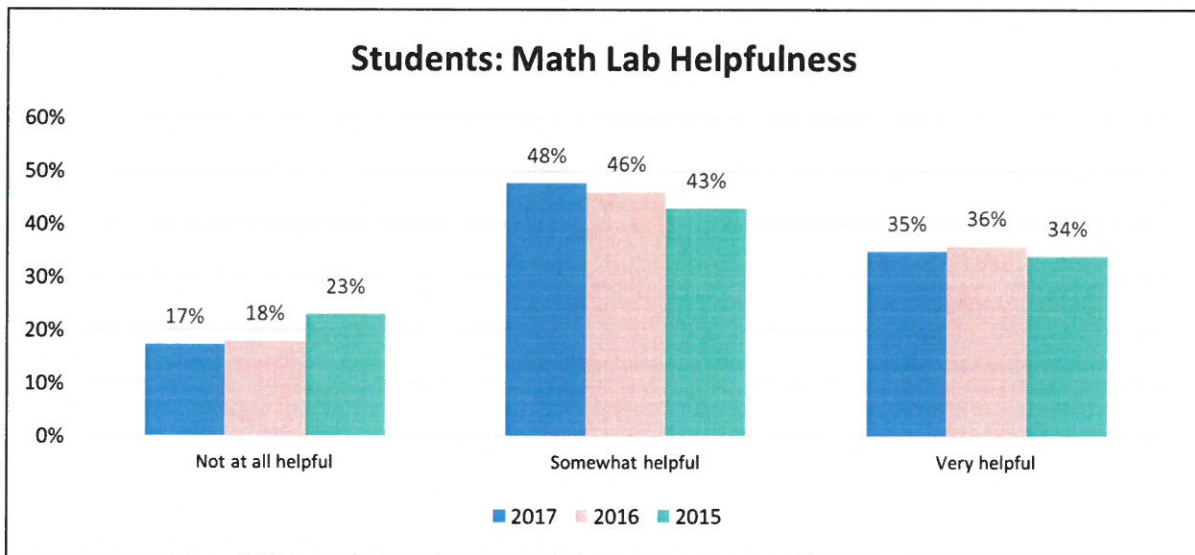


Similar to responses to the Study Center, of those who went to teachers outside of class, nearly every student found their teachers somewhat or very helpful (97% / 1,108 responses).

Math Lab

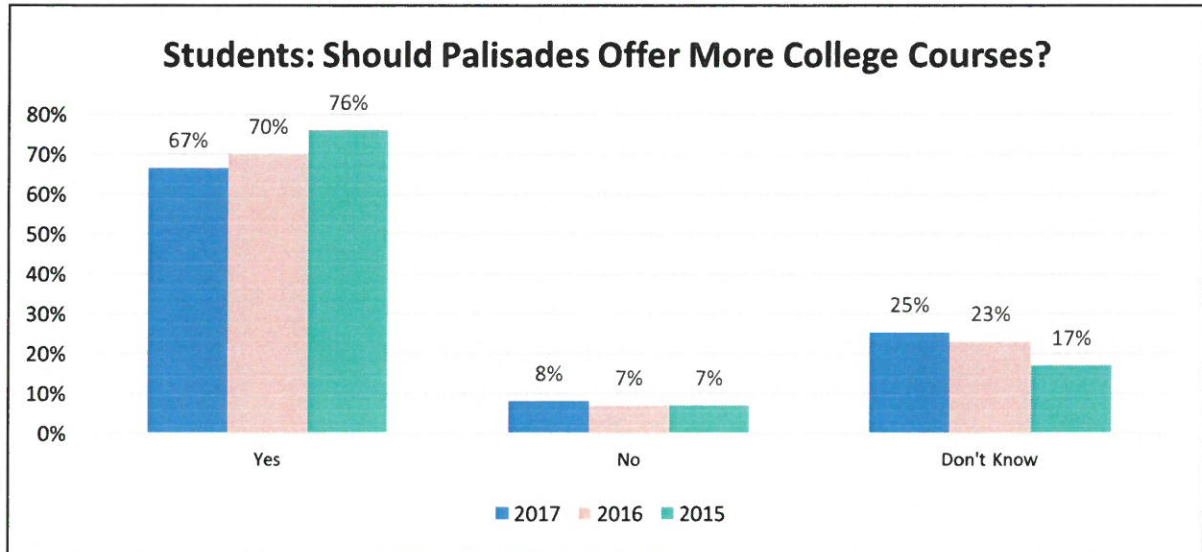


Unlike the Study Center or teacher office hours, only one-quarter of students who responded to the 2017 survey used the Math Lab one or more times (340 responses).



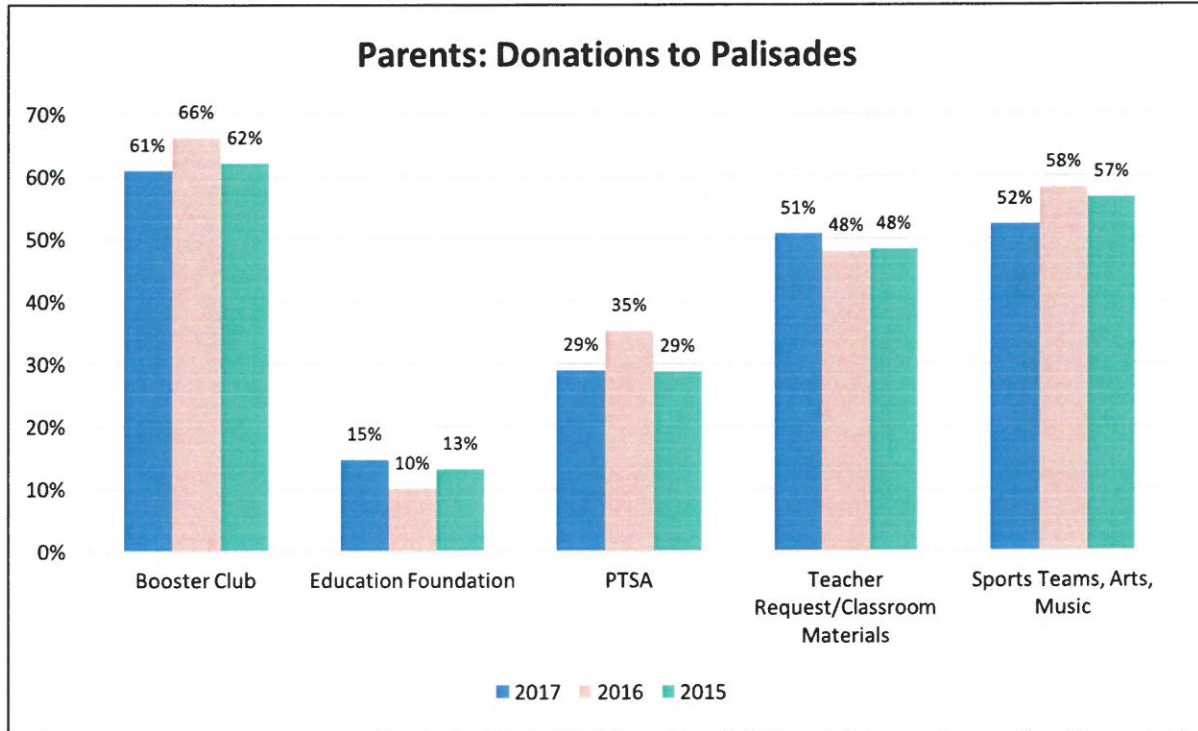
Of the students who went to the Math Lab this year, 83% found it either somewhat or very helpful (291 responses).

College Courses

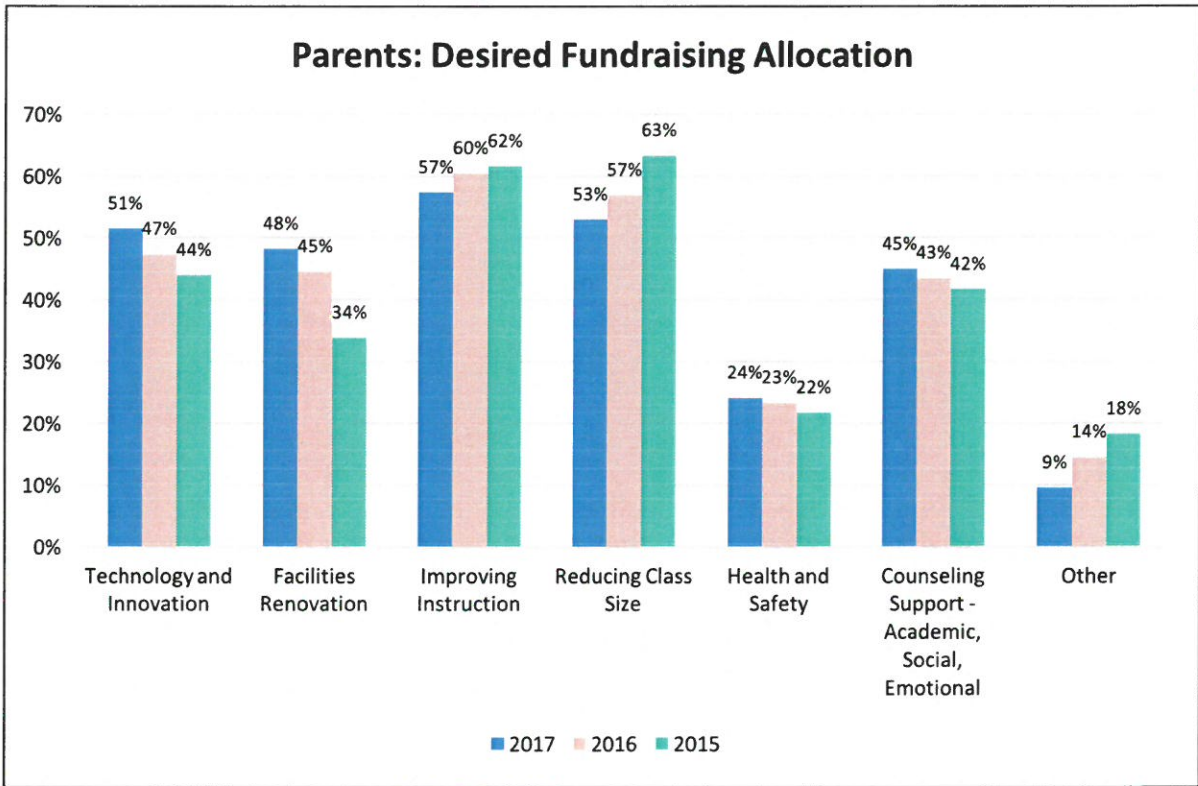


In 2017, fewer students felt Palisades Charter High School needed to offer more college courses than did in previous years (67% compared to 76% in 2015).

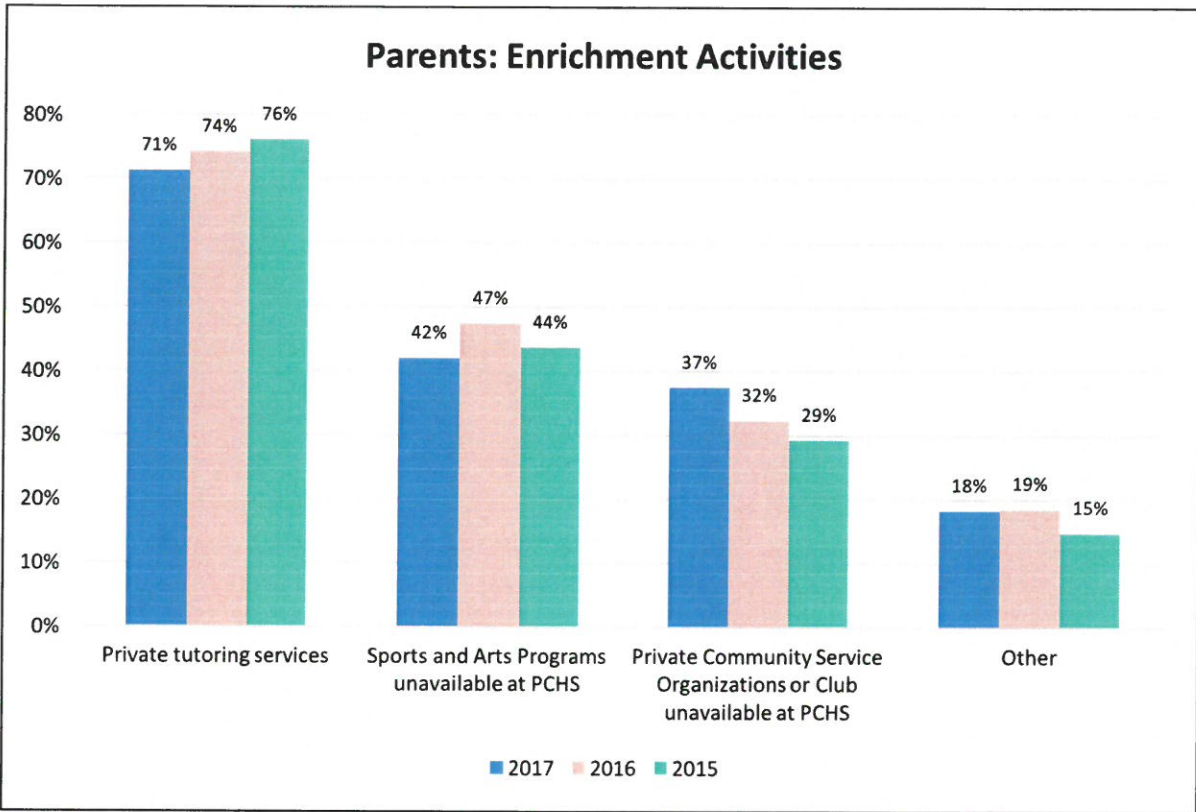
Parental Support



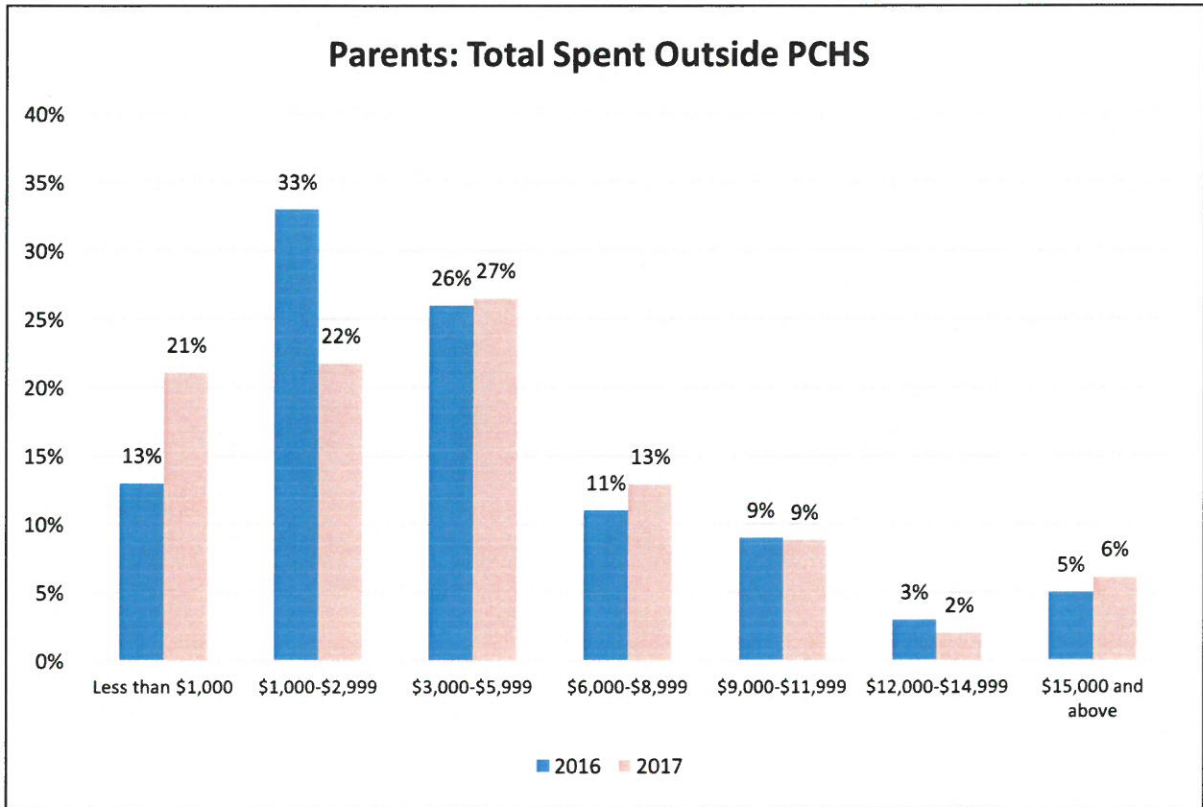
Parental donations to PCHS have remained mostly constant over the past three years. This year, 61% of parent respondents indicated that they donated to the Booster Club (162 responses). Half of the parents noted they donated to individual teacher requests (51% / 135 responses), and half donated to extra-curricular activities (52% / 129 responses). In 2017, fewer parents donated to PTSA than in 2016 (29% compared to 35%). However, 15% of parents donated to the Education Foundation (39 responses); an increase of 5% over the previous year.



Since 2015, parents have become increasingly interested in funding technology and innovation. In 2017, 51% of parents wanted fundraising to be directed toward technology (141 responses), compared to 47% the year before and 44% in 2015. Parents have also become more interested in funding facilities renovations, with 48% (132 responses) of parents interested in 2017 compared to 34% in 2015. Interestingly, over the course of three years, a decreasing percentage of parents wanted to allocate funds toward improving instruction (57% in 2017 compared to 62% in 2015), and reducing class sizes (53% in 2017 compared to 63% in 2015). Of the 9% of parents who chose “Other,” they indicated finding new teachers and funding arts programs as areas of interest.

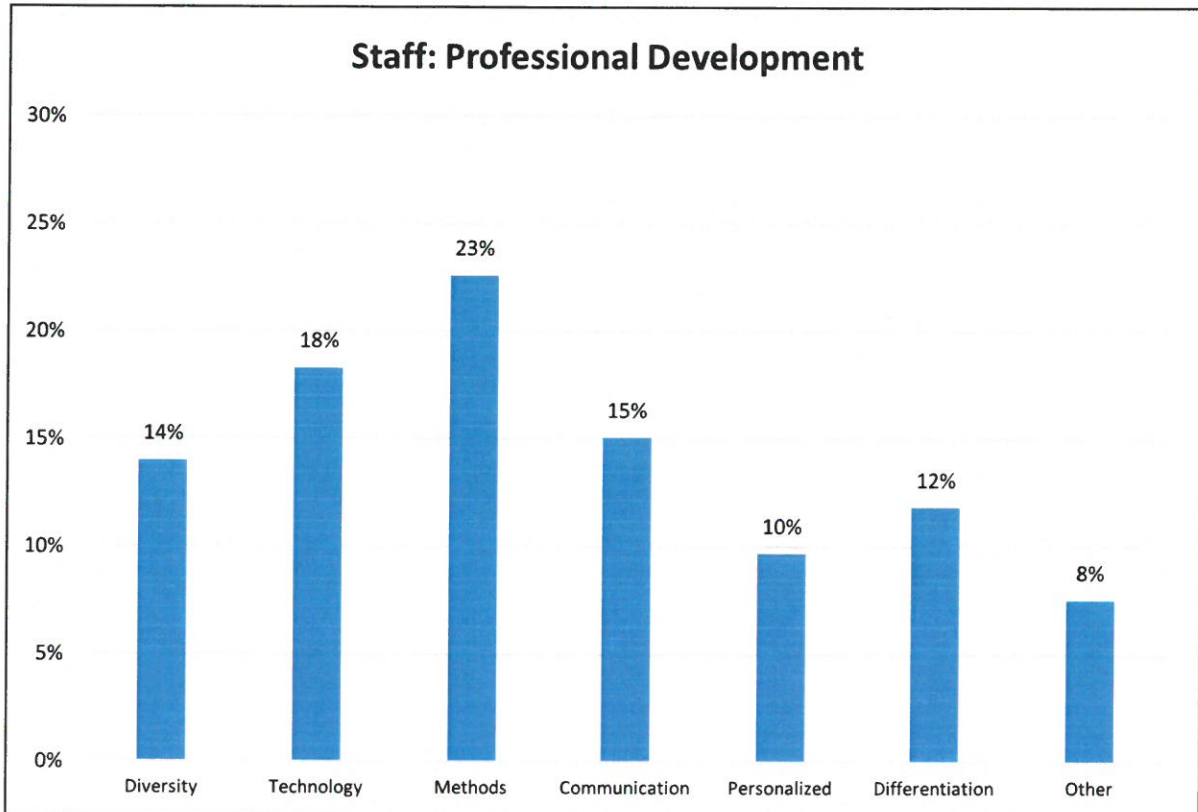


The activities outside of PCHS which parents have used remained consistent since 2015. Across all three years, 71% of parents had private tutoring services for their children (156 responses). Tutoring services were mainly for math. Forty-two percent enrolled their children in sports or arts programs unavailable at PCHS (92 responses). Interestingly, the percentage of parents who sought out private community service organizations or clubs increased since 2015 (37% compared to 29%). Of the 18% of parents who chose “Other,” many enrolled their children in college preparatory classes or SAT/ACT preparatory courses.



The distribution of the amount of money parents spent on their children’s educational experience outside of PCHS was similar in 2017 and 2016. A relatively large percentage of parents spent between \$1,000 and \$5,999 dollars (59% / 71 responses). Interestingly, the proportion of parents spending less than \$1,000 dropped from 21% in 2016 to 13% in 2017.

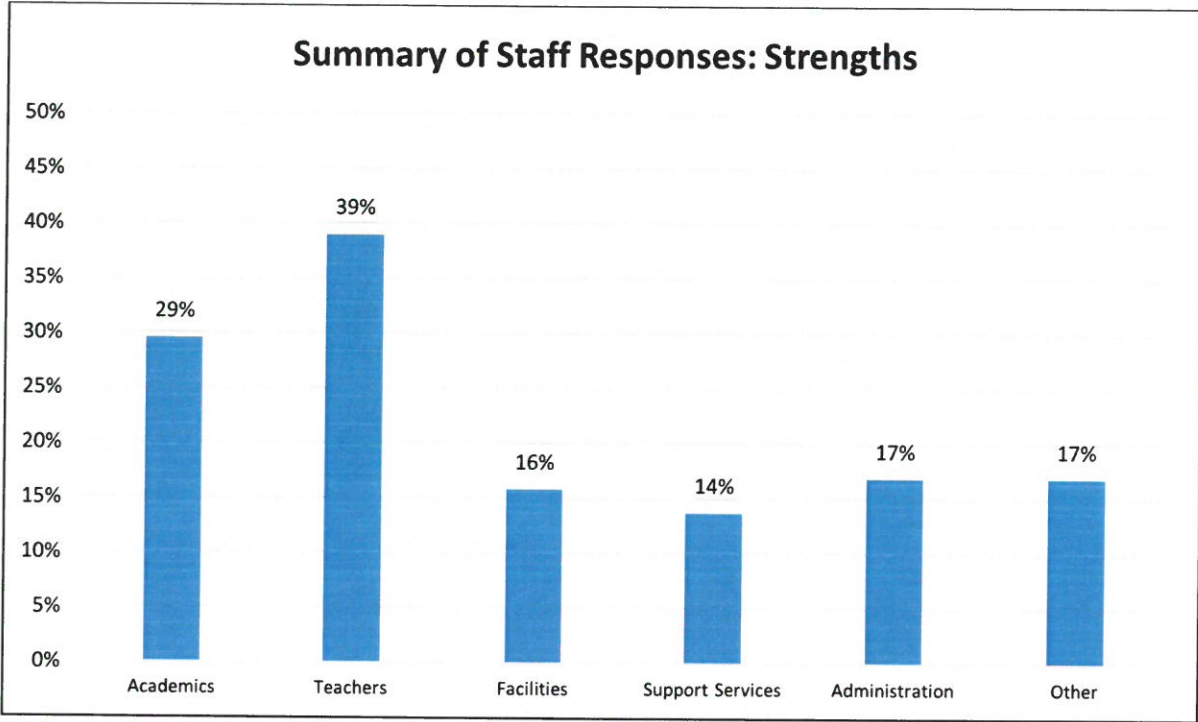
Staff Professional Development



Nearly a quarter of faculty respondents indicated an interest in professional development on teaching methods (23% / 21 responses). These faculty members wanted PD in subject specific methods, as well as more information on Social-Emotional Learning (SEL), and best practices identified by research. Eighteen percent of staff wanted more PD on technology, such as utilizing Chromebooks and Google Apps in the classroom (17 responses). Fourteen staff members were interested in finding time to collaborate and communicate with their colleagues (15%), while 13 wanted more opportunities for diversity training (14%). Eleven staff members wanted PD on differentiated instruction (12%). Additionally, 9 staff members wanted personalized or department specific professional development (10%). Of the 8% of staff members whose PD interests did not conform to one of the above groups, they were interested in learning more about mindfulness, dealing with stress, and first aid (7 responses).

Open-Ended Responses: Strengths

Staff



Palisades High staff members were most satisfied with their school’s teachers (39% / 37 responses) and academics (29% / 28 responses). Additionally, 17% of staff selected the administration as a strength (16), 16% selected facilities (15) and 14% selected the support services (13). Of the 17% of staff who selected “Other,” many praised the diversity on campus.

Staff: What do you like most about the school?

Staff responses fell into six broad categories. The frequency of responses per category is specified in parentheses and the categories are listed in descending order. Representative responses are listed, below, under each category.

Teachers (37 responses)

We have a strong staff that has been reinvigorated by the new staff hired this past year. We have many highly-qualified teachers who are National Board Certified.

There is some amazing, innovative thinking going on at this school. Many teachers work tirelessly to provide meaningful instruction and to form healthy connections with students that foster integrity.

Our teachers go above and beyond. What is asked of teachers now in education is unbelievable but I feel they answer the call.

The teachers are dedicated to the success of their students. Every teacher I work with puts a concerted effort into lesson planning and assessments.

The caliber of teachers here at Palisades is amazing. They are highly qualified, care about their craft and the students, and are innovative. It is a joy to work with these teachers.

Academics (28 responses)

We have great course offerings, experienced and effective teachers, and high academic standards.

The history department is doing great things by combining the honors and college prep. They are encouraging students to raise the bar and try for the AP.

The academics are the top strength of PCHS because of our high expectation that everyone receives a world class education and finds success.

Academics are the top strength at Palisades. We ensure that the students are expected to work on rigorous material that will prepare them for higher levels of education.

There is a culture of strong academics at this school, with students valuing not only their grade, but also what they learn.

Administration (16 responses)

Most members are creative thinkers who work with the teachers to do what is best and in the interest of students.

I feel the administration and teachers collaborate well together to provide a strong academic program in a supportive environment. As a teacher, I feel encouraged and supported.

The administration is dedicated to continual improvement and assessing the needs of all students.

Whenever I have asked for support from the administration during my first 2 years of teaching they provided it.

Facilities (15 responses)

We have an amazing school facility that is beautiful, well maintained, and a pleasant place to be.

The campus is beautiful on the outside, but some of the classrooms need upgrading to better meet the needs of our students.

Oscar has been a great asset to the school. Very hard working.

They work hard to make our school beautiful.

Support Services (13 responses)

Students receive help from special education teachers and general education teachers.

A PCHS strength is the school's support services. I say this because PCHS has many services available right on campus, from counseling to special ed. services. Students can feel confident that their needs will be met.

Our expansion of mental health support and interventions for struggling students is the right direction for us to be moving to support our students.

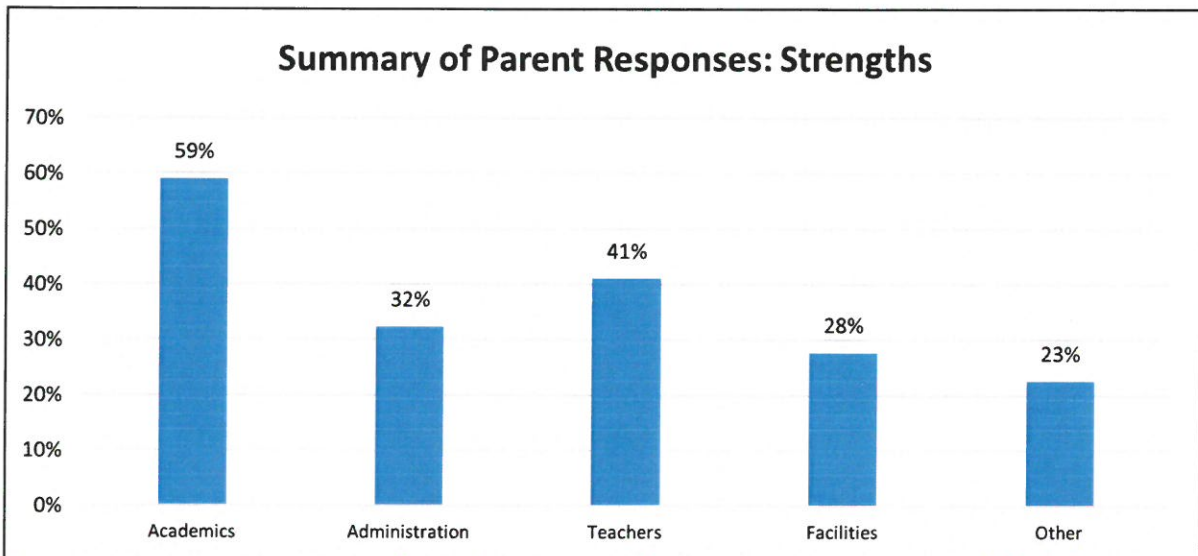
The School Support Services allow students access to assistance for academics and social/emotional support.

Other (16 responses)

I think Pali has many strengths. The top strength is our students! We have amazing, wonderful, diverse students who actively choose to come to Pali - no matter how long they must spend on a bus or how early they have to get up.

Our students! We attract a diverse, motivated population from all over the city, and the students impress me every year with their ability to grow, learn, and strive.

Parents



More than half of parent respondents were most satisfied with the academics at PCHS (59% / 115 responses). Parents also considered teachers as a strength (41% / 81 responses). Roughly one-third of parent respondents identified the administration as a strength (32% / 63 responses), and 28% of parents noted the facilities (54 responses). Of the 23% of parents who chose “Other,” they mentioned the extra-curricular activities available on campus.

Parents: I am most happy with the following aspects of my child’s school.

Parent responses fell into five broad categories. The frequency of responses per category is specified in parentheses and the categories are listed in descending order. Representative responses are listed, below, under each category.

Academics (115 responses)

The courses are challenging but not to the point where students don’t understand or don’t want to learn.
 Pali High has a rigorous academic program that encourages my son to take many honors and AP classes throughout his 4 years of high school.
 I feel my daughter has good support and understands what she needs to do to meet graduation and university requirements.
 My child is challenged each day and excited to come to school.
 My child has access to a rigorous and competitive course curriculum.

Teachers (81 responses)

I am blown away by the level of expertise and passion teachers show.
 The teachers are so dedicated to the success of their students and work tirelessly.
 My son has had some amazing teachers who not only cared about his learning but also his personal well-being. His English teacher in 10th grade was particularly excellent!
 Truly up to date on events and knowledgeable at their subjects taught

Administration (63 responses)

I love the accessibility of the administration and the friendly, thorough help.

The individual counselors have been very helpful and really seem to keep pushing the kids forward. Even with the large number of students each counselor has, they appear to be able to develop personal relationships with their students and know what is generally best for them.

There was bullying this past fall and the administration swiftly investigated the situation and removed the dangerous boy from the program. The freshmen parents were impressed and grateful the bullying wasn't tolerated.

Facilities (54 responses)

Our facilities rival those of most private schools.

Our track & field are great. The pool is amazing both for students and non-students.

Pali High is well-maintained, clean, and beautiful.

Other (44 responses)

The overall environment. I appreciate the diversity and the life skills that are provided to the kids.

My children feel comfortable in the school environment. It has been a safe space for them which doesn't happen on a lot of high school campuses.

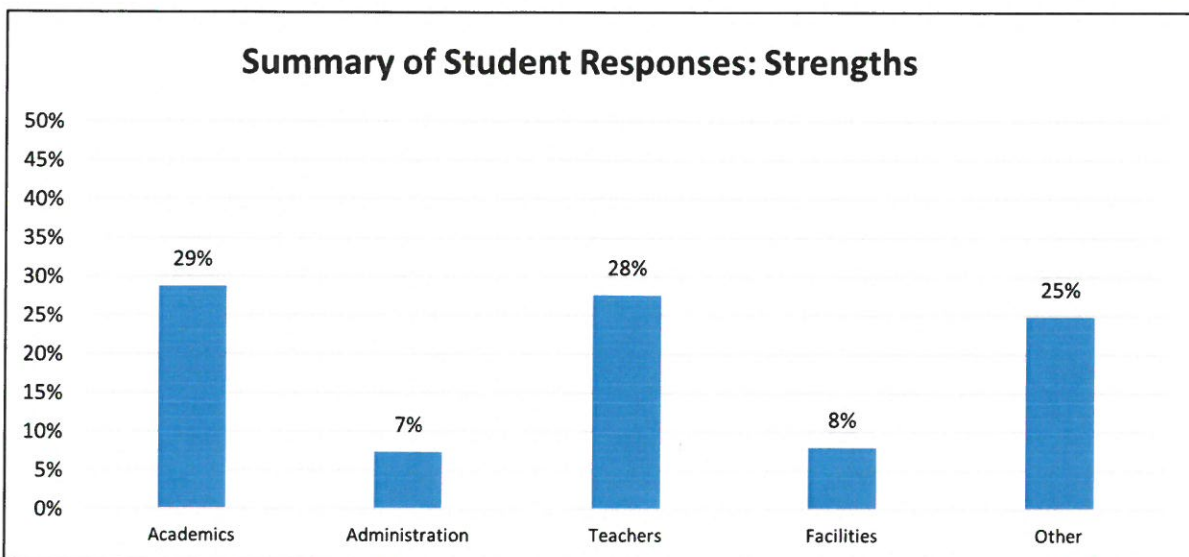
The Track and Cross Country programs have been amazing confidence builders and team experiences.

Swim team has been a wonderful experience.

The ladies in the College Center are amazing, resourceful, diligent, knowledgeable. I can never thank them enough for their help this year.

I appreciate the presence of security.

Students



Students at Palisades High highlighted the teachers (28% / 248 responses) and the academic program (29% / 258 responses) as their favorite aspects of the school. Eight percent (72 responses) referred to the excellent facilities at Palisades High, and seven percent (66 responses) credited the school's administration. Similar to parent responses, among the 25% of students who selected "Other," many pointed to the extra-curricular activities available on campus.

Students: What are your favorite things about the school?

Student responses fell into six broad categories. The frequency of responses per category is specified in parentheses and the categories are listed in descending order. Representative responses are listed, below, under each category.

Academics (258 responses)

I'm glad the school allows freshmen to take advanced math courses like honors algebra 2, unlike most high schools in the area.

I appreciate that we have lots of advanced courses on campus.

I like how rigorous the academic courses are and how students are pushed to their limit.

The real experience classes are the best. VEI business is more useful than any other class I have taken. More real life experience classes should be offered.

I like how everyone tries in school. No one is "too cool for school."

I love the variety of courses offered here at Pali. It gives me an opportunity to really explore my interests and go in depth with my education.

Teachers (248 responses)

Some of my teachers are great people who genuinely care about their students and it's very obvious. These are amazing people. Listen to what they have to say.

I have been fortunate enough to have some teachers throughout my 4 years at Pali who have completely changed my life in a positive way.

Most teachers at Pali are great. They genuinely care for their students and are passionate about what they

teach. I wish there were more teachers like these at Pali.

The teachers here are very helpful if you need to talk to them after class.

Throughout all of the schools I've attended, Pali is the only school where the teachers seem to care about each student and they make their classes more than just learning.

Facilities (72 responses)

It's just a happy feeling place. There is a lot of sunlight and everything is kept pretty nice.

The campus is large and pretty and the gym and fields are nice.

We have many facilities for a variety of extracurricular activities (sports, performing and visual arts, etc.).

We are given ample supplies and great, clean facilities that give us a proper environment to help us succeed.

Administration (66 responses)

The administration helps you when you need it and you can always ask them questions.

My counselor has been very helpful this year. She makes me feel confident in the decisions I make and the ones I plan to make in the future.

They're very in our faces for everything, but I appreciate their insistence.

The administration cares about every student and is fair to everyone.

Other: (223 responses)

The climate is generally very open and accepting. Students and faculty get along well for the most part.

I like the school environment and the safety this campus provides.

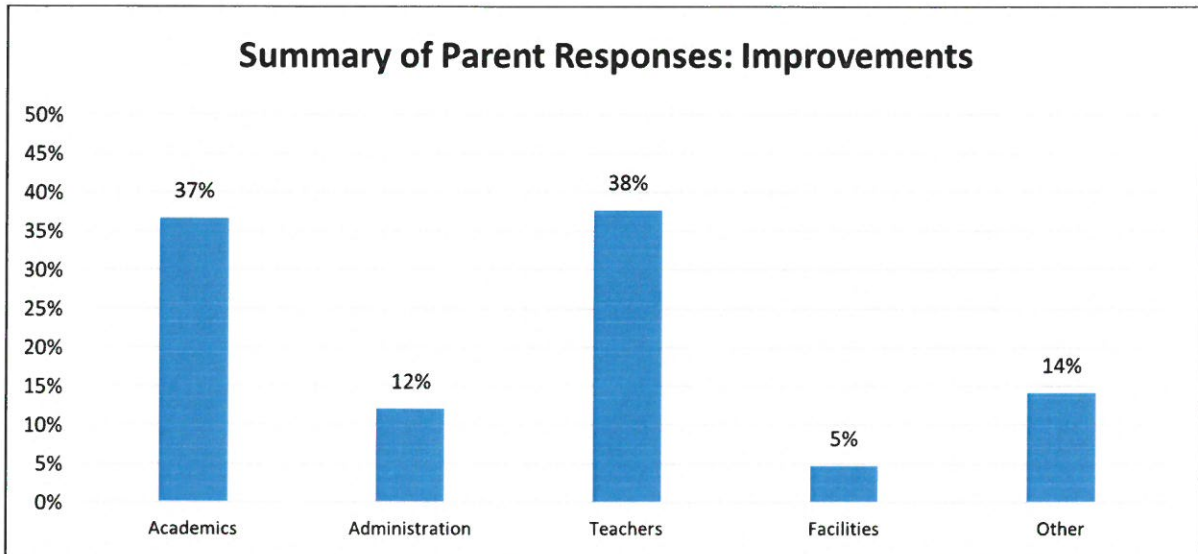
I love the extracurricular activities available to us.

I love our extracurricular activities like marching band and drumline because they are an escape from stressful thoughts and a place into which you can put your energy.

I like how laid back and relaxed the campus is in terms of policies and overall guidelines.

Open-Ended Responses: Improvements

Parents



Regarding improvements to Palisades Charter High School, parents identified teachers as one area in need of improvement (38% / 72 responses). Thirty-seven percent of parents additionally thought the academics could improve (70 responses). A small percentage of parents identified the administration as needing improvement (12% / 23 responses), and only nine parents brought up the facilities (5%).

Parents: I feel that my child's school needs improvement in the following areas.

As noted above, parent responses fell into five broad categories. The frequency of responses per category is specified in parentheses and the categories are listed in descending order. Representative responses are listed, below, under each category.

Teachers (72 responses)

Fire the few bad teachers. The majority of the teachers are fabulous but there are several who should not be teaching and who ruin the school.

Pay attention to teachers' performance and recognize those who are doing well and replace those with antiquated teaching styles. I am an educator and the information passed on to me about my daughter's Spanish teacher is appalling!

Teachers need to be more approachable. Most have no personal interaction with the students. We need smaller classes and more individualized attention. I don't really feel like anyone "knows" my son.

Teachers need to be more responsive. The math teacher never responds to emails requesting feedback.

It seems that students have zero options when placed with a bad teacher; either more counselors are needed to help find options or awful teachers should be removed from staff to maintain the school's reputation for academics and to provide the education you claim to offer.

Academics (70 responses)

My second child is at Pali now and I have found the math department to be consistently disappointing. When I try to discuss with administrators I find them unresponsive and defensive about this topic. My family loves Pali but the math department really needs better teachers who actually teach the material. I pay a tutor to teach my

son the math that he should be learning in the classroom. His tutor doesn't just help him. His tutor teaches him the material. This is a problem.

The math department is very weak. It is a problem that is continually discussed among the parents, but does not seem to be addressed within the school. The department needs to review its teachers and curriculum to ensure that all needs are being met at a high academic level. In addition, we have had a couple of instances where teachers have not been supportive of each other. The PE Teachers are not cooperative with the Team Sport Coaches. The girls change their clothes in the bathroom before practice as the PE Teachers will not hold the locker rooms open for an extra 15 minutes after school. The boys, however, do have access to their locker room to change their clothes. We should emphasize that it is all for one and one for all. It does not provide a feeling of goodwill if the teachers are not showing a supportive, united front to the students.

There are some very low performing teachers in math, science, and foreign language (Spanish). The low performing teachers tend to teach the basic classes and the better teachers teach the honors and AP classes so the kids in the basic classes fall even further behind.

We have had a continuing problem with math instruction in ninth grade. The teachers are uninspired, teach many lessons online, and are not there to give the children support.

Administration (23 responses)

There was a huge push to change from block scheduling because it would improve graduation rates and math scores. But that came and went. What happened?

I think the school needs more counselors. Each one has so many students that it's difficult for them to devote any time or energy to students.

Give much more attention and support to improving classroom teaching and environment. Listen to parent input and follow through with not allowing bullying by teachers. Similarly, there is great unevenness in the quality of the academic counselors. Some are wonderful but some need intervention! We received terrible service for 7 years due to where our last name falls in the alphabet.

Facilities (9 responses)

Make sure the bathrooms are clean and work properly.

Invest in maintaining the field, stadium, locker rooms, and weight rooms.

We need air conditioning!

Other: (27 total responses)

Parking for pick up and drop off is stressful. School workers can help this to be a less stressful movement.

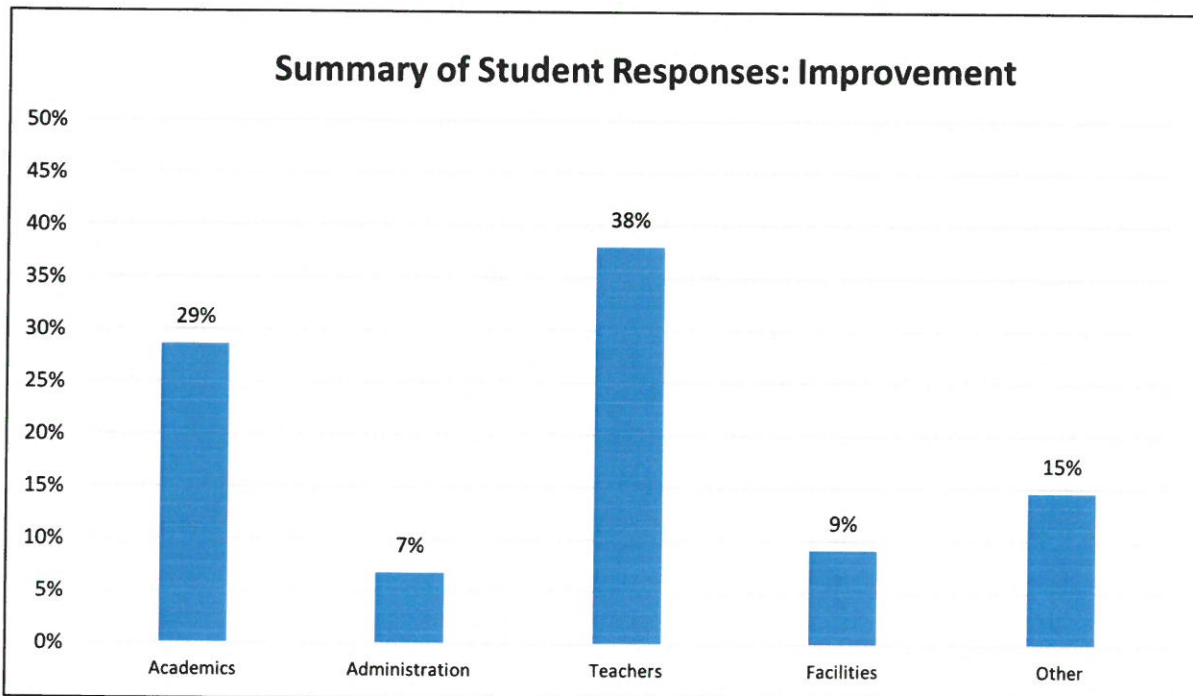
Maybe provide more programs for parents to help their kids with college applications, scholarships, etc.

The College Counseling Center can be more involved in the college process. All private schools in our area call colleges about their students. Pali has very little role or involvement in this process. Also, some security guards are very rude and disrespectful to the parents. The front office could be a little friendlier.

My child has yet to visit the College Center. He has social anxiety and the school is not set up to address or even take note of this.

I wish there was an academic mentor for my kid who would help her across all subjects and intervene where needed. Right now, we have to go between individual teachers, counseling office, administrators, etc. If there was one mentor who would look at their overall performance and check in with them, this would be amazing. Students don't tell parents everything and even though we can see their grades, it would be a great support to have someone at the school who checks in with students and addresses issues with a particular teacher.

Students



Students highlighted teachers (38% / 336 responses) and academics (29% / 253 responses) as primary areas of improvement for Palisades High. Nine percent of students thought the facilities could improve (80 responses), and 7% felt similarly about the administration (60 responses).

Students: What should we change at our school to make it better?

Student responses fell into five broad categories. The frequency of responses per category is specified in parentheses and the categories are listed in descending order. Representative responses are listed, below, under each category.

Teachers (336 responses)

My math teacher is never here and doesn't know what is going on in the class most of the time.

Many of the teachers here are conceited, self-absorbed, and rude. They do not respect students and therefore do not command respect from students. This school needs to pay more attention to what its teachers do and how the students feel about it.

Many teachers call students names and tell them they'll never be good which lowers students' self-esteem, and is terrible for students with mental illnesses. Others simply refuse to answer questions, giving the impression that students don't deserve an answer or don't matter. These actions further hurt students' self-esteem.

We need a revised tenure plan to let go of the teachers that do not help students but rather make them hate school.

Most of my teachers want me to succeed in whatever I do and help me to achieve that. However, some of my teachers do not teach me as well as they can. In certain classes I do not learn anything and I feel that I am not prepared for next year's classes.

Take student complaints about teachers to heart/act on them, especially if there are multiple complaints. Also, teachers need to be more aware of homework loads, since many students have other demanding classes.

More care put into choosing teachers and analyzing the proposed coursework and lesson plans by teachers.

Admins should do more research before deciding to hire a teacher.

I would re-evaluate some of the teachers that have been the subject of multiple complaints.

Some teachers do not teach the curriculum. Some students are not able to learn the required curriculum in depth because of this.

Academics (253 responses)

I believe the school should offer more foreign languages, like Latin and Mandarin.

Include a mandatory class that provides college readiness and basic life skills preparation.

The math department desperately needs to reform their system. I know that I am not the only one who feels this way. I have gone to the math lab every day for two months to pass standards and the number of students who attend is extremely large. This system is not effective and many students struggle and try to make appointments. They still do not work. Something urgently needs to be done.

Being able to take APs freshman year and AP English in 10th grade would be useful. Being able to take courses out of the current order (ex. AP Lit before AP Lang, or US History before World, etc.) would be more convenient too.

Grades should not be so dependent on how one performs on tests. There is more to student's intelligence than test performance.

I wish Pali had a larger variety of courses with higher capacities. I find it's hard to get the classes than you need and/or want.

I didn't like the 4-year plan because I don't know if I'll even be ready for whatever class I chose unless I see how I did in the previous one.

Facilities (80 responses)

Bathrooms need repairs and air conditioning needs to be installed.

More recycling bins outside.

The bathrooms are terrible. They need to be improved. Some of the girls' bathrooms barely have running water to wash our hands. We need to be clean and not spread diseases!

Classrooms need air conditioning.

The bathrooms are always dirty. There never is toilet paper or soap, and they smell bad.

Administration (60 responses)

They need to interact with students more. They seem distant and don't care much about us.

The college center needs to be more positive and inspiring. Rather than saying I won't get into any of my colleges, inspire me to continue to do my best.

Please actually do something about student complaints about teachers. Collect complaints from students and once a teacher reaches a certain number of complaints check things out because students don't complain about someone for no reason. There is usually and almost always a reason.

The counseling office and Mr. Hartman should try to be more helpful to the students, not just the teachers. I feel that they are focused solely on defending teachers and not on helping students.

Other (129)

We should reevaluate how diversity is handled. Not every race is treated equally.

Funding to student resources and music classes could be fairer.

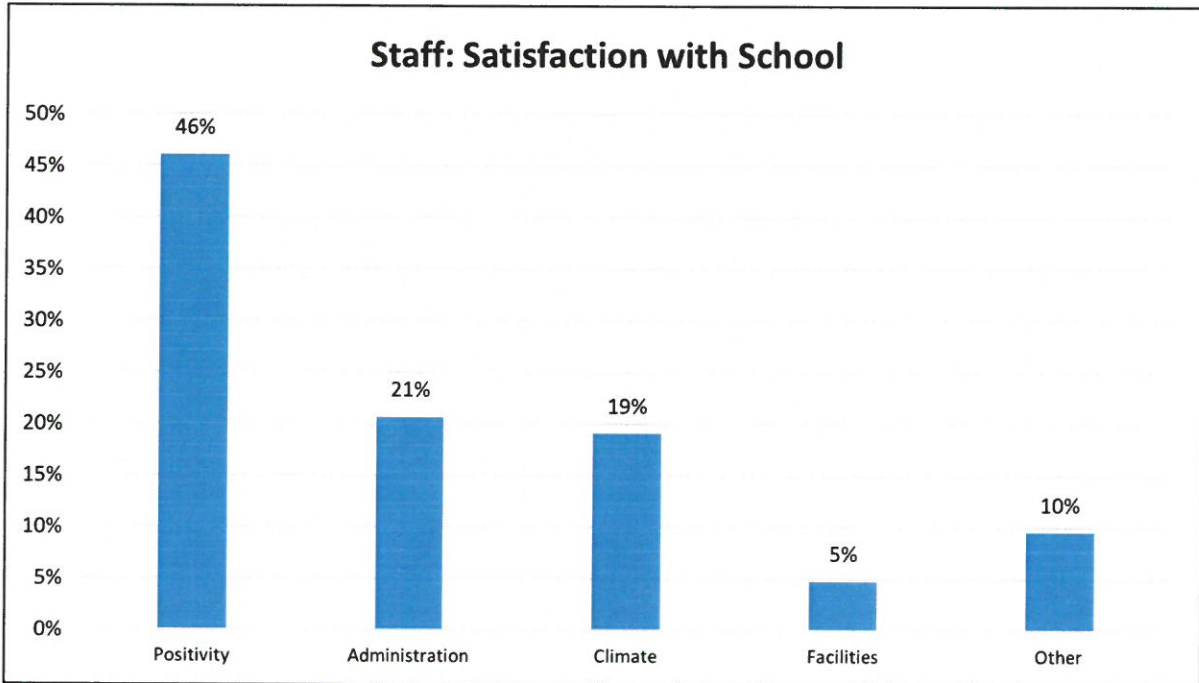
Please address the dress code. It has so many sexist connotations (within the PE department and during school). We should be assembling the boys together to tell them not to objectify girls, not tell girls to modify their bodies for boys' convenience.

Cars should not turn right on Temescal from Bowdoin (South). Not safe.

More resources for LGBT+ students.

Open Ended: Satisfaction with School Functioning

Staff



Of the comments provided by staff, almost half consisted of positive feelings about PCHS (46% / 29 responses). Other comments revolved around potential areas of improvement for the school. Twenty-one percent of staff respondents brought up improvements for the administration (13 responses), while 19% did the same for school climate (12 responses). Three staff members discussed the facilities (5%).

Staff: Is there anything else you'd like to share about your experience at PCHS?

Staff responses fell into five broad categories. The frequency of responses per category is specified in parentheses and the categories are listed in descending order. Representative responses are listed, below, under each category.

Positivity (29 responses)

I'm very grateful to all the additional mental health counselors on campus that help our students with grief, personal problems and stress. I appreciate all the teachers involved with study skills classes and the intervention counselor. They work extremely hard to support our struggling students. The study center has also improved service to all students by extending their hours 3 days a week to 5PM.

I cannot emphasize enough the fantastic administration, staff, and teachers!

I love my job. I love my colleagues. I love the students that I get to teach each and every day.

This is still the best school that I have worked in. There is room for improvement, but we are doing well overall.

Administration (13 responses)

The evaluations for new teachers are not recorded even though teachers and administrators know they are required for obtaining another teaching position at District or Charter Schools. This is very unfair, especially

since Pali has a high turn-over rate.

[REDACTED] needs some serious leadership coaching if he is to continue his role as an administrator here at PCHS. Luckily, he is surrounded by a supportive group of administrators and counselors that act as a buffer to minimize the damage to morale that he has a tendency to cause.

We need more collaboration on campus, spending priorities, and more transparency in spending and audits. Also, we need more transparency in planning future employee benefits.

Climate (12 responses)

I think that school climate and morale are continuing to improve. I believe both the administration and teachers have been working together more smoothly this year. I feel more comfortable with how our board handles things now than in the past. I think the teacher who is the chair has made a big difference. Dr. Magee has really made efforts to improve communication. There are still issues, but the improvements are noticeable. My top concern with Pali right now is how negatively and sometimes inappropriately [REDACTED] interacts with students, parents, and employees. I think he has a negative impact on school culture.

I feel everyone is united by the desire to provide quality education for young people, but we get mired in the day-to-day monotony and petty squabbles inherent to teaching. I would love the opportunity to see what other teachers are doing, not just in my department, but across the curriculum.

I wish we could all be respectful and kind, especially when things are not going well. I feel like there are times when the administration is like a warden at a prison and we, the teachers, are the prisoners the administrators are trying to keep in line. The students feel like this with some teachers too. We are all in this together and need to show respect at all times. That requires training for all. If the leadership shows tangible growth then it will trickle down to teachers and then students.

Facilities (3 responses)

I would like to see the staff cafeteria open again. We could have eggs, omelets, bacon, sausage, etc.

My classroom space is the weak point of my experience here. Too many students in too little space. The room is wide so it is hard for students at the end to see the board.

The school is in a beautiful location.

Other (6)

We could use more diverse academic and elective courses such as. electronics, architecture, and astronomy.

The security staff might smile more, and be a little less militaristic.

I have enjoyed my experiences at Pali, though I feel more could be done to build a community after school hours (plays, sporting events, musical performances, etc.). I know it is hard since students travel from all over Los Angeles to attend Pali and it is difficult for students to return to campus.

Conclusion: Comparing Stakeholder Responses

Overall, stakeholders expressed very positive views of Palisades Charter High School in 2017. All groups had favorable reviews of the academic program, school environment, administrators, and teachers. However, each group had concerns in specific areas and gave suggestions for how Palisades could improve. Staff expressed their dissatisfaction with the lack of communication between faculty and the administration. Parents and students were displeased with certain academic departments. Students were also concerned about some of the school's facilities. It is useful to explore the questions and categories in which the school received less enthusiastic responses, to identify potential areas for growth and improvement.

Academic Program

The academic program at Palisades Charter High School received very positive responses from all stakeholders. In particular, staff, parents, and students all agreed that rigorous courses were available to students regardless of their background, and all students were held to high standards. Students also discussed the availability of AP and other advanced courses as a benefit of attending PCHS.

Students voiced concerns about the types of assessments used to determine their final grades. In nearly every subject, students felt their report cards were based heavily on tests, which did not provide the full story of what they had accomplished throughout the year. It is also important to note that staff were unsure if the assessments they used in their courses were similar within and across departments. To remedy both issues, professional development time could be used to increase communication and collaboration between faculty members, thus giving them an opportunity to align their course assessments and consider alternative methods for determining final grades. PCHS might also consider setting up a teacher-led task force or inquiry teams to explore other assessment options and ensure alignment of assessments within and across grade levels as well with course curriculum.

Consistent with previous years, parents and students were deeply concerned with the PCHS math department. Both groups noted that some teachers in the department were not consistently present during the year, and those that were present seemed "uninspired." Students, in particular, did not feel they were adequately learning the material presented in their math courses. The Palisades administration might consider two courses of action in light of these concerns. First, it might consider conducting observations of faculty members about whom students have raised concerns, and offering subject specific professional development on how the math department could better engage its students. Second, the school might consider surveying parents and students about the math tutoring they receive outside of school, including what is most effective about it, and improving the Math Lab based on this feedback. This recommendation stems from a number of trends in the data. Specifically, questions concerning school support services indicate that very few students use the Math Lab, despite multiple indications that additional support in math is needed, including the fact that 71% of parents are paying for private tutoring services primarily in math. In comparison, nearly 50% of students have utilized the Study Center at least twice. Given the number of students utilizing the Study Center and private tutoring, it could be worth exploring ways that the Study Center

and Math Lab can be combined to meet students' needs and to include methods utilized in private tutoring.

School Environment & Working Conditions

Staff, parents, and students at PCHS had positive opinions of the school's environment. Parents specifically discussed how responsive the Main Office was, and the cleanliness of the facilities at school. Students felt safe on campus and emphasized that they felt they were treated equally regardless of their racial/ethnic background. Additionally, staff reviews of their working conditions have steadily increased in positivity since 2015. This year, staff felt that morale was higher than in previous years and that the administration was more likely to include them in important decision making for the school.

Despite their positive views of the school's environment, parents did not feel welcomed into their child's classrooms this year. Nor did they feel the school taught them how to help their children succeed. To address these concerns, Palisades might consider introducing opportunities for parents and faculty to come together to discuss the role that parents play in supporting their children at PCHS. Such opportunities could take the form of book-clubs or coffee gatherings during which time parents could build relationships with their children's teachers as well as provide an opportunity for parents to discuss how best to support their children with faculty members and each other.

A substantial portion of Palisades staff indicated that faculty evaluations were unfair and that faculty members did not share constructive criticism with each other. To address these concerns, PCHS might take time to reconsider their evaluation methods and increase the transparency under which they occur. As discussed in the 2016 report, this could be accomplished by instituting an ad-hoc committee of teachers and administrators to discuss options for teacher evaluations moving forward.

Parents and students additionally brought up two important facilities-related issues: the cleanliness of the campus bathrooms and the need for air conditioning in classrooms. PCHS administrators might consider putting more resources toward installing air conditioners, as well as ensuring that bathrooms are kept appropriately clean.

Teacher Effectiveness

All three stakeholder groups had positive reviews of the teachers at PCHS. Staff praised their innovativeness and their tendency to go above and beyond for their students. Parents recognized these traits, discussing the passion and dedication that Palisades teachers show for their work. Additionally, students expressed the sense that their teachers genuinely cared about them and wanted them to succeed.

The main concern that parents discussed was the lack of communication about their children's academic progress. In addition to the suggestions noted in the section above, PCHS might consider other methods to facilitate communication between teachers and parents. For

instance, the school might find an online platform on which parents and teachers could easily communicate.

Additionally, parents and students both voiced concerns about a subset of teachers whom they perceived as rude or unkind to students. They even noted that some teachers had received multiple complaints from students. While the math department received the most criticism from parents and students, the Spanish and science teachers were also discussed. Palisades administrators should take the time to openly address these concerns to show that they are being taken seriously. In addition, the school might want to build upon the suggestion from last year by creating safe spaces in which teachers and students can discuss concerns in an open setting.

Administrator Effectiveness

In comparison with previous years, the results of the 2017 survey show that opinions of the administration at PCHS have improved. For instance, staff agreed the administration consistently enforced rules, while in 2016 staff voiced concerns about this topic. Parents also showed increasingly positive views of the administration, praising the increased communication and swift action taken during instances of bullying on campus.

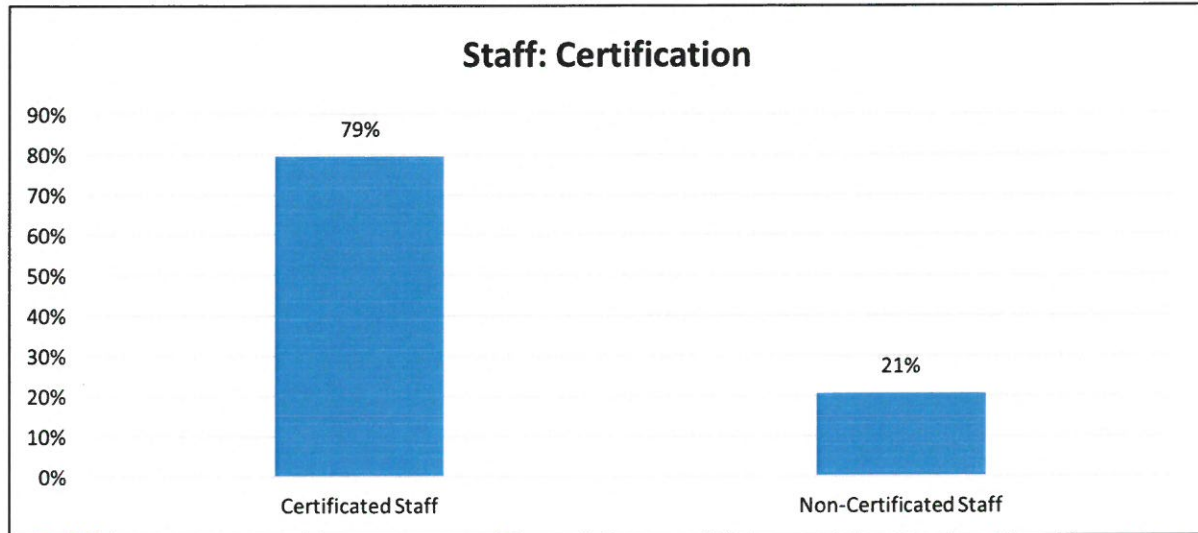
Despite the increased positivity, staff still had concerns about the PCHS administration. Staff did not think the administration had regular contact with teachers, and did not feel there was much transparency or opportunities for collaboration with administrators. Parents and students also did not feel the administration listened to their complaints. To address these concerns, the administration should continue to implement the ad hoc committees discussed in the 2016 report. These committees, consisting of students, teachers, and administrators, can increase the transparency and visibility of the administration.

Moving Forward

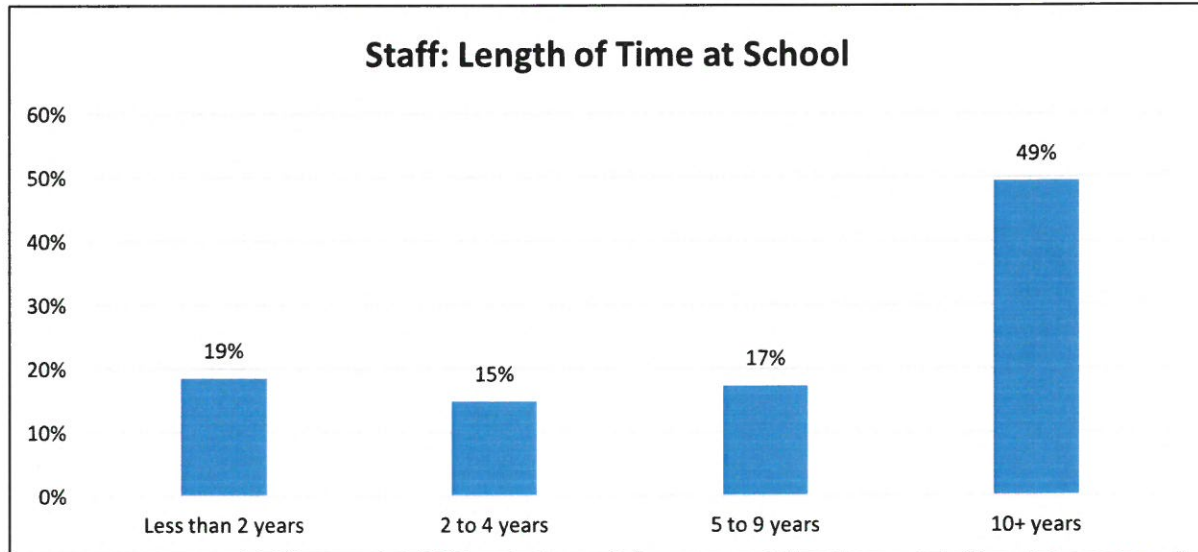
This year, PCHS increased their staff and student response rates, meaning that findings from those sections of this report are generalizable to the entire Palisades population. However, the parent response rate remained low. It is also important to note that parents were often unsure how to respond to questions concerning individual teachers. In future surveys, we recommend Palisades Charter High School revisit the parent survey to increase response rates from this stakeholder group. SRI will be happy to work with you on this improvement, so that your feedback from parents will be more reflective of the general population.

Appendix: Respondent Demographics

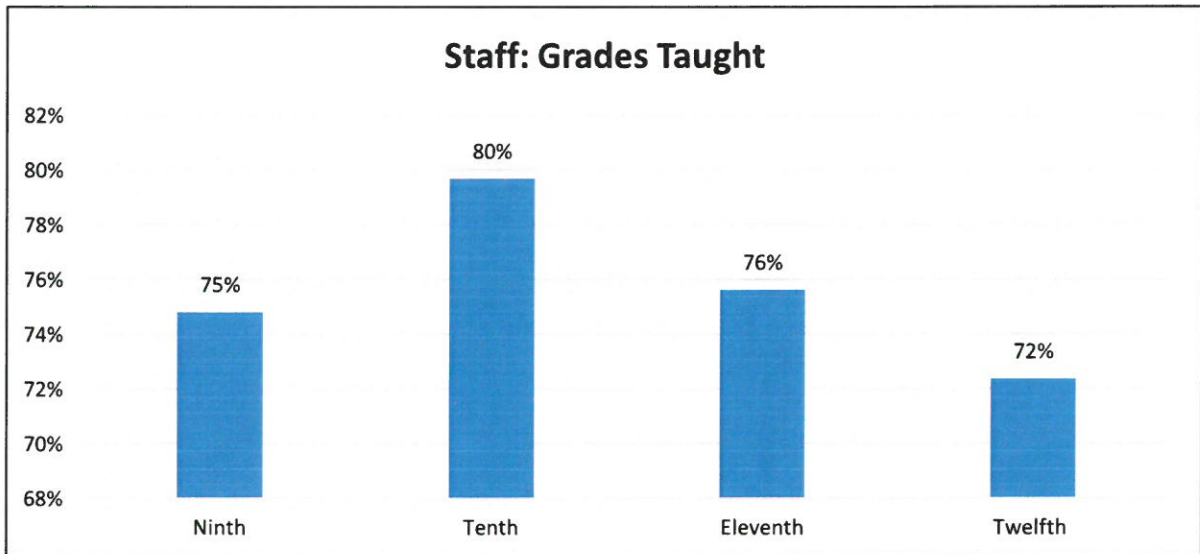
Staff



A clear majority of staff respondents to the 2017 survey were certificated staff (79% / 139 responses).

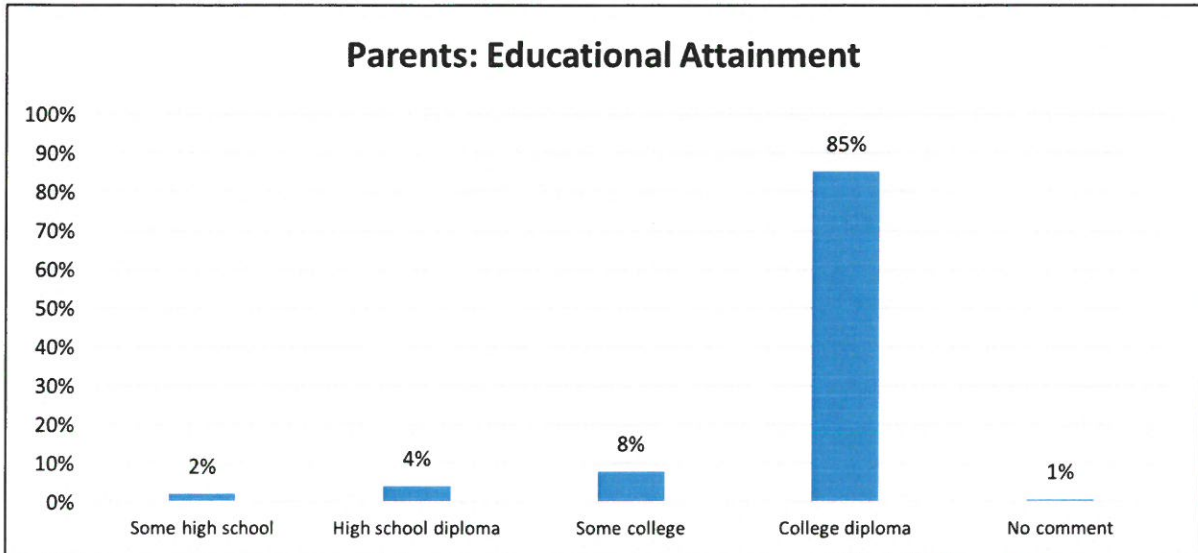


Roughly half of staff respondents have been working at PCHS for ten or more years (49% / 80 responses).

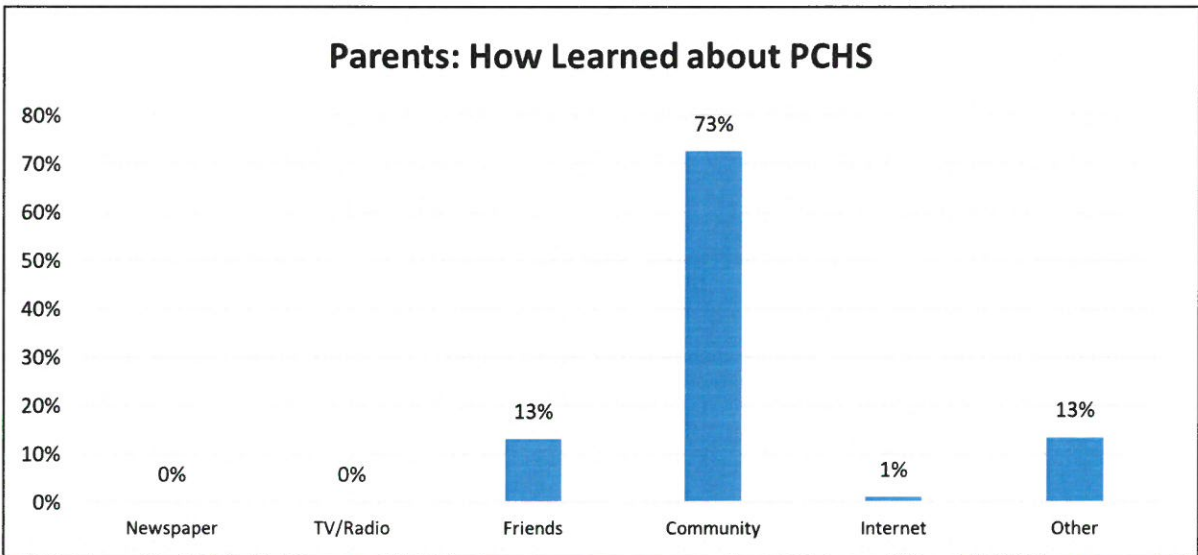


High school teachers were evenly represented by grade, with tenth grade teachers being slightly overrepresented (80% / 98 responses), and twelfth grade teachers being slightly underrepresented (72% / 89 responses).

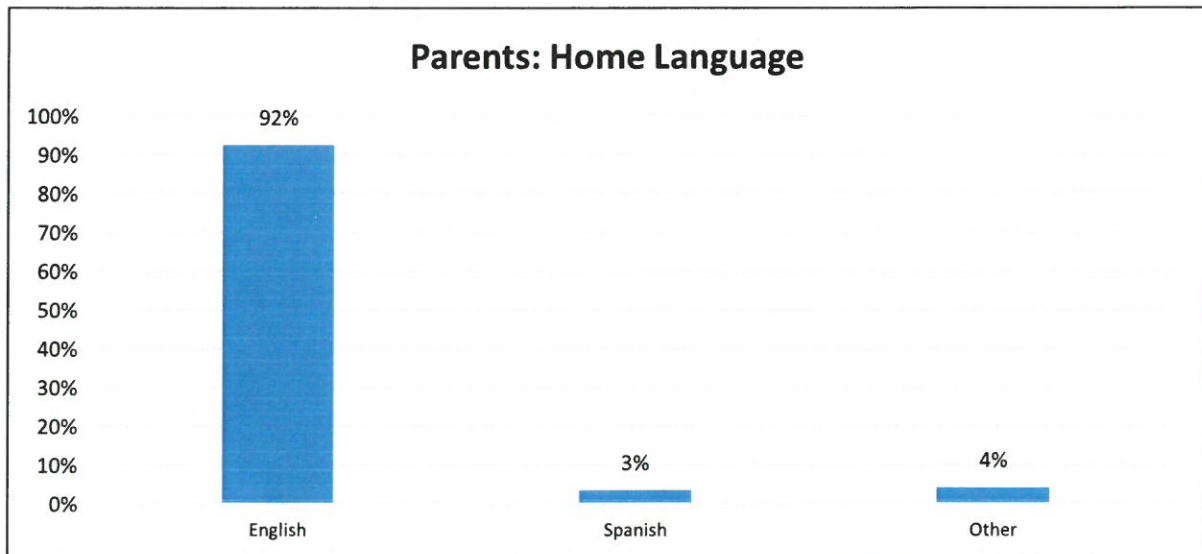
Parents



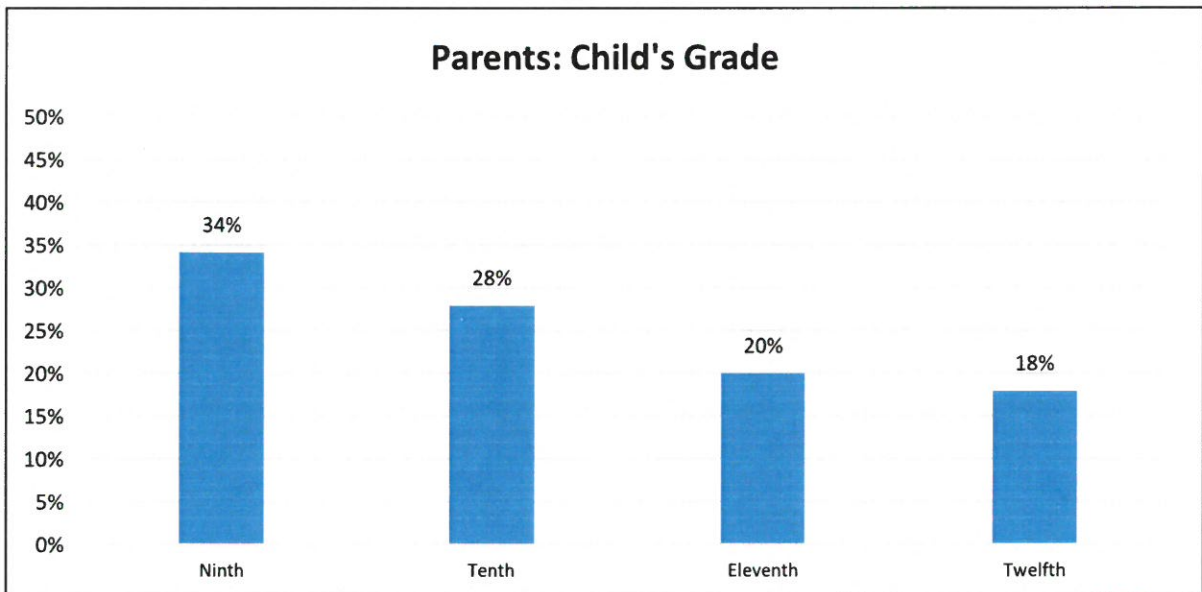
A clear majority of parent respondents had received a college diploma (85% / 248 responses). Twenty-three parents completed some college (8%), twelve received a high school diploma (4%) and six completed some high school (2%). Two parents chose not to respond (1%).



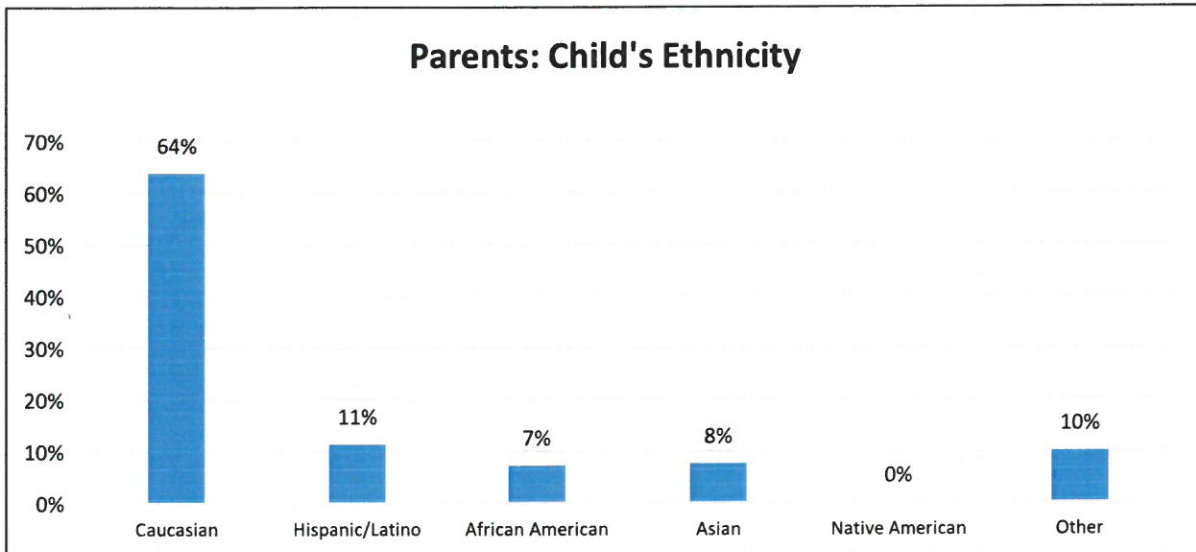
Most parents learned about Palisades Charter High School through their community (73% / 211 responses). Thirteen percent of parent respondents heard about the school through their friends (38 responses) or another venue (39 responses). Only three parents learned of the school through the internet (1%).



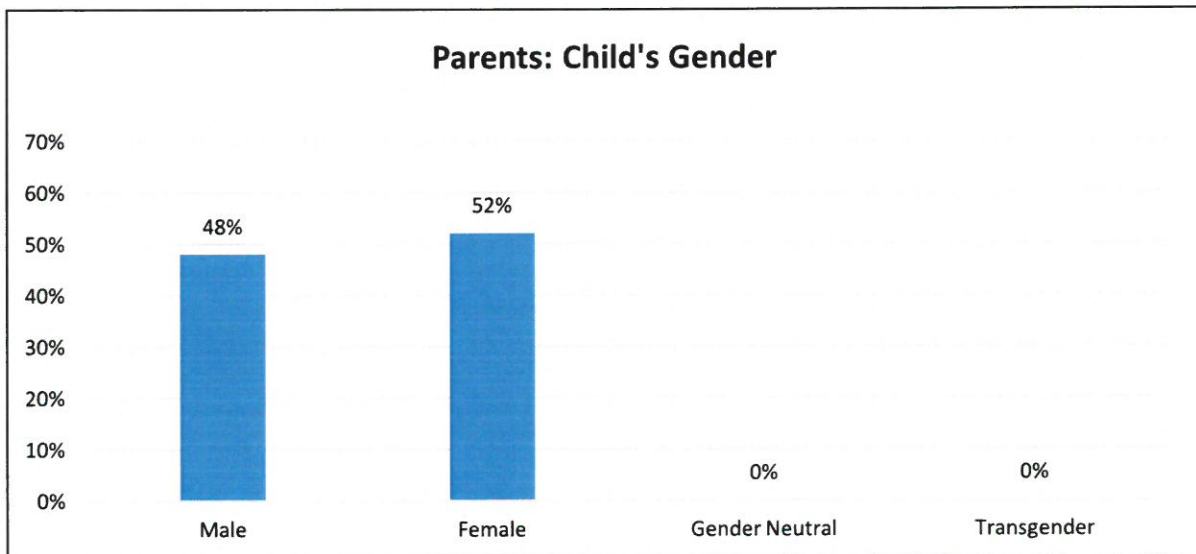
Nearly every parent indicated English as the primary language spoken in their home (92% / 268 responses). Ten parents noted Spanish as their home language (3%), and twelve parents spoke a language other than English or Spanish at home (4%).



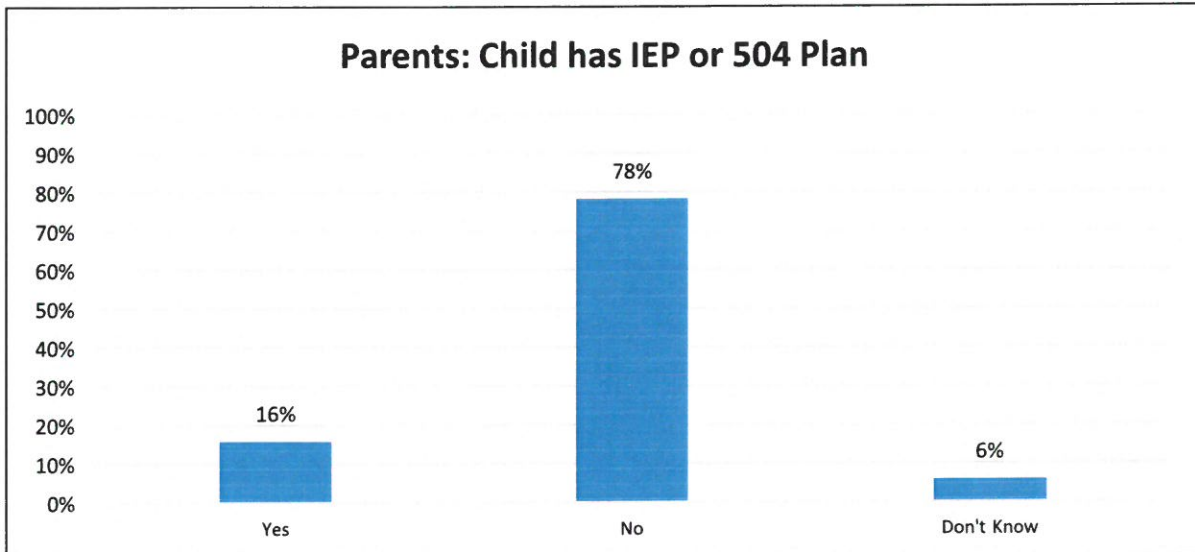
Parents of younger students were most represented in the survey, with 34% of parent respondents having children in the ninth grade (99 responses), and 28% having children in the tenth grade (81 responses). Twenty percent of parents had children in the eleventh grade (58 responses), and only 18% were parents of twelfth-grade students (52 responses).



Roughly two-thirds of parents identified their child as Caucasian (64% / 185 responses). Eleven percent identified their child as Hispanic/Latino (33 responses), 8% as Asian (22 responses), and 7% as African American (21 responses). Ten percent identified their child as an ethnicity not included among the options (29 responses).

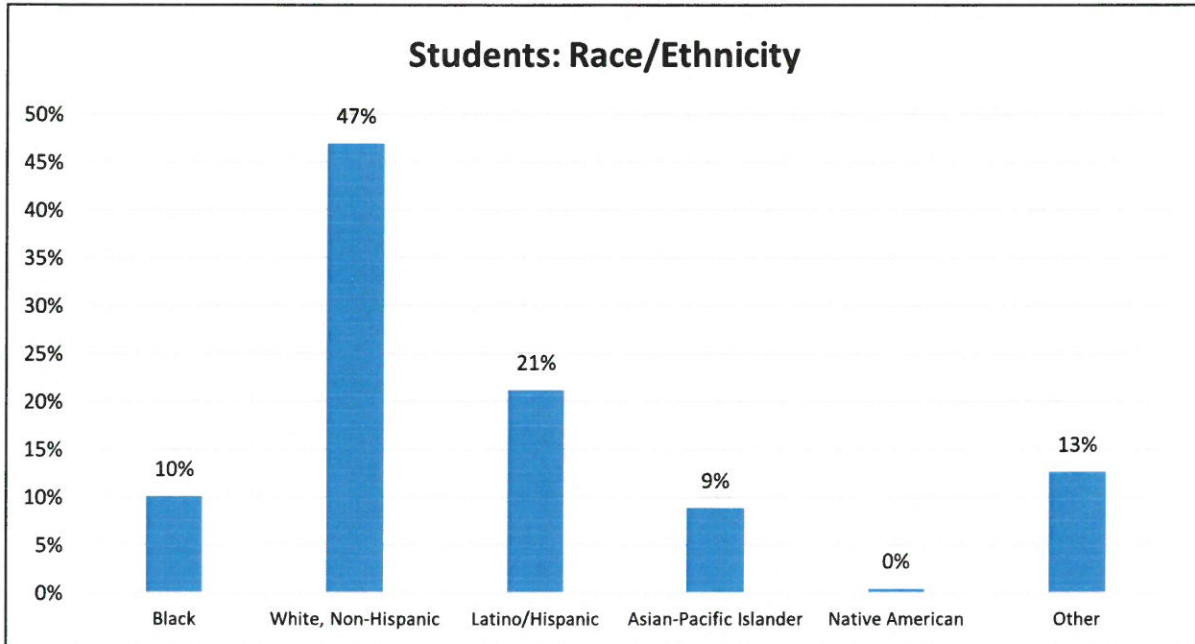


Parents of male and female children were split almost evenly in half, with 52% of parents identifying their child as female (151 responses), and 48% identifying their child as male (139 responses).

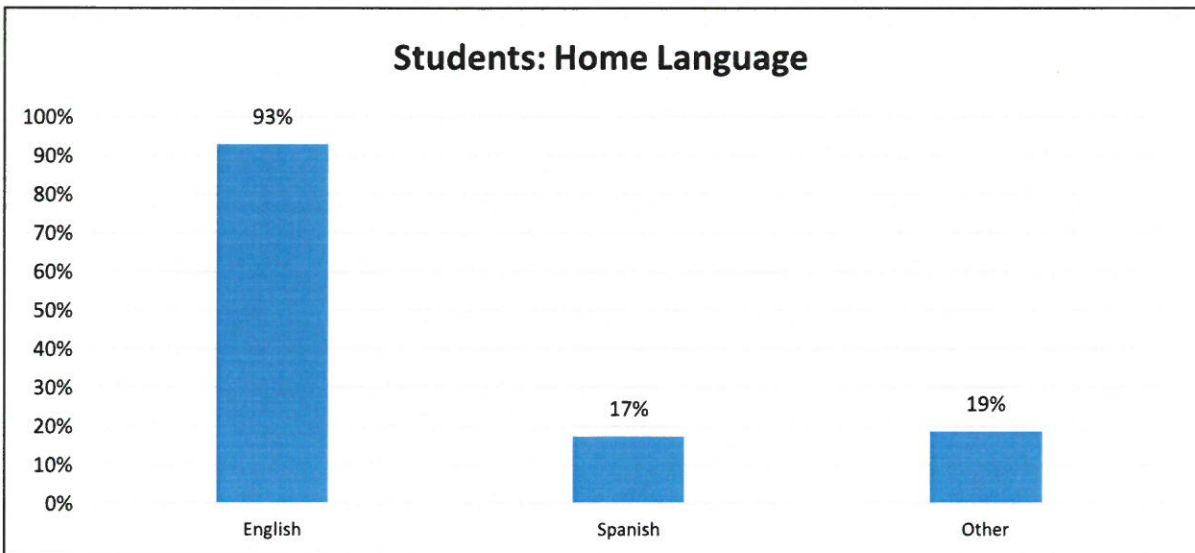


Over three-quarters of parent respondents identified their child as *not* having an IEP or 504 Plan (227 responses), while 16% responded that they did (46 responses). Seventeen parents did not know if their child had an IEP or 504 Plan (6%).

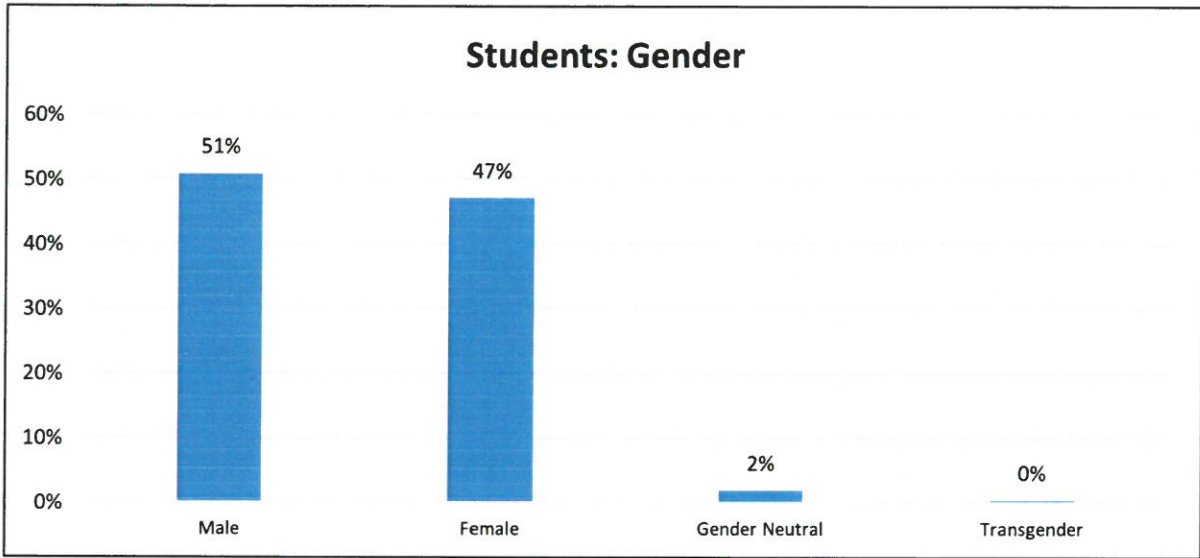
Students



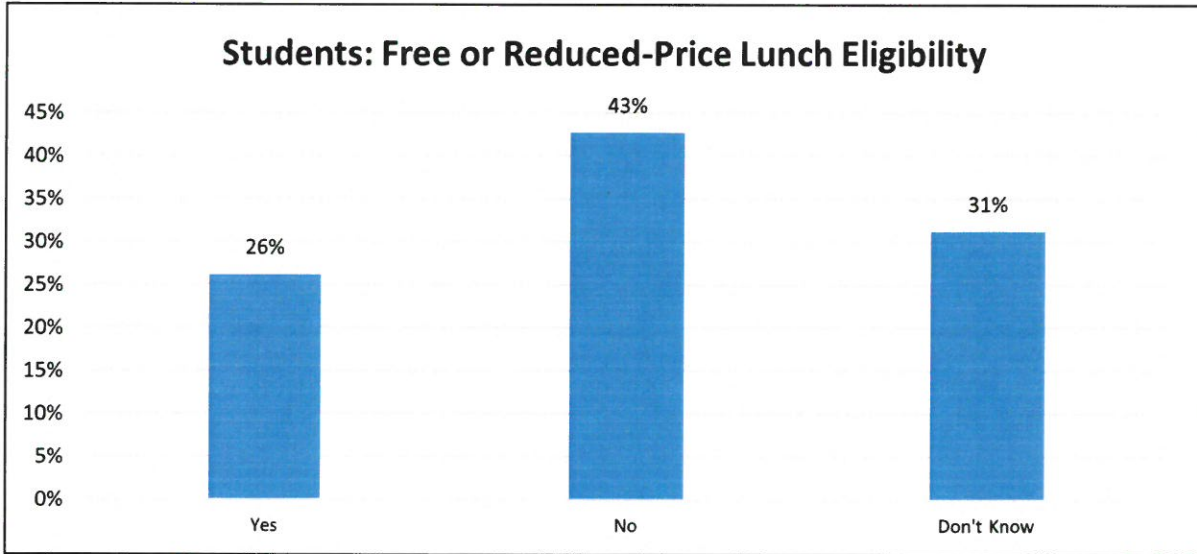
Nearly half of student respondents to the 2017 survey identified as White, Non-Hispanic (46% / 658 responses). Twenty-one percent identified as Latino/Hispanic (297 responses), 10% as Black (141 responses), and 9% as Asian/Pacific Islander (124 responses). Six students identified as Native American (less than 1%). Of the 13% of students who responded “Other,” most identified as multi-racial.



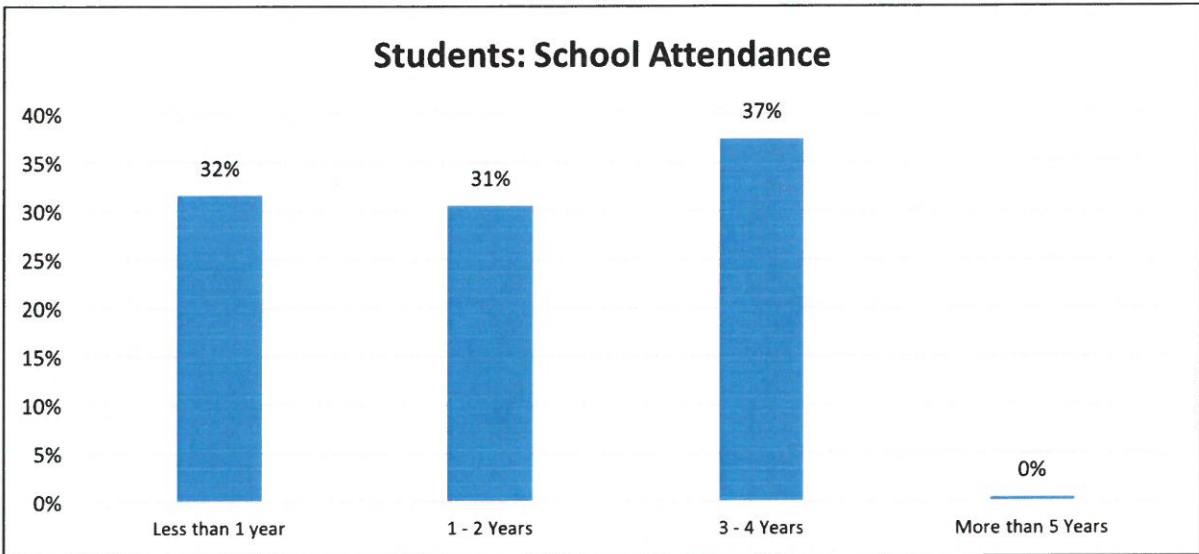
Nearly all students identified English as the primary language they spoke at home (93% / 1,304 responses).



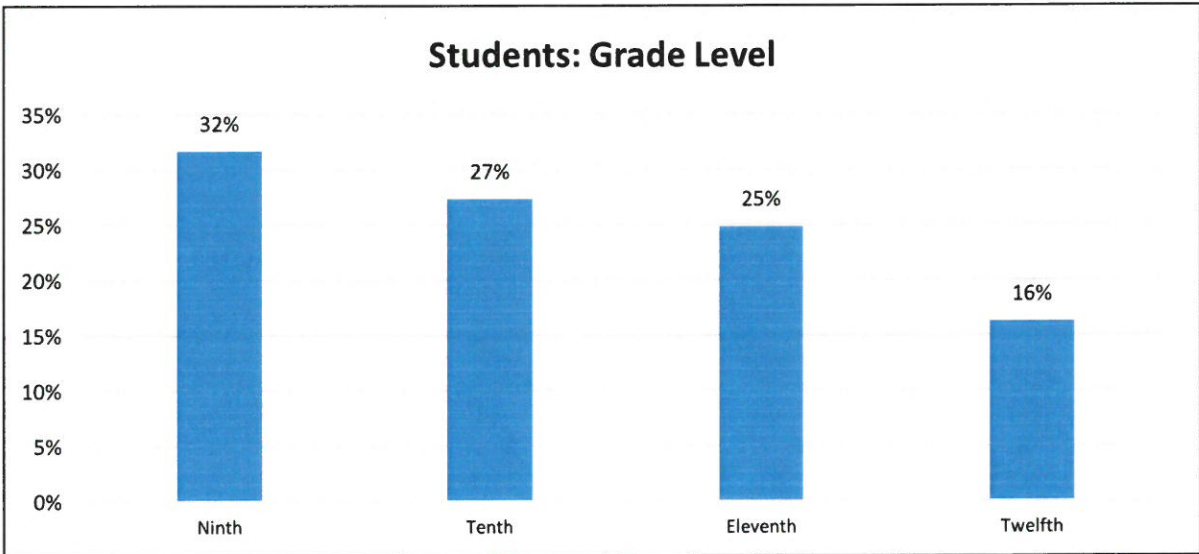
Most students identified as either male (51% / 714 responses) or female (47% / 661 responses). Twenty-six students (2%) identified as gender neutral, and five students identified as transgender (less than 1%).



Forty-three percent of students were *not* eligible for free or reduced-price lunch (599 responses), while 26% were eligible (367 responses). Thirty-one percent of students did not know if they were eligible (438 responses).

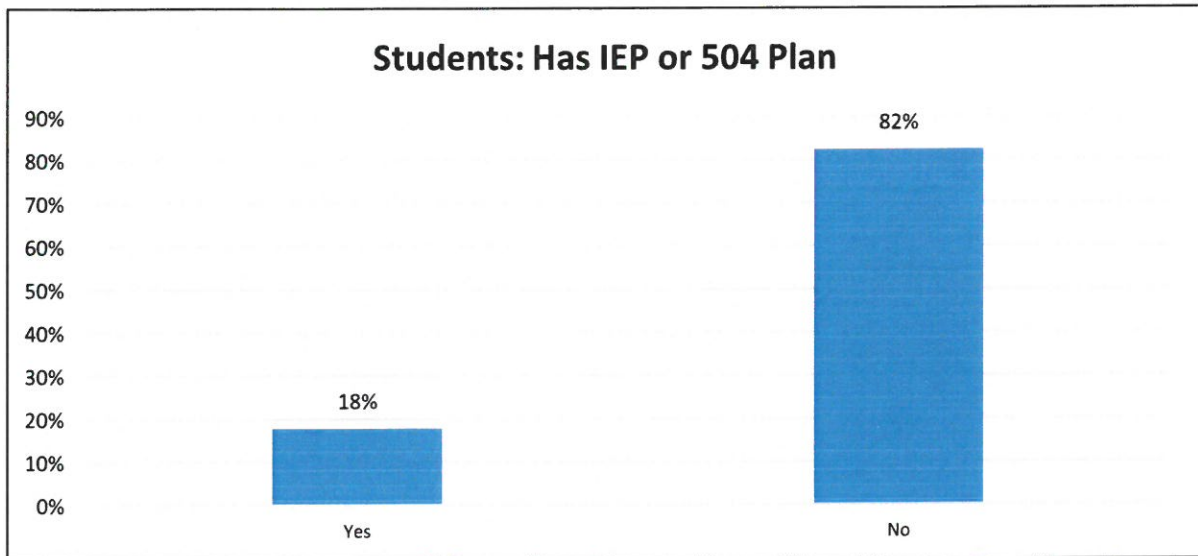


Thirty-seven percent of students had attended PCHS for 3-4 years (526 responses), 32% for less than one year (444 responses), and 31% for 1-2 years (429 responses). Six students had attended the school for more than 5 years (less than 1%).



Ninth grade students were most represented in the survey (32% / 445 responses), while twelfth grade students were least represented (16% / 228 responses).

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A clear majority of students who responded to the 2017 survey did *not* have IEP or 504 Plans (82% / 933 responses).

Coversheet

Review of 2016-2017 Schoolwide Goals

Section: II. Governance
Item: B. Review of 2016-2017 Schoolwide Goals
Purpose: Discuss
Submitted by:
Related Material: Part 6_Schoolwide Goals_2014_2015.pdf
Part 4_Schoolwide Goals 2015_2016.pdf

Administration Presentations

GOAL ONE – MATH

14-15 SCHOOLWIDE GOALS

Focus on Mathematics

MATH-RELATED GOALS

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

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

GOAL 1: Student Support

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

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

GOAL 1: Student Support

B. Math Survey

- Administered in August 2014
- Scheduled to be administered again in August 2015 and January 2016

C. Math Lab

- Opened on Mon, Wed, Thurs
- Focused on standards in Alg 1, Geometry, Alg 2

D. Algebra ABC

- 4 classes with 94 students

GOAL 1: Teacher Support

- ✓ On-going Professional Development
- ✓ Math Coach
- ✓ Common-Core Conference/Workshop
- ☐ Classroom Observations
- ✓ Reduced class size in Alg 1 and Geometry
- ☐ Articulation
- ✓ IXL Online Math Practice

GOAL 2

A. PCHS will increase the number of strategically differentiated intervention course offerings.

- Algebra ABC
- 11th Grade Geometry
- Advanced Math Concepts/Skills

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

- Math Support Services Survey administered in Feb '15



grade	Blank1	436 Mth HS	437 Mth HS
<input type="radio"/> Grade 09 <input type="radio"/> Grade 10 <input type="radio"/> Grade 11 <input type="radio"/> Grade 12	<input type="radio"/> Regular <input type="radio"/> Honors/AP	<input type="radio"/> Essentials Math <input type="radio"/> Algebra ABC <input type="radio"/> Algebra 1AB <input type="radio"/> Geometry AB <input type="radio"/> Algebra 2AB	<input type="radio"/> Math Analysis <input type="radio"/> Calculus <input type="radio"/> Statistics

Math Department Office Hours

	Yes	No
1 I am aware that teachers in the Math Department offer office hours/tutoring.	<input type="radio"/>	<input type="radio"/>
2 I attend my current teacher's office hours.	<input type="radio"/>	<input type="radio"/>
3 I attend other teacher's office hours. If no, go to question 6.	<input type="radio"/>	<input type="radio"/>
4 I would recommend other students attend office hours.	<input type="radio"/>	<input type="radio"/>

	When needed	1-3 times/semester	At least once a week
5 On average, I attend office hours...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Math Lab

	Yes	No
6 I am aware of the 7th period/after-school Math Lab.	<input type="radio"/>	<input type="radio"/>
7 I have attended the math lab. If no, go to question 10.	<input type="radio"/>	<input type="radio"/>
8 I would recommend other students attend the Math Lab.	<input type="radio"/>	<input type="radio"/>

	When needed	1-3 times/semester	At least once a week
9 I attend the Math Lab...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



grade <input type="radio"/> Grade 09 <input type="radio"/> Grade 10 <input type="radio"/> Grade 11 <input type="radio"/> Grade 12	888 Math04 <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 4 <input type="radio"/> 5 <input type="radio"/> 6 <input type="radio"/> 7 <input type="radio"/> 8 <input type="radio"/> 9 <input type="radio"/> 10 <input type="radio"/> 11 <input type="radio"/> 12 <input type="radio"/> 13 <input type="radio"/> 14 <input type="radio"/> 15 <input type="radio"/> 16 <input type="radio"/> 17 <input type="radio"/> 3	437 Mth HS <input type="radio"/> regular <input type="radio"/> honors <input type="radio"/> Advanced Placement	436 Mth HS <input type="radio"/> ESM <input type="radio"/> Alg A <input type="radio"/> Alg 1A <input type="radio"/> Alg 1B <input type="radio"/> Geom A <input type="radio"/> Geom B <input type="radio"/> Alg 2A <input type="radio"/> Alg 2B <input type="radio"/> Math Analysis <input type="radio"/> Calculus	Ethnicity <input type="radio"/> A <input type="radio"/> AI <input type="radio"/> B <input type="radio"/> F <input type="radio"/> H <input type="radio"/> PI <input type="radio"/> W
Gender <input type="radio"/> Female <input type="radio"/> Male		438 Mth HS <input type="radio"/> Period 1 <input type="radio"/> Period 2 <input type="radio"/> Period 3 <input type="radio"/> Period 4 <input type="radio"/> Period 5 <input type="radio"/> Period 6		

Answer questions about your most recent math class

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1 I enjoy attending school at PCHS.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 I care about passing my math class with a C or better.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 I think my math teacher believes I can pass the class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 I believe I am good at math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 One of my favorite subjects is math.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 I look forward to my math class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7 I feel comfortable asking my math teacher questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8 I feel comfortable asking my other teachers questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9 I raise my hand to give answers in math class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10 I raise my hand to give answers in my other classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11 The notes I take in math class are helpful.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Answer questions about your most recent math class -

	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
12 I believe math homework is important to help me learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13 I do AT LEAST 75% of the math homework I am assigned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14 When I solve a math problem, I write out each step.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15 I will work on a difficult problem until I reach the solution or have tried every method I know.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Ask the teacher	Ask my tutor	Ask a friend	Ask my parent(s)	Search online	Go to the Study Center on campus	Go to another teacher's tutoring session
16 When I need help in math I (check all that apply):	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	1	2	3	4	5	6	7	8	9	10
17 On a scale of 1-10 (with 1 being relaxed and 10 being extremely anxious), I would rate my anxiety level when taking a math test a (bubble a number) ... because(write your answer below	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



Study Center

- | | Yes | No |
|--|-----------------------|-----------------------|
| 10 I am aware of the on-campus Study Center. | <input type="radio"/> | <input type="radio"/> |
| 11 I have attended the Study Center. If no, go to question 14. | <input type="radio"/> | <input type="radio"/> |
| 12 I would recommend other students attend the Study Center. | <input type="radio"/> | <input type="radio"/> |

- | | When needed | 1-3 times/semester | At least once a week |
|---------------------------------|-----------------------|-----------------------|-----------------------|
| 13 I attend the Study Center... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Review Sessions

- | | Yes | No |
|---|-----------------------|-----------------------|
| 14 I am aware of the Math Department's Algebra 2 and Math Analysis review sessions. | <input type="radio"/> | <input type="radio"/> |
| 15 I attend the after-school review sessions. If no, go to question 17. | <input type="radio"/> | <input type="radio"/> |
| 16 I would recommend other students attend the review sessions. | <input type="radio"/> | <input type="radio"/> |

Summary

- | | Yes | No |
|--|-----------------------|-----------------------|
| 17 I have used the free support services provided by PCHS (tutoring/office hours, Math Lab, and/or Study Center). If no, you are finished with the survey! | <input type="radio"/> | <input type="radio"/> |
| 18 In addition to the PCHS tutoring services, I also have a math tutor outside of PCHS. If no, you are finished with the survey! | <input type="radio"/> | <input type="radio"/> |

- | | see below |
|---|-----------------------|
| 19 I have an off-campus math tutor because (write your answer below): | <input type="radio"/> |

Item Analysis
Math Support Survey 1 19/MC 0/PE
 Disaggregating: All Students Section: All Sections
 Total Students: 1801 Teacher: All Teachers

Math Department Office Hours

I am aware that teachers in the Math Department offer office hours/tutoring.

Item	Yes	No	Multi Mark	Omit
1	1654 92%	129 7%	2 0%	20 1%

I attend my current teacher's office hours.

Item	Yes	No	Multi Mark	Omit
2	460 26%	1314 73%	4 0%	31 2%

I attend other teacher's office hours. If no, go to question 6.

Item	Yes	No	Multi Mark	Omit
3	247 14%	1314 73%	2 0%	242 13%

I would recommend other students attend office hours.

Item	Yes	No	Multi Mark	Omit
4	532 30%	150 8%	2 0%	1121 62%
Ttl.	2893 40%	2907 40%	10 0%	1414 20%

On average, I attend office hours...

Item	When needed	1-3 times/semester	1-3 times/month	At least once a week	Multi Mark	Omit
5	556 31%	49 3%	42 2%	46 3%	5 0%	1118 62%

Math Lab

I am aware of the 7th period/after-school Math Lab.

Item	Yes	No	Multi Mark	Omit
6	1461 81%	248 14%	1 0%	93 5%

I have attended the math lab. If no, go to question 10.

Item	Yes	No	Multi Mark	Omit
7	289 16%	1239 69%	1 0%	274 15%

I would recommend other students attend the Math Lab.

Item	Yes	No	Multi Mark	Omit
8	343 19%	163 9%	4 0%	1299 72%
Ttl.	2093 39%	1650 31%	6 0%	1666 31%

I attend the Math Lab...

Item	When needed	1-3 times/semester	1-3 times/month	At least once a week	Multi Mark	Omit
9	411 23%	28 2%	12 1%	21 1%	1 0%	1330 74%

Study Center

I am aware of the on-campus Study Center.

Item	Yes	No	Multi Mark	Omit
10	1738 97%	40 2%	2 0%	25 1%

I have attended the Study Center. If no, go to question 14.

Item	Yes	No	Multi Mark	Omit
11	1092 61%	612 34%	1 0%	98 5%

I would recommend other Palisades Charter High School - Special Board Meeting - Agenda - Saturday August 26, 2017 at 9:00 AM

Item	Yes	No	Multi Mark	Omit
12	1007 56%	147 8%	0 0%	647 36%
Ttl.	3837 71%	799 15%	3 0%	770 14%

I attend the Study Center...

Item	When needed	1-3 times/semester	1-3 times/month	At least once a week	Multi Mark	Omit
13	893 50%	68 4%	67 4%	129 7%	4 0%	649 36%

Review Sessions

I am aware of the Math Department's Algebra 2 and Math Analysis review sessions.

Item	Yes	No	Multi Mark	Omit
14	1058 59%	629 35%	3 0%	117 7%

I attend the after-school review sessions. If no, go to question 17.

Item	Yes	No	Multi Mark	Omit
15	317 18%	1188 66%	0 0%	296 16%

I would recommend other students attend the review sessions.

Item	Yes	No	Multi Mark	Omit
16	402 22%	109 6%	2 0%	1292 72%
Ttl.	1777 33%	1926 36%	5 0%	1705 32%

Summary

I have used the free support services provided by PCHS (tutoring/office hours, Math Lab, and/or Study Center). If no, you are finished with the survey!

Item	Yes	No	Multi Mark	Omit
17	1090 61%	625 35%	0 0%	86 5%

In addition to the PCHS tutoring services, I also have a math tutor outside of PCHS. If no, you are finished with the survey!

Item	Yes	No	Multi Mark	Omit
18	389 22%	827 46%	6 0%	591 33%
Ttl.	1479 41%	1452 40%	6 0%	677 19%

I have an off-campus math tutor because (write your answer below):

Item	see below	B	Multi Mark	Omit
19	166 9%	108 6%	1 0%	1528 85%

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

1) Increase the percentage of 9th graders who complete the first half of Algebra (Algebra 1A/Algebra B) their first year by 5%.

	PASS	FAIL	% PASS		A-C	D/F	% A-C
2015	231	62	79%		193	100	66%
2014	195	95	70%		136	144	49%

2) Increase the percentage of 11th graders who complete Geometry AB by 5%.

	PASS	FAIL	% PASS		A-C	D/F	% A-C
11th Grade Class	17	2	89%		11	8	58%
OTHER 2015	17	8	68%		11	14	44%
2015	34	10	77%		22	22	50%
2014	22	5	81%		11	16	41%

3) Increase proficiency rates on each standard by 3% (as measured on the final exam).

*Cannot compare Alg 1B data since there was a change in curriculum and assessment.

	<u>ALG2B.1</u>	<u>ALG2B.2</u>	<u>ALG2B.3</u>	<u>ALG2B.4</u>	<u>ALG2B.5</u>	<u>ALG2B.7</u>	<u>ALG2B.8</u>	<u>ALG2B.9</u>
2015	89%	92%	93%	86%	92%	87%	94%	74%
2014	86%	81%	84%	81%	87%	80%	87%	67%
2013	81%	81%	80%	79%	86%	84%	88%	65%

	<u>GeomB.1</u>	<u>GeomB.2</u>	<u>GeomB.3</u>	<u>GeomB.4</u>	<u>GeomB.5</u>	<u>GeomB.6</u>
2015	91%	71%	78%	86%	82%	86%
2014	91%	80%	84%	90%	90%	80%

	<u>ALG1B.1</u>	<u>ALG1B.2</u>	<u>ALG1B.3</u>	<u>ALG1B.4</u>
2015	63%	65%	68%	63%

SPRING 2015

Count of student:stu:Column Labels						
Row Labels	A	B	C	D	F	
H MATH ANALY B	21%	62%	14%	3%	0%	
MATH ANALY B	22%	35%	31%	8%	5%	
ADV APP MATH B	73%	22%	2%	2%	0%	
ALGEBRA 1A	0%	13%	25%	23%	39%	
ALGEBRA 1B	24%	26%	27%	8%	15%	
ALGEBRA 2A	16%	30%	48%	2%	3%	
ALGEBRA 2B	12%	23%	32%	21%	12%	
ALGEBRA B	9%	18%	17%	18%	37%	
AP CALCULUS B	18%	67%	15%	0%	0%	
AP CALCULUS C	43%	46%	11%	0%	0%	
AP STATISTICS B	28%	59%	13%	0%	0%	
ESS STAND MATH	0%	5%	20%	35%	40%	
GEOMETRY A	11%	23%	24%	15%	27%	
GEOMETRY B	17%	31%	24%	19%	9%	
H ALGEBRA 2B	29%	33%	26%	10%	2%	
H GEOMETRY B	61%	32%	7%	0%	0%	
HS CALCULUS B	25%	43%	24%	5%	3%	
Grand Total	20%	30%	26%	12%	12%	

PASS (A-C) 76%
 NOT PASS (D/F) 24%

SPRING 2014

Count of student:stu:Column Labels						
Row Labels	A	B	C	D	F	
H MATH ANALY B	23%	60%	11%	6%	0%	
MATH ANALY B	17%	30%	41%	8%	3%	
ADV APP MATH B	0%	22%	51%	20%	7%	
ALGEBRA 1A	5%	14%	34%	21%	26%	
ALGEBRA 1B	10%	19%	27%	15%	29%	
ALGEBRA 2A	3%	35%	26%	13%	23%	
ALGEBRA 2B	8%	24%	35%	17%	17%	
AP CALCULUS B	32%	41%	27%	0%	0%	
AP CALCULUS C	29%	64%	7%	0%	0%	
AP STATISTICS B	28%	49%	22%	0%	0%	
ESS STAND MATH	0%	11%	22%	44%	22%	
GEOMETRY A	5%	21%	22%	24%	28%	
GEOMETRY B	19%	32%	31%	13%	6%	
H ALGEBRA 2B	25%	36%	25%	8%	5%	
H GEOMETRY B	38%	17%	34%	11%	0%	
HS CALCULUS B	21%	52%	19%	4%	4%	
Grand Total	14%	28%	30%	14%	14%	

PASS (A-C) 72%
 NOT PASS (D/F) 28%

SPRING 2013

Count of student:stu:Column Labels						
Row Labels	A	B	C	D	F	
MATH ANALY B	19%	41%	34%	4%	2%	
ADV APP MATH B	15%	32%	28%	26%	0%	
ALGEBRA 1A	3%	13%	30%	20%	34%	
ALGEBRA 1B	5%	19%	31%	20%	25%	
ALGEBRA 2A	9%	37%	32%	12%	9%	
ALGEBRA 2B	14%	19%	29%	18%	20%	
AP CALCULUS B	14%	49%	32%	5%	0%	
AP CALCULUS C	27%	46%	27%	0%	0%	
AP STATISTICS B	16%	61%	20%	1%	2%	
ESS STAND MATH	6%	8%	21%	19%	46%	
GEOMETRY A	9%	12%	23%	21%	36%	
GEOMETRY B	22%	35%	27%	10%	7%	
H MATH ANALY B	31%	59%	10%	0%	0%	
H ALGEBRA 2B	39%	35%	19%	8%	0%	
H GEOMETRY B	46%	43%	10%	2%	0%	
HS CALCULUS B	25%	30%	29%	9%	6%	
Grand Total	16%	28%	27%	13%	15%	

PASS (A-C) 72% (rounded)
 NOT PASS (D/F) 28%

Administration Presentations

GOALS TWO - FIVE



2014-2015 School-wide Goals 2 - 5

(Goal 1 to be presented in August 2015)

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

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

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

The PCHS Intervention Team (Monica Iannessa, Linda Ello, Dave Suarez, Karen Perkins, Lisa Saxon, Allison Steinman, Melinda Meinen, and Crystal Adams) held approximately 50 SSTs this year. Approximately 85 students were placed in five intervention classes.

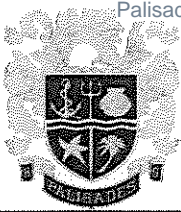
In response to the need for additional focus on student intervention and support, PCHS is developing an Instructional Focus Consortium for 2015-16 which will include the Executive Director/Principal, Assistant Principals, Literacy Coordinator, Literacy Coach, Literacy Teachers, ELL teacher, EL coordinator, Special Education teachers, Academic Achievement Team, and English department co-chair. An initial focus of this group is the development of a lab to assist students in the development of reading, writing, and reasoning skills.

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

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

Two surveys were given to students to gather information about the effectiveness of intervention programs. The surveys revealed the following findings:

- Although 94% of students know about the office hours, a majority of students do not use teacher office hours for help (76%).
- A good majority of students are aware of the Math Lab (84%-94%).
- 17% of students have attended the Math Lab. They identified that they attend when needed as opposed to a consistent visitation (1-3 times a week/semester).
- A solid majority of students are aware of the Study Center (93-100%).
- 6% - 47% attended after school review sessions.



- 44%-74% have used the free support services provided by PCHS (tutoring/office hours/Math Lab/and/or Study Center)
- 13-30% stated that in addition to PCHS services, they also have a math tutor.

Students requested that support services be available more often, during lunch, and later after school. During 2015-16, PCHS will work to offer extended hours for tutoring and labs to better meet the needs of all students.

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

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

1) Provide three 4-week educational/therapy groups during the 2014-15 school-year to increase student's ability to manage anxiety through coping strategies to include relaxation techniques, self-talk, and visualization. Emotional support counselor now available four days per week. Additional counselor coming on board in 2015-16. Groups will be more manageable with the additional counseling staff.

2) Increase 504 Coordinator position to full time to provide safe area for students with emotional/academic distress to remain at school to complete work. In process for 2015-16. In addition to supporting students and teachers, the 504 Coordinator will provide two study skills classes for students with disabilities.

3) Provide additional two days of mental health support for all students. Done. An additional Mental Health Counselor will provide Educationally Related Intensive Counseling for students with disabilities and those with emotional issues during 2015-16.

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

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

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

Study Center coordinator Melinda Meinen provided data for the study center and coordinated with Intervention Team member David Suarez to pull data and connect students to tutoring services and/or



intervention classes. The intervention team gave a faculty presentation on fail data and tier 1 intervention strategies.

The Academic Achievement Team reinforced this by holding grade system seminars and workshops. AA Team members worked one-on-one with teachers to make their grading systems fair in Infinite Campus. This was groundbreaking in that teachers were able to commit to different grading practices to give students more opportunities to succeed.

Health teacher Susan Ackerman worked with students to conduct a survey to determine the instructional strategies students believe are most effective. Students will present the findings of the survey at an upcoming faculty meeting early in the 2015-16 school year

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

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

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

Human Resources facilitated a series of meetings during the winter of 2015, which provided insight into how enhanced customer focus might be implemented in the Attendance and Counseling Offices. Both locations could benefit from training on software programs in order to make better use of the technology that is already available to them, and were interested in taking advantage of whatever would be offered to them in this area. Both teams, while highly efficient and effective in their roles, could also benefit from training that could help them achieve a more customer-focused approach, especially with respect to more effective and comprehensive communication with their respective customers (primarily parents and students). The Main Office has implemented feedback surveys. All offices and departments receive feedback through the annual Columbia Stakeholder Survey. PCHS will continue to focus on expanding customer service training to more of the school community as well as gathering and responding to feedback related to customer service.

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

School offices are working together to consolidate school calendars and to advance the services provided through Infinite Campus and Schoology. Schoology analytics reveal that both students and teachers are using Schoology beyond an ID picture and classroom syllabus. The AA team and main office staff assist parents and students with accessing information on Schoology and Infinite Campus. In the coming year PCHS will be working to pilot migration so that PCHS teachers just work in Schoology. A



teacher tech team will be coming on board in 2015-16 to assist teachers with more advanced uses of Schoology.

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

Administration building directory and signage	Office signs installed
Control entrance points to manage traffic flow in offices	Front office reconfigured
Self-serve direction and information kiosk (iPad to EMS calendar)	In progress

Brief review of steps taken to date in the Main Office to address Goals 3A-3C

During 2014-15, a number of steps have been (and continue to be) taken to better align the daily activities of the Main Office with the culture-building and customer-service priorities outlined in Goal 3:

- Main Office team is in place and members are committed to addressing Goal 3 priorities both through their individual job functions, and by supporting each other as a team:
 - As Executive Assistant to the Executive Director & Principal, Brad Daley is committed both to supporting the initiatives and administrative needs of the EDP, and to ensuring the inquiries of all stakeholders are handled a customer-focused way, with a focus as needed on dealing with the frustrations of parents who are having difficulty navigating the school bureaucracy as they seek to solve problems for their students. He teams with Kimmie Allen (Office Assistant) to ensure both walk-in and phone-in concerns are addressed effectively, and with Thomas Adjani to ensure written communications to internal and external stakeholders are delivered in a timely and effective manner.
 - In his communications-focused role, Thomas Adjani takes the lead in crafting and disseminating outbound communications to all stakeholders (with support from Brad as needed) using eBlasts and social media posts, and updating the PCHS website. He also teams with Brad and Kimmie as necessary to ensure seamless coverage of the phones and the customer service counter.
 - Kimmie Allen is the first point of contact for inbound phone calls and inquiries at the counter, and has been highly effective in this role due to her great work ethic and vast institutional knowledge from her many years at PCHS.
- Placement of desks and height of cubicle walls has been adjusted to facilitate better customer service focus. Office Assistant desk is up front to make it easier for visitors to identify who they should go to first for assistance.
- With the help of Pali's always-vigilant Security Team, visitors are consistently directed to the Main Office before heading to other parts of the campus. The result is a campus that is more secure, but also helps us serve the customer better since we don't risk them wandering



aimlessly throughout the school and becoming frustrated when they are not easily able to find the location or person they are seeking.

- Plans are in the works to enhance the effectiveness and transparency of our calendaring. The plan is to provide one-click access from PCHS home page to multiple calendar views, which are tailored to the needs of key stakeholder groups, such as faculty/staff, parents/students, and athletics.

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

PCHS struggled with this approach throughout a difficult year of negotiations. Information was provided to staff about appropriate email use and offenders were addressed through the progressive discipline process; however, discord and disrespect deeply impacted all groups at the school (staff, students, and parents). After PCHS management declared an impasse and a neutral mediator was brought in to work with the UTLA and PCHS teams, an agreement was quickly reached. A group of positive minded teachers met at the end of the school year to discuss ways for groups to build bridges and move forward in the coming school year. PCHS is in the process of identifying a professional facilitator to coach school leadership (administration, unions, and board) in identifying how to work together productively and collaboratively. As of July 15, UTLA co-chair Steve Klima and EDP Magee have conferred with three potential facilitators to determine the best fit for PCHS. The teacher group also proposed the development of a Code of Civility to be developed by the faculty at the start of the school year.

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

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

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

PCHS Education Foundation is working with the school to provide strategic professional support for the Career Coordinator and to expand career related services. Funding for a profession Career Coordinator/Advisor will be sought through grants and other fundraising efforts. This has been identified as an ongoing goal in the Long Term Strategic Planning process. PCHS Education Foundation worked with the school to initiate a community outreach effort to involve community professionals to provide career mentoring, job shadowing, and internship opportunities for Pali students. The Long Term Strategic Planning – Family & Community group is focusing on this ongoing goal for 2015-16.



Career Related Programs and Initiatives:

Four-year plan for 9th graders expanded to include career interest inventory on Naviance. On-going follow up plan being developed with counselors.

Career Center opportunities with coordinator Simon Santana - Expanding program by adding an additional Career Coordinator class period in 2015-16. The program provides

- Armed Services Vocational Aptitude Battery (ASVAB)
- Career Locker interest assessment
- Work Experience (40-60 students per semester in 2014-15)

Career Fair – April 21

Internships/Job Shadowing – Summer 2015

Temescal Senior Projects – PCHS senior teachers developing a similar project

Transitional Program Seminars

Continued college and career preparatory classes offered through local community colleges
Americorps, HighTech High, and CA College and Career Partnership grant applications
Schools That Can conference participation focusing on “education to employment” opportunities for students

Innovation Lab including STEAMshop and Auto Shop

Partnership with the Society for Hispanic Engineers

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

A. PCHS will identify measurements to be revisited and analyzed according to established timeline. Consistent timelines with systemic F notices and systemic attendance notification letters were implemented this year. Student Success Team (SST) timelines and Language Acquisition Team (LAT) timelines were kept. Currently, we are investigating better assessments in literacy (both baseline and benchmark). Data analysis to assess math placement test is in progress. An intervention matrix is being developed including student’s reading lexile, math caasp*, English caasp*, PSAT score, CELDT, attendance %, and GPA (# of Fs) so that these become levers we pull to refine how to respond with intervention. This could determine whether a student is placed into a literacy class or a study skills class, or whether a student needs daily tutoring or an attendance contract. This type of data collection will increase the accuracy in responding to our student’s needs.

*California Assessment of Student Performance and Progress

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

PCHS is planning to use the CDE interim assessments for 9th and 10th grade in 2015-16 school year.



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

Although the PLC Coordinator gave trainings in data analysis, PCHS will need a tool to assess common assessments. The AA team made this a goal for next year.

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

All PLC leaders were trained in Mastery Manager.

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

This year all PCHS academic administrators reviewed PLC notebooks as a team. Each administrator now has a Mastery Manager account. This year, administrators will look at common assessment results together to measure PLC effectiveness.

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

Information submitted at the end of the year with PLC notebooks.

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

The committee was formed in the spring of 2015. Currently, full membership has not been established. The committee preliminary work has been focused on bylaws and membership composition.

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

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PCHS School-wide Goals 2015-16

Board retreat August 29, 2015

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

Goal 1. PCHS will establish appropriate types of communication for all stakeholders in order to ensure a respectful well-informed community, sincere acknowledgement of communication, and an understanding of the proper avenues of communications.

- *Develop and/or revise communications related policies including the PCHS Acceptable Use Policy. Administration with the input of key stakeholders will clearly define the parameters of acceptable use, as well as the consequences for not doing so by the start of second semester.*
- *Establish how policies and norms will be enforced, communicate broadly to the school community, and hold stakeholders accountable by the start of second semester.*
- *Increase positive communication with parents by providing training on available systems (Online programs including Schoology and Infinite Campus), informational meetings, and opportunities to provide feedback each semester. Post technology tutorials on Schoology and the school website.*
- *Provide parent training, informational meetings, and opportunities to provide feedback at satellite locations and on Saturdays with an interpreter.*

Goal 2. PCHS will ensure that curriculum will be aligned vertically and horizontally to enhance student success in all subjects.

- *Curriculum Council and Department Chairs will conduct departmental/program needs assessments and provide goals, which address vertical and horizontal alignment by the October Curriculum Council/Department Chair meeting.*
- *Hold subject and grade level articulations before the end of first semester to establish curriculum alignment to each other and to state standards. Ensure that the content agreed upon is sufficiently provided to students.*
- *Address horizontal curriculum alignment through PLCs. Common assessments developed/revised as needed, administered, and analyzed with evidence provided in PLC notebooks assessed at the end of each semester.*
- *Incorporate technology and research skills in alignment with content. Teach technology and research skills by grade level.*
- *Hold articulation meetings with Paul Revere Charter Middle School through spring matriculation process and scheduled curriculum discussions.*

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

- *Review and revise as needed school, program, department, and individual classroom grading and make-up policies to ensure procedures are equitable and support success throughout the school. Process to be concluded by end of first semester to be implemented at the start of second semester.*
- *Increase positive feedback and interactions within all classrooms as measured by student surveys (fall and spring).*
- *Increase academic language and conversation in classrooms to be measured through inclusion in lesson plans and student assessments. Semester review via PLC notebooks.*
- *Increase classroom supports for struggling students. Each teacher will submit intervention (RTI or R and R) strategies used in her/his classroom with the PLC notebook reviewed each semester.*
- *Increase students pass rates in all subject areas (C or better) by 3% (annual goal).*
- *Increase CAASPP scores by 5% (annual goal).*

Goal 4. PCHS will establish procedures/norms to foster a positive school climate and to build trust among Board members, administrators, faculty and staff, students and parents.

- *Provide in-service training that focuses on key administrative functions such as decision-making, framing the message (communication/accountability), conflict resolution, and team building.*
- *Review and update charter tenants, policies, and procedures so that all stakeholders understand and recommit to the philosophy and goals of the charter and the roles each plays for it to be successful (Charter Committee by the start of second semester).*
- *Develop a two-year action plan that addresses the goals of improving communication, decision-making, and accountability. The plan will address tasks to be accomplished, responsible stakeholders involved, timeline for completion, and both a summative and formative evaluation that will measure success. The action plan will be developed in cooperation with the leadership of the stakeholders. Action plan to be completed by the end of first semester for dissemination in January, 2016.*
- *Conduct two surveys (fall/spring), assessing organizational climate and the accomplishment of the recommendations provided.*

Goal 5. PCHS will identify all current funding sources in an effort to expand support for Palisades Charter High School.

- *Identify all organizations affiliated with PCHS that hold 501.c.3 status for budgeting and planning purposes.*
- *Develop and adopt a fundraising policy as recommended by independent auditors.*
- *Explore and pursue grant opportunities that support school needs.*
- *Consult with development professionals to determine feasibility of having staff dedicated to fundraising for PCHS.*

Coversheet

Determine 2017-2018 Goal Areas and Goals

Section: II. Governance
Item: C. Determine 2017-2018 Goal Areas and Goals
Purpose: Vote
Submitted by:
Related Material: Part 5_Schoolwide Goals 2016_2017.pdf



PALISADES CHARTER HIGH SCHOOL

More Than 50 Years of Innovation and Excellence

PCHS Schoolwide Goals 2016-2017 **Board Retreat August 27, 2016**

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

Goal 1: PCHS will continue to foster:

- 1) Appropriate types of communication for all stakeholders in order to ensure a respectful, well-informed community**
- 2) A sincere consideration of communications**
- 3) An understanding of the appropriate avenues of communication**

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

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

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

Horizontal alignment - across the school and PLCs

- *Develop a multi-year curriculum alignment plan*
- *Map current grading policies to determine commonalities*
- *Develop a schoolwide grading policy that ensures fairness and consistency*
- *Incorporate ongoing student feedback systems*
- *Identify resources needed to move further with goal – Where are we and where do we want to go?*
- *Provide more support for PLCs – (Math and World Language identified in Columbia Stakeholder Survey)*



PALISADES CHARTER HIGH SCHOOL

More Than 50 Years of Innovation and Excellence

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

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

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

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

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



PALISADES CHARTER HIGH SCHOOL

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

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

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

Coversheet

Board Committees - Purpose and Need

Section: II. Governance
Item: D. Board Committees - Purpose and Need
Purpose: Vote
Submitted by:
Related Material:
Part 7_Governance_Committees Descriptions Membership Needs_07_17_17.pdf

[Redacted text block]

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Stakeholder Board Level Committees

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

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

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

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

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

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

Budget and Finance Committee

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

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

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

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

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

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

Academic Accountability

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

Elections

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

Charter

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

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

Other Committees

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

Board Member Committees

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

Audit

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

Grade Appeal

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

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

Risk Management

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

Evaluation

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

Bargaining Committee

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

Survey Committee

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

Other Committees

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

[REDACTED]

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[REDACTED]

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[REDACTED]

Coversheet

Review LCAP from 6-28-17

Section: II. Governance
Item: E. Review LCAP from 6-28-17
Purpose: Discuss
Submitted by:
Related Material: Final 2017-18 LCAP 06.28.17.pdf

LCAP Year 2017-18 2018-19 2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name

Palisades Charter High

Contact Name and Title

Greg Wood
Chief Business Officer

Email and Phone

gwood@palihigh.org
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2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Palisades Charter High School (PCHS), a comprehensive high school serving students in grades 9 through 12, has provided children from far-reaching areas of Los Angeles with access to a high-quality educational program that focuses on skills needed for college and career readiness. PCHS is the home school to students residing in the communities of Pacific Palisades, Topanga, and Brentwood; however, approximately 68% at the school live outside the traditional attendance boundaries. In 2016-17, PCHS served 2,893 students. Of these students, 1,976 come from more than 100 ZIP codes, making this student body population one of the most ethnically diverse (Mexican, Central American, African American, Chinese, Korean, Persian, Filipino, Russian, Pacific Islander, Arab, and Brazilian) and geographically diverse (West Los Angeles, Mid City, Baldwin Hills, Palms/MarVista, Midcity, Koreatown, Inglewood) in Los Angeles. Some students come from distant areas such as Long Beach, Granada Hills, Carson City, and Highland Park. Applications for transportation scholarships and subsidies are made available to students from low-income households. The traveling students commit to making daily three- to four-hour commutes to and from the campus in order to take advantage of the school's highly regarded academic, athletic, and arts programs. Our students report that they are happy with their experience at PCHS (77%) and feel safe at the school (96%) according to the 2015-16 PCHS Columbia University School Survey. Their satisfaction is reflected in the school's academic achievement. Palisades Charter consistently is ranked among the best high school in the nation, according to polls published by both U.S. News and World Report and Newsweek Magazine.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

This year's LCAP focuses on support for individual student achievement in subgroups, targeting high needs students and specific subgroups whenever state or internal assessments warrant. Key features include:

- allocating resources to academic intervention and support programs, and professional development aimed at closing the achievement gap;
- encouraging innovation and constant improvement of educational programs and practices, based on professional reflection on student achievement data;
- refining the Professional Learning Community model of aligning standards, goals, and assessments for student achievement, collaborating on best practices, and providing continuous on-site professional development;
- expanding opportunities for students to gain access to rigorous curricula and experience the diversity of learning in heterogeneously grouped classrooms;
- continuing refinement of a comprehensive, tiered intervention system to support struggling students;
- implementing policies to encourage student attendance and participation resulting in an in-seat attendance rate of 96 percent;
- continuing implementation of a comprehensive school technology plan,
- replacing obsolete textbooks on a continuous basis;
- improving communication among all stakeholders, a process that includes using Infinite Campus, a web-based, password-protected student information system, Schoology learning management system, and translation services.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Based on feedback received from students and parents, support in math classes, intervention options, and transportation scholarships are top funding priorities.

PCHS Palisades Charter High School - Special Board Meeting - Agenda - Saturday August 26, 2017 at 9:00 AM offers small class sizes in courses such as Algebra I. Sheltered English and math classes will be offered for newly reclassified EL students.

PCHS supports transportation options for students who travel to the school from outside the immediate neighborhood. PCHS has contracted with an independent transportation vendor to provide transportation for all interested families. Students who qualify for the Free and Reduced Lunch program are eligible for partial or full transportation scholarships. PCHS will continue this program in the 2017-18 school year.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Suspension rates and finding ways to reduce suspensions are a focus area for PCHS. Our goal is to link students with behavior challenges to adult mentors to develop positive, alternative behaviors. Counseling services including crisis counseling and Educationally Related Mental Health Service to improve behavior and in the long-run, completion and drop out rates. Training for the discipline deans and staff is also an important component of this identified need.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

Math achievement and closing the math achievement gap continue to be challenges for PCHS. To address these concerns, PCHS will pilot a paraprofessional program to provide in-class support for students who need specialized attention. PCHS will provide both in-class and out-of-class math interventions including the Math Lab and tutoring in the Study Center. We plan to work with programs such as The Village Nation, Fuerza Unida, Black Student Union, Latino Student Union, and Link Crew to provide targeted support and intervention.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Areas of the LCAP that will most significantly impact low-income students, English learners, and foster youth are transportation scholarships, math support and intervention options. PCHS is redesigning teacher training to better address student needs. More details about these support systems are provided above.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$32,420,549
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$32,420,549

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

General fund budget expenditures not included in LCAP plan are expenses such as classified office staff, tech staff, administrative salaries -- all groups who help implement plans listed in the LCAP.

\$26,289,413	Total Projected LCFF Revenues for LCAP Year
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Annual Update LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

<h2 style="margin: 0;">Goal 1</h2>	#1- Teachers required to hold a credential will hold a valid CA teaching credential as defined by the CA Commission on Teaching Credentialing and be appropriately qualified in the content area taught.
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State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	<input type="checkbox"/> 8	
COE	<input type="checkbox"/> 9	<input type="checkbox"/> 10							
LOCAL									

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Addition of 5 CTE credentialed teachers to create a Career Tech Ed pathway for students.	All faculty members currently hold English Learners Authorization as appropriate for their individual class and credential. Will expand this program to include elective and other credential classes.
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ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Actions/Services	PLANNED English Learners: All teachers of EL students will be certified in SDAIE and ELD instructional strategies	ACTUAL All faculty members have certified English Learner Authorization as required per their individual credential. Currently increasing ELA to include elective classes and credentials associated with elective classes.
Expenditures	BUDGETED Salaries and conferences - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$15,636 (repeated expenditure)	ESTIMATED ACTUAL Salaries and conferences - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$19,393 (repeated expenditure)
Actions/Services	PLANNED Staffing of instructional program Review of all teacher credentials and master schedule	ACTUAL Reviewed staffing of instructional program as well as teacher credentials and master schedule. PCHS continued to increase the number of faculty members with CTE credentials from the current five faculty members to ten faculty members and expanded the CTE pathways and programs
Expenditures	BUDGETED Teacher Salaries - 1000-1999 Certificated Salaries - LCFF Base: \$10,302,020 (repeated expenditure) Teacher benefits - 3000-3999 Employee Benefits - LCFF Base: \$3,434,007 (repeated expenditure)	ESTIMATED ACTUAL Teacher Salaries - 1000-1999 Certificated Salaries - LCFF Base: \$13,177,610 (repeated expenditure) Teacher benefits - 3000-3999 Employee Benefits - LCFF Base: \$4,648,853 (repeated expenditure)

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

During the 2016/2017 PCHS increased the number of faculty members with CTE credentials from the current five faculty members to ten faculty members and expanded the CTE pathways and programs.

Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.

We were effective in reaching our goal of 100% credentialed teachers by hiring and training credentialed teachers.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

continued to increase the number of faculty members with CTE credentials from the current five faculty members to ten faculty members and expanded the CTE pathways and programs

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Reviewed teacher credentials and scheduling on the master schedule. PCHS continued to increase the number of faculty members with CTE credentials from the current five faculty members to ten faculty members and expanded the CTE pathways and programs

Goal 2

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Increase student access to technology by adding additional devices for classrooms by 20% per year over the next 3 years.

Purchased directly and via fundraising chromebook devices and carts for classrooms.

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Actions/Services	<p>PLANNED</p> <p>Instructional & Supplemental materials aligned to the Common Core State Standards. Update Instructional & Supplemental Materials.</p>	<p>ACTUAL</p> <p>Leased chromebooks and purchased chromebook carts to build to a 1:1 goal on campus. We have at least 2 grade levels of devices, reaching our 20% goal.</p>
Expenditures	<p>BUDGETED</p> <p>textbooks - 4000-4999 Books and Supplies - LCFF Base: \$258,088 chromebooks - 6000-6999 Capital Outlay - LCFF S & C: \$120,000 chromebooks - 6000-6999 Capital Outlay - LCFF Base: \$280,000 chromebook lease payment - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$13,249</p>	<p>ESTIMATED ACTUAL</p> <p>textbooks - 4000-4999 Books and Supplies - LCFF Base: \$224,263 (repeated expenditure) Tech Equity Campaign Chromebooks - 6000-6999 Capital Outlay - Other Local Revenues: \$72,884 (repeated expenditure) Chromebook lease payment - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$59,739 (repeated expenditure) chromebook lease payment - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$134,249 (repeated expenditure)</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Students were provided with standard aligned materials to go with their standard aligned curriculum
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	Overall, the goal was effective as materials purchased by the school must align with standards.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Chromebooks were leased over a three year period instead of a one time purchase. More digital content was purchased.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	Changes made to the goal included the leasing of tech devices along with more digital content used in the classroom.

Goal 3

#3 Palisades Charter High School - Special Board Meeting - Agenda - Saturday August 26, 2017 at 9:00 AM
All school facilities are maintained and in good repair. Daily cleanliness is maintained and items on inspection list are in compliance.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Facilities will be at or above 95% compliance on SARC and Safe Schools inspection checklist.

ACTUAL

SARC overall rating on school facilities is **GOOD** in all categories.

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Actions/Services

<p>PLANNED</p> <p>Supervision and staffing of custodial staff Security staff (additional) Improve quality of air on campus through clean air handlers and maintenance School safety camera/surveillance system Condition of campus and classrooms Student restroom renovations CapEx budget and campus conditions</p>	<p>ACTUAL</p> <p>Repairs/Installs:</p> <ul style="list-style-type: none">• Upgraded most hand towel dispensers & toilet paper dispensers• All Girls Restrooms had newly installed or upgraded tampon machines• Replaced vast majority of the damaged ceiling and floor tiles• Renovated 3 Heavily Used Restrooms 2nd floor G-Building Bathroom, 1st Floor C-Building Bathroom, Girls Locker Room• Gym Pull-Out Bleachers had significant repairs/replacement to bring up-to-date and safe• Prop 39 LED Light Bulb Replacement Program Continued• Installed Air-Blowing hand dryers <p>Major Cleaning Projects:</p> <ul style="list-style-type: none">• Serviced/Cleaned all U-Building A/C Units (only A/C Units on Campus)• Power washed all vents in Air Handler rooms• Maintained 10 custodial staff on site for daily cleaning – Day Shift, Night Shift and Weekends• Yearly strip and wax of all floors on campus• Powerwash outdoor tables/benches and walkways at 4 major breaks: Summer, Thanksgiving, Winter & Spring• Machine clean all Restroom floors twice per year <p>SARC/ADA/Safety/Security Compliance:</p>
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	<ul style="list-style-type: none"> • Purchased/Acquired from LAUSD: <ul style="list-style-type: none"> ○ Handicap wheel chair scissor-lift ○ Emergency evacuation chairs ○ Wheelchair ramps to get into Gilbert Hall • Vast Majority of Summer 2016 SARC report deficiencies resolved – Remainder expected to be by this summer’s inspection • Fire Remediation of bush on parking lot hills • Trip Hazard Remediation Ongoing and Planned for this summer as well • Additional security cameras added
<p>BUDGETED</p> <p>custodial salary - 2000-2999 Classified Salaries - LCFF Base: \$61,275</p> <p>custodial services - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$307,000</p> <p>clean air handlers - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$20,000</p> <p>classroom repair - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$154,000</p> <p>classroom renovations - 6000-6999 Capital Outlay - LCFF Base: \$348,676</p> <p>security services - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$48,000</p> <p>custodial benefits - 3000-3999 Employee Benefits - LCFF Base: \$15,319</p> <p>security services - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$10,000</p>	<p>ESTIMATED ACTUAL</p> <p>plant manager salary - 2000-2999 Classified Salaries - LCFF Base: \$62,000 (repeated expenditure)</p> <p>uniserve contract - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$378,370 (repeated expenditure)</p> <p>professional duct cleaning - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$1,200</p> <p>KML Group/Medina Construction - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$76,000</p> <p>classroom renovations - 6000-6999 Capital Outlay - LCFF Base: \$55,000</p> <p>blue-nite security contract - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$88,000 (repeated expenditure)</p> <p>custodial benefits - 3000-3999 Employee Benefits - LCFF Base: \$15,500 (repeated expenditure)</p> <p>Security Services - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$10,000 (repeated expenditure)</p>

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

A capital expenditures plan was developed by identifying what areas of the school were in need of

Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.

The capital expenditures plan was effective in terms of allowing the school to prioritize and track what projects need to be done on campus to meet our goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences occurred in areas of classroom renovation and repair. Ideally, we would have done the renovations in the summer, however, we had a surprise inspection done to our site which delayed some of the repairs to the 17/18 school year.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

There were no immediate changes made to the goal. The expected outcome for this year differs because of the inspection done in the summer.

Goal 4

#4 Palisades Charter High School - Special Board Meeting - Agenda - Saturday August 26, 2017 at 9:00 AM
Through teacher professional development to facilitate learning, all students will receive academic content knowledge of state- adopted academic content and performance standards

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

In ELA, number of students scoring at or exceeding standards on SBAC will increase by 5%.

In Math, number of students scoring at or exceeding standards on SBAC will increase by 5%.

95% of teachers will participate in annual professional development in improving implementation of state standards.

ACTUAL

We implemented teacher training days (through PLC pullouts or conferences) for 98% of our teachers

PCHS will inform the Board and Stakeholders upon release of SBAC scores.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Actions/Services</p>	<p>PLANNED</p> <p>-Teachers will participate in CCSA professional development, conferences, and training -Release time for PLC/SCL curriculum planning -Continuation of the Academic Achievement Team (teacher coaches supporting professional development, PLC/SLC coordination, data, EL, math, and literacy) -PLC/SLC notebooks -Workshop and conference agendas, PLC/departmental share outs</p>	<p>ACTUAL</p> <p>-Teachers did participate as planned in CCSA professional development, conferences, and training -Release time for PLC/SCL curriculum planning -Continuation of the Academic Achievement Team (teacher coaches supporting professional development, PLC/SLC coordination, data, EL, math, and literacy) -PLC/SLC notebooks -Workshop and conference agendas, PLC/departmental share outs</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>includes math, english, and science salaries & conferences. - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$52,247 Educator Effectivness PD - 5000-5999 Services and Other Operating Expenses - Teacher Effectiveness: \$10,000 Sub time for PD - 1000-1999 Certificated Salaries - Teacher Effectiveness: \$90,000 (repeated expenditure) sub time - benefits - 3000-3999 Employee Benefits - Teacher Effectiveness: \$23,220</p>	<p>ESTIMATED ACTUAL</p> <p>teacher PD - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$30,000 Educator Effectivness PD - 5000-5999 Services and Other Operating Expenses - Teacher Effectiveness: \$10,000 (repeated expenditure) Sub time for PD - 1000-1999 Certificated Salaries - Teacher Effectiveness: \$90,000 (repeated expenditure) sub time - benefits - 3000-3999 Employee Benefits - Teacher Effectiveness: \$23,220</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Teachers attended the CCSA conference. Teachers also participated in PLC/SLC curriculum planning and worked with the Academic Achievement Team (teacher coaches supporting professional development, PLC/SLC coordination, data, EL, math, and literacy) Teachers were required to keep PLC/SLC notebooks and share their conference agendas with the team.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the</p>	<p>We had almost 100% participation in teacher professional development whether it was through</p>

LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Through the educator effectiveness grant, we were able to grant more sub time so teachers can participate in professional development.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Once we receive our 2016-2017 SBAC scores, we will use the data to identify needed successes and supports for the students and teachers.

Goal 5

#5 - Connect with parents and provide opportunities for parent involvement through parent volunteer opportunities, committee membership, and informational sessions

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

A minimum of three informational meetings and/or outreach activities will be provided to incoming parents each semester.

Parents will serve as members on each of 5 Long Term Strategic Planning Committees, English Learners Advisory Council (ELAC), Parent Involvement in Quality Education (PIQE), Special Education Parent Committee, and the Board of Trustees.

ACTUAL

We had Pali 101 for parents, new incoming parent night for future 9th grade parents. PIQE, TVN meetings for parents. Monthly LTSP (long-term strategic planning) meetings.

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Actions/Services

PLANNED

English learners and Reclassified English Learners: Outreach and ELAC Parent Meetings held twice annually Low income youth: Outreach and Title I Parent Meetings held at least twice annually Foster youth: Outreach and Parent/Foster Guardian informational/input meetings as needed Students with Disabilities: Outreach and PSEC parent meetings held at least twice annually English learners and redesignated fluent English proficient pupils: EL Coordinator with support from academic counselors tracks performance data and provides counseling and support for recently redesignated English Language Learners and Long Term English Learners not making adequate growth Other supports: Study Center/Tutoring, Support classes, parent education/PIQE, College Center advisement (additional .5 FTE) Low income pupils: Transportation scholarships Study Center/Tutoring, Support classes, parent education, College Center advisement Foster Youth: Counseling services as provided by additional counseling consultant Students with Disabilities: Transition program

ACTUAL

We hold quarterly PSEC and parent meetings with students with disabilities. EL program conducts outreach meetings through the PIQE & Fuerza Unida program. We have also continued to support the study center on campus which offers tutoring for students. Columbia survey distributed to all stakeholders for input.

Expenditures

BUDGETED

PIQE - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$11,020
 Extra time for staff. - 2000-2999 Classified Salaries - LCFF S & C: \$7,500
 EL Coordinator - 1000-1999 Certificated Salaries - LCFF S & C: \$3,200
 Supplies for meetings. - 4000-4999 Books and Supplies - LCFF S & C: \$1,000
 extra time - benefits - 3000-3999 Employee Benefits - LCFF S & C: \$2,500
 EL coordinator benefits - 3000-3999 Employee Benefits - LCFF S & C: \$1,067

ESTIMATED ACTUAL

PIQE - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$6,300 (repeated expenditure)
 extra time for staff - 2000-2999 Classified Salaries - LCFF S & C: \$8,000 (repeated expenditure)
 EL Coordinator - 1000-1999 Certificated Salaries - LCFF S & C: \$3,264 (repeated expenditure)
 supplies for meetings - 4000-4999 Books and Supplies - LCFF S & C: \$5,540 (repeated expenditure)
 extra time -benefits - 3000-3999 Employee Benefits - LCFF S & C: \$2,500 (repeated expenditure)
 EL Coordinator benefits - 3000-3999 Employee Benefits - LCFF S & C: \$1,067 (repeated expenditure)

School will host a minimum of three outreach meetings per semester to encourage parent participation and seek input as well as to offer training on school technology systems to improve communication (Infinite Campus and Schoology) Provide parent involvement and education opportunities through the Parent Involvement for Quality Education (PIQE) program, Fuerza Unida and TVN.

TVN has held outreach meetings and trained parents on infinite campus & Schoology. TVN also contacted parents by telephone to increase parent outreach. PIQE held outreach meetings to help navigate parents to college. Academic Achievement office is open to parents throughout the school year. In addition, held the following meetings throughout the year:

1. Currently holding Alumni meetings, New Parent Orientation, Back to School night and Pali101 - an information night for parents to find out more about individual offices and services offered by the school. We also offer Parent nights as well as the second Saturday in May parent outreach during the Math Placement test. Each of these programs encourage parent participation. PCHS held multiple outreach meetings each semester to encourage parent participation, seek input, and offer training on school technology systems such as Infinite Campus and Schoology to improve communication. The School also holds, a VAPA showcase night, a parent informational CTE meeting for choosing classes for the following academic year. PCHS also holds a multiple school tour dates that include monthly morning tours and an evening tour in early April. The school currently holds PTSA and Booster meetings. The Career Consultant position holds informational sessions and speaking engagements as an outreach in addition what is already being done for students at the school at off-site locations including community libraries including Mar Vista/Palms, Brentwood, Silver Lake and other areas. These help to increase our communication and outreach to stakeholders.
2. Study Center – extending hours to allow for additional student use

Actions/Services

Expenditures

BUDGETED

ESTIMATED ACTUAL

	parent training - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$6,000	parent training - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$6,300 (repeated expenditure)
Actions/Services	PLANNED Screening Parent Volunteers - Livescan.	ACTUAL Parent volunteers are provided a school ID badge to indicate that they are indeed a parent volunteer. Parent volunteers are also scanned through the raptor system.
Expenditures	BUDGETED livescan - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$3,000	ESTIMATED ACTUAL Raptor & Livescan system - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$5,000

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Implemented meetings each semester to both seek input and offer outreach. Extended the hours for the students tutor and study center to allow for additional student use.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	Programs were highly effective specifically including the Parent Orientation, Back to School night and Pali101 information night for parents Each of these programs encouraged parent participation.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There was no material difference between budgeted expenditure and estimated expenditures. All goals were met and budgeted for the year
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	PCHS included more Alumni and stakeholder outreach meetings throughout the year to include all stakeholders in the services that the school provides.

Goal 6

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Students enrolled in common core state standards based classes will be administered at least one interim assessment during the 2016-17 school year.

ACTUAL

Students enrolled in common core state standards based classes were administered at least one interim assessment during the 2016-17 school year.

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Actions/Services	<p>PLANNED</p> <p>Administer the state produced interim assessments (CAASP)</p>	<p>ACTUAL</p> <p>All students were given SBAC interim block assessments in their English and Math classes.</p>
Expenditures	<p>BUDGETED</p> <p>Covered in other areas of the LCAP - 1000-1999 Certificated Salaries - Other State Revenues: \$0</p>	<p>ESTIMATED ACTUAL</p> <p>covered in other areas of the LCAP - 1000-1999 Certificated Salaries - Other State Revenues: \$0</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	All students were given interim assessments in their English and math classes.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	The goal was effective in terms of getting all students to take the interim assessments in their classes.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There was no material difference between budgeted expenditure and estimated expenditures. All goals were met and budgeted for the year
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	No changes were made to the actions in terms of meeting the goal.

Goal 7

PCHS will develop and maintain partnerships with colleges and will develop a Career Center to improve post school success.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Annual growth in EAP% in ELA and math

Increase post school success evidenced by 5% annual increase in college enrollment/employment or post secondary enrollment 1 yr out of high school

ACTUAL

SBAC results not yet available.

96.2% of seniors indicated a plan to attend college or be employed.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Actions/Services</p>	<p>PLANNED</p> <p>Develop partnerships through development consultant with higher education to enhance services and allocation of resources that increase student exposure to college courses and alternative opportunities. Established partnerships and programs results, level of students involvement and success rate. 16-17 2-ADDITIONAL teaching period to support Career Readiness and related consulting. Provide college and career readiness classes in cooperation with the community colleges.</p>	<p>ACTUAL</p> <p>We established partnerships with Santa Monica College & West LA College to offer dual enrollment courses where students earn college credits.</p> <p>We added one work experience course and added a career consultant on campus. Seminars & other resources were provided for student to support college/career readiness.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>College center consultant - 5000-5999 Services and Other Operating Expenses - Other Local Revenues: \$5,000 FT academic counselor - salary - 1000-1999 Certificated Salaries - LCFF Base: \$68,000 FT academic counselor - benefits - 3000-3999 Employee Benefits - LCFF Base: \$17,000</p>	<p>ESTIMATED ACTUAL</p> <p>Liz Mohler - College Center Consultant - 5000-5999 Services and Other Operating Expenses - Other Local Revenues: \$5,000 (repeated expenditure) FT academic counselor - salary - 1000-1999 Certificated Salaries - LCFF Base: \$70,000 (repeated expenditure) FT academic counselor - benefits - 3000-3999 Employee Benefits - LCFF Base: \$17,500 (repeated expenditure)</p>
<p>Actions/Services</p>	<p>PLANNED</p> <p>Develop and implement a system to measure post-secondary school success (continuation/completion/career)</p>	<p>ACTUAL</p> <p>Still in development using naviance.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>5000-5999 Services and Other Operating Expenses - LCFF Base: \$10,000</p>	<p>ESTIMATED ACTUAL</p> <p>Naviance - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$9,000 (repeated expenditure)</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

enrollment courses. We created some CTE pathways as part of the CTEIG grant.

Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.

WLAC offered ASL 1, Psych 1 and Psych 41. SMC offered Computer Science 3 and two of our teachers were approved to teach SMC Media 1 and Graphic Design 18 and 64. This provided our students several opportunities to take courses we didn't offer and get college credits as well as extra high school credits.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was no material difference between budgeted expenditure and estimated expenditures. All goals were met and budgeted for the year

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As CTEIG grant recipients we will be adjusting this goal to focus on our CTE pathways, increasing the number and awareness of the program.

Goal 8

#8 75% of EL students will demonstrate one year growth in English Language Development each academic year as measured by the CELDT

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

75% of those that have previously taken CELDT will demonstrate an increase in scores and 15% will be reclassified as FEP.

ACTUAL

22.5% were classified as RFEP and 75% demonstrated an increase in scores

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Actions/Services	<p>PLANNED</p> <p>EL Coordinator PIQE Program ELAC EL Teacher EL Assistant Tutoring MESA/SHPE Curricular Materials & PD</p>	<p>ACTUAL</p> <p>All of planned resources and programs were utilized to achieve our EL goal.</p>
Expenditures	<p>BUDGETED</p> <p>PIQE Program - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$31,500 ELAC - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$1,070 MESA/SHPE, materials & supplies - 4000-4999 Books and Supplies - LCFF S & C: \$7,500 EL Teacher, EL coordinator - 1000-1999 Certificated Salaries - LCFF S & C: \$75,019 el assistant, tutoring salaries - 2000-2999 Classified Salaries - LCFF S & C: \$68,933 EL teacher/coordinator benefits - 3000-3999 Employee Benefits - LCFF S & C: \$25,006 el assistant, tutoring - benefits - 3000-3999 Employee Benefits - LCFF S & C: \$22,978</p>	<p>ESTIMATED ACTUAL</p> <p>PIQE Program - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$6,300 (repeated expenditure) EdAchieve - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$1,500 (repeated expenditure) MESA/SHPE materials & supplies - 4000-4999 Books and Supplies - LCFF S & C: \$5,700 (repeated expenditure) EL Teacher, EL coordinator - 1000-1999 Certificated Salaries - LCFF S & C: \$63,500 (repeated expenditure) EL assistant, tutoring salaries - 2000-2999 Classified Salaries - LCFF S & C: \$68,500 (repeated expenditure) EL assistant, tutoring - benefits - 3000-3999 Employee Benefits - LCFF S & C: \$17,125 (repeated expenditure)</p>

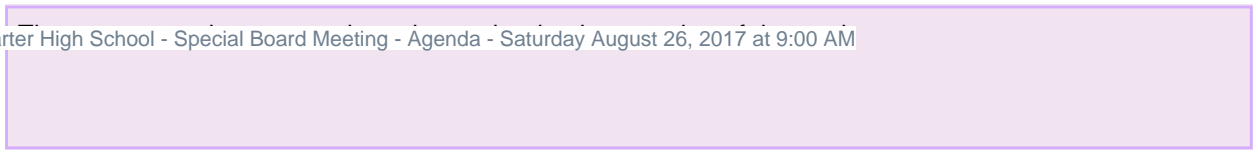
ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>PCHS utilized designated ELD instruction, as well as the EL Coordinator, the PIQE Program, ELAC, EL Teachers, EL Assistant Tutoring, MESA/SHPE Curricular Materials, & Professional Development and Teacher support in order to meet/exceed our goals</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>All of the above programs and services were used to meet/exceed goals. We went from 13.2% in 2015/16 to 22.5% in 2016/17.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>There was no material difference between budgeted expenditure and estimated expenditures. All goals were met and budgeted for the year</p>

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.



Goal 9

#9 High Needs Student Enrollment in AP/Honors Classes will increase by 5% annually.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Enrollment of high needs students in honors and AP classes will increase by 5%.

Support classes for AP students will be provided to support student success.

ACTUAL

All 10th-12th PCHS required social sciences classes became either Honors or AP classes and students had the option to opt out of the Honors designation. Over 70% of our students maintained Honors status in the social science classes and did not opt out of the Honors curriculum.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Actions/Services	PLANNED Provide student support including tutoring, AP support classes, test preparation.	ACTUAL We have provided student support including tutoring, AP support classes, test preparation.
Expenditures	BUDGETED Covered in other areas of the LCAP - 4000-4999 Books and Supplies - Other State Revenues: \$0	ESTIMATED ACTUAL Covered in other areas of the LCAP - 4000-4999 Books and Supplies - Other State Revenues: \$0

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	We offered support classes in English and Social Science. Students had access to AP Readiness program at UCLA.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	Participation rates in support classes were low because students wanted the slot for other classes.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There was no material difference between budgeted expenditure and estimated expenditures. All goals were met and budgeted for the year
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	H/AP specific support classes will be reduced but both English and Social Science will have increased Honors enrollment due to courses where all start as Honors (only Social Science did this last year) and this may increase AP enrollment as well in future years.

Goal 10

#10 Increase by 5% the number of graduating seniors who meet A-G requirements by adding foreign language course(s) and expand credit recovery options.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increase by 5% the number of graduating seniors who meet A-G requirements.

ACTUAL

A-G completion data not yet available. This information is being processed and will be available by fall 2017.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Actions/Services</p>	<p>PLANNED</p> <p>Counseling Support, Teacher Training, PIQE, TVN, Fuerza Unida, Tutoring Program.</p>	<p>ACTUAL</p> <p>We have provided counseling support, teacher training, PIQE, TVN, Fuerza Unida, Tutoring Program. We created POP (Pali Online Program) to help students recover credits during the school year as opposed to only during the summer. We added Environmental Engineering class to help students meet physical science A-G requirement.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>Covered in other areas of the LCAP - 1000-1999 Certificated Salaries - LCFF Base: \$0</p>	<p>ESTIMATED ACTUAL</p> <p>covered in other areas of the LCAP - 1000-1999 Certificated Salaries - LCFF Base: \$0 (repeated expenditure)</p>
<p>Actions/Services</p>	<p>PLANNED</p> <p>Add additional foreign language course. Expand credit recovery / credit attainment options for all courses.</p>	<p>ACTUAL</p> <p>Offered sign-language (ASL) class through West LA college. Offered POP (Pali-Online Program).</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>covered in other areas of the LCAP - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$0 (repeated expenditure)</p>	<p>ESTIMATED ACTUAL</p> <p>covered in other areas of the LCAP - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$0 (repeated expenditure)</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>PIQUE and TVN provided information sessions promoting a college-going culture. POP oversight was joined with our Virtual Academy. New Environmental Engineering (EE) was taken by almost entire 9th grade class, excepting those in Chemistry.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>POP had hundreds of students recovering Ds and Fs to help them be A-G eligible. EE is a non-math physical science so students struggling in math can still be successful in meeting the physical science requirement.</p>

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Estimated expenditures. All goals were met and budgeted for the year

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal will be combined with grad rate goal and interventions to consolidate academic achievement under a single goal.

Goal 11

#1 Palisades Charter High School - Special Board Meeting - Agenda - Saturday August 26, 2017 at 9:00 AM
#1. School will maintain high ADA (at 95.1% or above), by decreasing absences.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

ADA at or above
96.1%

PCHS maintained a high ADA of 95.8%

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Actions/Services</p>	<p>PLANNED</p> <p>Attendance Personnel/training. Intervention counseling for students with attendance concerns. Attendance records Intervention participation and success rate</p>	<p>ACTUAL</p> <p>Continued analysis of attendance data. Extended communication and outreach with the student body via Infinite Campus, Schoology, class meetings, posters/banners, and weekly announcements on the PA. Students with attendance concerns were counseled, SST meetings were held, and some home visits were held. Positive reinforcements were held including monthly, semester, yearlong, and high school career recognition and ceremonies for perfect attendance. Students and families were directed to review the student handbook, as well concerning the PCHS attendance policy.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>attendance office staff - salaries - 2000-2999 Classified Salaries - LCFF Base: \$237,150 infinite campus - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$16,852 transportation - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$15,000 summer school teachers salaries - 1000-1999 Certificated Salaries - LCFF S & C: \$24,750 IMA/textbooks - 4000-4999 Books and Supplies - LCFF Base: \$8,700 attendance office staff - benefits - 3000-3999 Employee Benefits - LCFF Base: \$79,050 summer school teachers benefits - 3000-3999 Employee Benefits - LCFF S & C: \$8,250</p>	<p>ESTIMATED ACTUAL</p> <p>Attendance office staff - salaries - 2000-2999 Classified Salaries - LCFF Base: \$142,000 (repeated expenditure) Infinite Campus - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$30,000 (repeated expenditure) Transportation - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$15,000 (repeated expenditure) summer school teachers salaries - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$32,909 (repeated expenditure) IMA/Textbooks - 4000-4999 Books and Supplies - LCFF Base: \$5,850 (repeated expenditure) attendance office staff - benefits - 3000-3999 Employee Benefits - LCFF Base: \$35,000 (repeated expenditure) summer school teachers benefits - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$8,227 (repeated expenditure)</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Continued analysis of attendance data. Extended communication and outreach with the student body via Infinite Campus, Schoology, class meetings, posters/banners, and weekly announcements on the PA. Students with attendance concerns were counseled, SST meetings were held, and some home visits were held. Positive reinforcements were held including monthly, semester, yearlong, and high school career recognition and ceremonies for perfect attendance. Students and families were directed to review the student handbook, as well concerning the PCHS attendance policy.

Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.

Overall, PCHS was effective, as it was in very close to attaining its goal of 96.1% ADA- with 95.8% ADA

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Senior attendance staff retired, new attendance staff hired at lower scale. Increased infinite access features.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Despite unforeseen winter weather conditions which led to increased traffic problems (mudslides) and illness, PCHS was effective in meeting its goal.

Goal 12

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Graduation rate meets or exceeds 95%

Yes, graduation rate does meets or exceeds 95%

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Actions/Services	<p>PLANNED</p> <p>Providing access to online courses and alternative high school programs such as Virtual Academy, Independent Studies, credit recovery options including Acellus and Temescal Academy. Increase participation and completion rates of alternative programs. Student participation in counseling programs. Counseling services including mental health services/Educationally Related Mental Health Services (ERMHS)</p>	<p>ACTUAL</p> <p>We have provided access to online courses and alternative high school programs such as Virtual Academy, Independent Study such as Astronomy and Anatomy, credit recovery options via the Pali Online Program (POP) and Temescal Academy. We have increased participation and completion rates of these alternative programs. Student participation has increased in Counseling services including mental health services/Educationally Related Mental Health Services (ERMHS)</p>
Expenditures	<p>BUDGETED</p> <p>Accellus - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$5,215</p>	<p>ESTIMATED ACTUAL</p> <p>Accellus - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$5,215 (repeated expenditure)</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Data is still being gathered but early results seem to indicate we easily exceeded the goal of 95%. Students participated in credit recovery programs that helped them meet their requirements.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>Temescal Academy continued to be a successful alternative program and POP allowed many students to get C and above for courses they had previously earned a D or F.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>There was no material difference between budgeted expenditure and estimated expenditures. All goals were met and budgeted for the year</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>This goal will be combined with the A-G rate and interventions to consolidate academic achievement under a single goal.</p>

Goal 13

#13- School will maintain a low (under 2.5%) suspension rate and maintain less than a 1% expulsion rate.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Suspension (and expulsion where applicable) rate lower than previous year.

Suspension rate was lower this year.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Actions/Services	<p>PLANNED</p> <p>Discipline Deans staffing. Discipline and expulsion records</p>	<p>ACTUAL</p> <p>We maintained a 2nd dean. We have streamlined record keeping.</p>
Expenditures	<p>BUDGETED</p> <p>3 certificated deans - 1000-1999 Certificated Salaries - LCFF Base: \$315,000 3 certificated deans - benefits - 3000-3999 Employee Benefits - LCFF Base: \$105,000</p>	<p>ESTIMATED ACTUAL</p> <p>3 Certificated Deans - 1000-1999 Certificated Salaries - LCFF Base: \$336,500 (repeated expenditure) 3 certificated deans - benefits - 3000-3999 Employee Benefits - LCFF Base: \$84,125 (repeated expenditure)</p>
Actions/Services	<p>PLANNED</p> <p>Counseling services including crisis counselor/consultant and Educationally Related Mental Health Services. Counseling participation rates, Improved completion and drop-out rates</p>	<p>ACTUAL</p> <p>Peer mediation group implemented. We have two psychiatric social workers & one department of mental health social worker for eligible students. Counselors assisted in positive behavior outcomes for students.</p>
Expenditures	<p>BUDGETED</p> <p>psychologist and school social worker - salary - 1000-1999 Certificated Salaries - Other State Revenues: \$143,250 psychologist and school social worker - benefits - 3000-3999 Employee Benefits - Other State Revenues: \$47,750</p>	<p>ESTIMATED ACTUAL</p> <p>psychologist and school social worker salary - 1000-1999 Certificated Salaries - Other State Revenues: \$144,062 (repeated expenditure) psychologist and school social worker benefits - 3000-3999 Employee Benefits - Other State Revenues: \$36,016 (repeated expenditure)</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>We implemented positive strategies through peer mediation, girl's group, young men's group, mental health services, counseling, student bill of rights & responsibilities. On-going counseling & mental health support.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>Although we met our goals, we will continue to make efforts to reduce the number of suspensions and expulsions through positive interventions & restorative justice measures.</p>

Explain material differences between Budget Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We have added additional interventions including peer mediation and increased mental health support & additional professional development for teachers to understand trauma in adolescence.

Goal 14

#1 Palisades Charter High School - Special Board Meeting - Agenda - Saturday August 26, 2017 at 9:00 AM
#1. Continue and/or increase communication, outreach, parent and community outreach and parent involvement in all key operations and programs, including parent education in technology.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increased positive feedback on school stakeholder surveys, increased parent and community involvement

ACTUAL

Increased positive feedback on Culture & Climate survey. PCHS had a recordable increase in school communication, culture and climate as well as parent and student outreach as can be noted from surveys taken. The student temperature on culture and & climate increased and the results used for the State of the School address. PCHS also held a month long unity activity calendar to promote student involvement in the school and continue to increase the inclusiveness of the school.

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Actions/Services

PLANNED	ACTUAL
<p>Pupil Outcomes: Senior Letters, counseling office distributes Four-year plans for students to guide parents and students on how to meet A-G requirements, Parent and Pupil Engagement: Multiple parent orientation opportunities for new and returning students that include translation, Input from site level advisory groups including multiple committees with participation from students, faculty, staff, parents and stakeholders. PTSA group and meetings, Monthly Long Term Strategic Planning meetings with multiple times and dates to accommodate parents Locally Identified priority: Increased positive feedback on school stakeholder surveys through support for website development and outreach. School will use the website, Infinite Campus, and Schoology to distribute information to students, parents, and stakeholders. PCHS will make use of Survey Monkey, Constant Contact, and the Columbia School Satisfaction Survey to measure community and stakeholder climate. PCHS will make use of Internal Customer Service Feedback Forms throughout the year. The school will continue to educate parents with parent training on use of School Info Systems. PCHS will continue to assign personnel dedicated to all forms of parent and stakeholder services including website, on-site parent liaison, community, and development outreach</p>	<p>A list of the activities and support that PCHS provided during the 2016/2017 year include:</p> <ol style="list-style-type: none"> 1. Counseling office formulated four-year plans for students in order to guide parents and students on how to meet A-G requirements. 2. Held monthly Long Term Strategic Planning meetings with multiple times and dates to accommodate parents 3. Multiple Alumni outreach meetings, 4. New Parent Orientation, 5. Back to School night and 6. Pali 101 Informational night 7. Parent nights as well as the second Saturday in May parent outreach during the Math Placement test, encouraging parent participation. 8. Increasing parent involvement and student use of Schoology, Infinite Campus, and the Palihigh.org website. PCHS held multiple outreach meetings each semester to encourage parent participation and seek input as well as to offer training on school technology systems to improve communication (Infinite Campus and Schoology). 9. VAPA showcase night 10. Parent informational CTE meeting for choosing classes for next year. 11. School tour dates that include monthly morning tours, an evening tour in early April 12. Monthly PTSA and Booster meetings. 13. Career Consultant held speaking engagements as an outreach for students at PCHS as well as at off-site locations including community libraries including Mar Vista/Palms, Brentwood, Silver Lake and other areas. These help to increase our communication and outreach to stakeholders. 14. Pupil outcomes include senior letters, counseling office distributes four-year plans for

	<p>students to guide parents and students on how to meet A-G requirements</p> <ol style="list-style-type: none"> 15. Pupil outcomes, increase student participation in AP classes, honors classes, and CTE classes for all students so that all sub-groups show participation in all strata of classes. 16. Translation lists of faculty and staff provided to counselors and Admin to provide support for parents, guardians, and families that would benefit from the translation of material and information during meetings. 17. Increasing positive feedback on Culture & Climate surveys as well as stakeholder surveys. PCHS has a recordable increase in school communication, culture and climate as well as parent and student outreach as can be noted from surveys taken. e.g. student temperature on culture and & climate. (Mastery Manager – scantron style) 18. Used the results of the survey for the State of the School address 19. Multiple unity and diversity activity days to promote student involvement in the school and continue to increase the inclusiveness of the school
<p>BUDGETED</p> <p>infinite campus, schoology, survey monkey, constant contact, columbia survey, parent training - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$55,000</p>	<p>ESTIMATED ACTUAL</p> <p>infinite campus, schoology, survey monkey, constant contact, columbia survey, parent training - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$60,000 (repeated expenditure)</p>

Expenditures

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Increased stakeholder involvement. Increased positive culture & climate via unity month and activities to promote student involvement in the school and continue to increase the inclusiveness of the school

Describe the overall articulated effectiveness of actions/services to achieve the goal as measured by the LEA.

Palisades Charter High School - Special Board Meeting - Agenda - Saturday August 26, 2017 at 9:00 AM
and inclusion of all stakeholder groups in campus activities and actions.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Increased the budget expenditures and activities for unity and inclusion. Expanded the unity programs to an entire month of plays, lunch programs, and school activities. Increased expenditures for culture & climate through bringing in consultants and programs to work with students and staff to increase inclusion climate.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Increased the budget expenditures and activities for unity and inclusion. Expanded the unity programs to an entire month of plays, lunch programs, and school activities. Increased expenditures for culture & climate through bringing in consultants and programs to work with students and staff to increase inclusion climate. The result was an improved culture on campus for both staff and students. This extended to outreach to alumni and parents.

Note: this goal will be combined with programs included in the current goal #5 to expand current programs into one umbrella goal.

Goal 15

#1 Palisades Charter High School - Special Board Meeting - Agenda - Saturday August 26, 2017 at 9:00 AM
Students including all student subgroups will have access to advanced and educational programs as outlined in the school's charter and diversity will be increased in Honors and AP classes.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increase access

- 1) Additional Math, Engineering, Science Achievement (MESA) classes
 - 2) Expansion of STEAM classes/STEAM shop
- Include: Master schedule, Course rosters/student enrollment

Reduction in class size in targeted, priority classes (ELA and Math)

Gradual schoolwide class size reduction

Expand course offerings in STEM/STEAM electives

Continue increasing 1:1 iPad program for bring your own or provided personal device for each 9th grader. Equity through loaner technology. Program promotes critical thinking, creativity, collaboration, digital citizenship and productivity. Increased use of technology for 10th-11th-12th grades for instruction and student access.

Low income youth:

Continued support and increased Transportation scholarships provided to students in need of financial assistance.

ACTUAL

MESA class added.

STEAM pod classes and elective class added.

English 10 class size reduced from 26.5 to 24.9 by hiring extra staff

Algebra class sizes did not reduce but are lower than higher level math classes

1:1 program expanded to 9th and 10th.

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Actions/Services</p>	<p>PLANNED</p> <p>1) Additional Math, Engineering, Science Achievement (MESA) classes 2) Expansion of STEAM classes/STEAMshop Master schedule Course rosters/student enrollment</p>	<p>ACTUAL</p> <p>MESA class was created and enrollment jumped from 16 to 36.</p> <p>STEAM pod was created with 2 sections of Intro to STEAM for 9th grade. STEAM 1AB elective was created for all students.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>MESA teacher - 1000-1999 Certificated Salaries - LCFF Base: \$11,250 STEAM coordinator - salary - 2000-2999 Classified Salaries - LCFF Base: \$18,750 STEAM supplies - 4000-4999 Books and Supplies - Other State Revenues: \$25,000 development director to fund raise for STEAM - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$25,000 MESA teacher - benefits - 3000-3999 Employee Benefits - LCFF Base: \$3,750 STEAM coordinator - benefits - 3000-3999 Employee Benefits - LCFF Base: \$6,250 STEAM Supplies - CTE Makeover Grant - 4000-4999 Books and Supplies - Other Local Revenues: \$18,000</p>	<p>ESTIMATED ACTUAL</p> <p>MESA Teacher - 1000-1999 Certificated Salaries - LCFF Base: \$14,000 (repeated expenditure) STEAM coordinator - salary - 2000-2999 Classified Salaries - LCFF Base: \$18,750 (repeated expenditure) STEAM Supplies - 4000-4999 Books and Supplies - Other State Revenues: \$25,000 (repeated expenditure) development director to fundraise for STEAM - 2000-2999 Classified Salaries - LCFF S & C: \$25,000 (repeated expenditure) MESA Teacher - benefits - 3000-3999 Employee Benefits - LCFF Base: \$3,500 (repeated expenditure) STEAM Coordinator - benefits - 3000-3999 Employee Benefits - LCFF Base: \$6,250 (repeated expenditure) STEAM Supplies - CTE Makeover Grant - 4000-4999 Books and Supplies - Other Local Revenues: \$18,000 (repeated expenditure)</p>
<p>Actions/Services</p>	<p>PLANNED</p> <p>Reduction in class size in targeted, priority classes (ELA and Math) Gradual schoolwide class size reduction Expand course offerings in STEM/STEAM electives Continue 1:1 iPad program provides personal device for each 9th grader to promote critical thinking, creativity, collaboration, digital citizenship and productivity. Increased use of technology for 10th-11th-12th grades for instruction and student access. Low income youth: Continued support and increased Transportation scholarships provided to students in need of financial assistance.</p>	<p>ACTUAL</p> <p>Intervention courses (English Support 10 and Composition Prep) were created and had low class sizes to offer individualized attention. Expanded STEAM offerings. Technology available to both 9th and 10th grades.</p>

Expenditures

additional english teacher for AP diversity. -salaries - 1000-1999 Certificated Salaries - LCFF S & C: \$60,000
 additional english teacher for AP diversity. - benefits - 3000-3999 Employee Benefits - LCFF S & C: \$20,000

New honors english teacher - 1000-1999 Certificated Salaries - LCFF S & C: \$56,000 (repeated expenditure)
 new honors english teacher - benefits - 3000-3999 Employee Benefits - LCFF S & C: \$14,000 (repeated expenditure)

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>We added new support classes to assist students in being successful in Honors or AP. We started the year off with all students in History class as Honors and allowed students to drop to non-Honors at the midpoint.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>Starting everyone in Honors History resulted in a higher percentage of students ending up in Honors. Data not available for impact of support classes on AP.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>There was no material difference between budgeted expenditure and estimated expenditures. All goals were met and budgeted for the year. Development director ended up being salaried staff instead of a consultant.</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>Increasing access and interventions help increase grad rate and A-G rate so these will now be found in that new consolidated goal.</p>

Goal 16

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Target of 115 students for at-Risk Student Enrollment

Provide Summer Bridge Program with the goal of 90% attendance rate.

95% of enrolled students completing of summer reading assignment.

Focus on technology competence measured by 95% of enrolled students completing a technology project.

Additional support services: Study Center, Intervention Team, SST Coordinator

Testing and other services identify needs & recommend intervention

ACTUAL

100 students attended the Dolphin Leadership Academy with 90% attendance rates. 95% of the students completed the summer reading assignment.

All students completed the technology project.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Actions/Services	PLANNED Provide summer bridge program with goal of 90% attendance rate. 95% of enrolled students completing of summer reading assignment. Focus on technology competence measured by 95% of enrolled students completing a technology project.	ACTUAL 100 students attended the Dolphin Leadership Academy with 90% attendance rates. 95% of the students completed the summer reading assignment. All students completed the technology project.
Expenditures	BUDGETED intervention salaries - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$24,750 transportation for intervention - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$15,000 intervention - benefits - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$8,250	ESTIMATED ACTUAL intervention salaries - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$32,909 (repeated expenditure) transportation for intervention - 5000-5999 Services and Other Operating Expenses - Federal Revenues - Title I: \$15,000 (repeated expenditure) intervention - benefits - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$8,227 (repeated expenditure)
Actions/Services	PLANNED Dolphin Academy summer bridge program Study Center Intervention Team SST Coordinator Identify needs & recommend intervention	ACTUAL Dolphin Leadership Academy teachers met with SST Coordinator to address students perceived with supports needs to watch over the school year.
Expenditures	BUDGETED SST coordinator - salary - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$12,375 SST coordinator - benefits - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$4,125	ESTIMATED ACTUAL SST Coordinator - salary - 1000-1999 Certificated Salaries - Federal Revenues - Title I: \$18,000 SST Coordinator - benefits - 3000-3999 Employee Benefits - Federal Revenues - Title I: \$4,500 (repeated expenditure)

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

my for intervention and enrichment during the summer of 2016, for the upcoming 2016-2017 year.

Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.

PCHS had 100 students participate in the program which focused on study, technology, and leadership skills, classroom engagement strategies, community service, and success in the classroom.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was no material difference between budgeted expenditure and estimated expenditures. All goals were met and budgeted for the year

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Despite outreach efforts, we had 15 fewer students enroll than anticipated.

Goal 17

#1 Palisades Charter High School - Special Board Meeting - Agenda - Saturday August 26, 2017 at 9:00 AM
#17. Expand opportunities provided for students who need to retake courses for high school completion or college entrance

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Create the opportunity for 400 students to participate in Summer Credit Recovery.

Provide options for credit recovery including Virtual Academy, Acellus, and summer school options for credit recovery.

Increase Student participation and course completion.

ACTUAL

The Pali online credit recovery was added to allow students to take credit recovery classes throughout the school year. Special Ed students were also offered the opportunity to take credit recovery classes as well. Student participation has increased through implementing Acellus program.

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Actions/Services	<p>PLANNED</p> <p>Provide summer school option for credit recovery. Student participation and course completion.</p>	<p>ACTUAL</p> <p>Summer school was held for credit recovery.</p>
Expenditures	<p>BUDGETED</p> <p>textbooks and instructional materials - 4000-4999 Books and Supplies - LCFF S & C: \$16,800 teacher salaries - 1000-1999 Certificated Salaries - LCFF S & C: \$56,250 teacher benefits - 3000-3999 Employee Benefits - LCFF S & C: \$18,750 Summer school additional Accellus subscription - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$16,750</p>	<p>ESTIMATED ACTUAL</p> <p>textbooks and instructional materials - 4000-4999 Books and Supplies - LCFF S & C: \$15,750 (repeated expenditure) teacher salaries - 1000-1999 Certificated Salaries - LCFF S & C: \$21,760 (repeated expenditure) teacher benefits - 3000-3999 Employee Benefits - LCFF S & C: \$5,440 (repeated expenditure) acellus - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$8,210 (repeated expenditure)</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Hundreds of students participated in summer school to make up courses.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>Summer school procedures continue to improve with the help of the Summer School Coordinators and counseling staff. Students are taking the courses most needed in order to meet graduation and A-G requirements.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>Teachers who worked summer school ended up being on the middle of the salary schedule. Accellus software was subscribed to.</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>This goal will be consolidated into a single interventions and academic achievement goal.</p>

Goal 18

#18 - Students will be placed correctly in L2L courses and access support and instruction early in the school year

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

5% increases in course pass rate

Data scheduled to be processed and analyzed, reports will be generated by August 30th. Results will be communicated to all stakeholders.

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Actions/Services</p>	<p>PLANNED</p> <p>Administer ELA placement exam for incoming 9th graders Provide literacy classes with support from academic coach Additional summer hours for EL Coordinator Expand and promote tutoring options/Study Center and 7th period adult tutors. CAHSEE, CAASP ELA, ELA GRADE, CELDT, SCHOLASTIC LITERACY Course rosters Grade reports 3 - 4 times per semester Study Center tutoring schedule (expanded hours)</p>	<p>ACTUAL</p> <p>Placement exams were given in ELA and Math for incoming 9th graders. Literacy Success classes offered as interventions.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>certificated auxiliary - 1000-1999 Certificated Salaries - LCFF S & C: \$9,000 EL coordinator summer hours - salary - 1000-1999 Certificated Salaries - LCFF S & C: \$3,750 certificated auxillary benefits - 3000-3999 Employee Benefits - LCFF S & C: \$3,000 EL coordinator summer hours - benefits - 3000-3999 Employee Benefits - LCFF S & C: \$1,250</p>	<p>ESTIMATED ACTUAL</p> <p>certificated auxillary - 1000-1999 Certificated Salaries - LCFF S & C: \$14,000 (repeated expenditure) EL Coordinator summer hours - salary - 1000-1999 Certificated Salaries - LCFF S & C: \$3,750 (repeated expenditure) certificated auxillary benefits - 3000-3999 Employee Benefits - LCFF S & C: \$3,500 (repeated expenditure) EL coordinator benefits - 3000-3999 Employee Benefits - LCFF S & C: \$938 (repeated expenditure)</p>
<p>Actions/Services</p>	<p>PLANNED</p> <p>English Learners and Reclassified Learners: EL Coordinator determines intervention needed including tutoring, support classes, and credit recovery options Low income youth: Counselors determine intervention needed including tutoring, support classes and credit recovery options Foster youth: Counselor to assess and coordinate tutoring, support classes, and program assistance for credit recovery Students with disabilities: Case carrier assesses intervention needs including but not limited to tutoring, support classes and credit recovery options</p>	<p>ACTUAL</p> <p>EL Coordinator determined interventions needed by EL learners. Counselors determined needs of low income youth and foster youth. Case carriers determined need of students with disabilities and connected them to resources.</p>
<p>Expenditures</p>	<p>BUDGETED</p>	<p>ESTIMATED ACTUAL</p>

EL coordinator summer hours - 1000-1999 Certificated Salaries - LCFF S & C: \$3,750
 tutors - 1000-1999 Certificated Salaries - LCFF S & C: \$45,000
 EL coordinator summer hours - benefits - 3000-3999 Employee Benefits - LCFF S & C: \$1,250
 tutors - benefits - 3000-3999 Employee Benefits - LCFF S & C: \$15,000

EL coordinator summer hours - 1000-1999 Certificated Salaries - LCFF S & C: \$3,750 (repeated expenditure)
 tutors - 1000-1999 Certificated Salaries - LCFF S & C: \$80,000 (repeated expenditure)
 EL coordinator summer hours - benefits - 3000-3999 Employee Benefits - LCFF S & C: \$1,250 (repeated expenditure)

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Students were given support classes in the 9th grade if the ELA exam showed a need for more support. EL learners given additional support classes.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>Re-designation data not available at this time but students did participate in support classes and programs.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>There was no material difference between budgeted expenditure and estimated expenditures. All goals were met and budgeted for the year</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.</p>	<p>Interventions will be consolidated under a single academic achievement goal.</p>

Goal 19

Students will be placed correctly in math courses and receive support and intervention early in the school year to reduce fails in math.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

5% increases in course pass rate

Students will be placed into math courses in the 9th grade based on SB 359-aligned and board-approved criteria.

ACTUAL

Data scheduled to be processed and analyzed, reports will be generated by August 30th. Results will be communicated to all stakeholders.

School used SB 359-aligned and board-approved criteria to place incoming 9th grade students.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Actions/Services</p>	<p>PLANNED</p> <p>Administer math placement exam for incoming 9th graders Offer redesigned algebra course with built-in support Expand and promote tutoring options/Study Center and 7th period Math lab with extended hours. Placement test results Course rosters Grade reports three to four times per semester</p>	<p>ACTUAL</p> <p>Administered math placement exam for incoming 9th graders Offer redesigned algebra course with built-in support Expand and promote tutoring options/Study Center and 7th period Math lab with extended hours. Placement test resulted in course rosters, grade reports three to four times per semester</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>study center tutors - 1000-1999 Certificated Salaries - LCFF Base: \$30,000 study center tutors - benefits - 3000-3999 Employee Benefits - LCFF Base: \$10,000</p>	<p>ESTIMATED ACTUAL</p> <p>study center tutors - 1000-1999 Certificated Salaries - LCFF S & C: \$80,000 (repeated expenditure) study center tutors - benefits - 3000-3999 Employee Benefits - LCFF S & C: \$20,000 (repeated expenditure)</p>
<p>Actions/Services</p>	<p>PLANNED</p> <p>Introduce a collaborative English class (grade 11) cotaught by a HQ general education English teacher and a special education teacher.</p>	<p>ACTUAL</p> <p>Not in place for the 16/17 school year, but in place for the 17/18 school year.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>covered in other areas of the LCAP - 1000-1999 Certificated Salaries - LCFF Base: \$0 (repeated expenditure)</p>	<p>ESTIMATED ACTUAL</p> <p>covered in other areas of the LCAP - 1000-1999 Certificated Salaries - LCFF Base: \$0 (repeated expenditure)</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Incoming 9th grade students took the placement test up to 3 times and the test results were used to properly place students at a level determined by their ability.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>Students were placed into the 3 semester Algebra, 2 semester Algebra, Geometry or Algebra 2 based on their middle school math class and performance on the placement test. The process followed aligned with the board-approved process developed in accordance with SB 359.</p>

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

school and expanded the study center/Math lab hours.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Interventions will be consolidated under a single academic achievement goal.

Goal 20

#20 Palisades Charter High School - Special Board Meeting - Agenda - Saturday August 26, 2017 at 9:00 AM
#20 School will explore additional funding to reduce transportation costs to parents and/or increase scholarships.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Lower transportation costs to traveling families.

PCHS provided approximately 350 Transportation Scholarships to Students identified with Financial Hardships.

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Actions/Services</p>	<p>PLANNED</p> <p>Hire Development Director; explore lower cost local transportation options; explore partnerships with local school to lower transportation costs. Provide scholarships to High Needs students.</p>	<p>ACTUAL</p> <p>Development Director was hired as an employee in 2016-2017. PCHS is partnering with Paul Revere Middle School and Brentwood School to examine shared public transit routes, carpooling and bus transportation options among the three schools. Public funding for transportation grants have been researched with no identifiable sources to date.</p> <p>Other Fundraising opportunities have been initiated in 2015-2017 (ie. Funding for Chromebooks)</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>development director 50% paid through school funding for transportation - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$25,000 increase scholarships as a result of efforts provided by development director - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$213,000</p>	<p>ESTIMATED ACTUAL</p> <p>Funded by PCHS Fund - 2000-2999 Classified Salaries - Other Local Revenues: \$75,000 Benefits on PCHS Contribution of Development Director - 3000-3999 Employee Benefits - LCFF S & C: \$5,000 School Contribution for Development Director-25% - 2000-2999 Classified Salaries - LCFF S & C: \$25,000 (repeated expenditure) Fundraising Funds Covering Development Director Benefits - 3000-3999 Employee Benefits - Other Local Revenues: \$20,000</p>

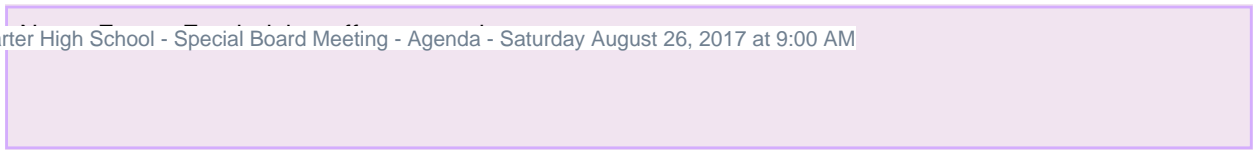
ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Fundraising efforts well underway. Efforts progressing to coordinate all fundraising efforts both external (Boosters, Quarterback Club, etc.) 501(c)3's connected to the LEA.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>PCHS has had increased fundraising via the Tech Equity campaign for Chromebooks & other Grants</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>Difference in addition Actual expenditures due to hiring Development Director Full Time compared to Budget of using as consultant.</p>

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.



Goal 21

#21: Palisades Charter High School - Special Board Meeting - Agenda - Saturday August 26, 2017 at 9:00 AM
#21: PCHS will analyze effective class sizes and work to reduce class size in impacted areas.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
COE 9 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

Class size audit will be completed.

Enrollment in most impacted classes will reduced according to the study results.

Extra staff was hired in an attempt to reduce class size but numbers are not yet available.

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

<p>Actions/Services</p>	<p>PLANNED</p> <p>Create two new classrooms by dividing large rooms Add additional English teacher to provide more diverse H and AP classes Lowered enrollment from current 2015-16 levels by 5 ADA. Add Online Learning Coordinator position to provide credit recovery alternatives other than the traditional classroom - 2 class period. Facility capacity study to determine most effective class sizes and to provide a basis for grant applications</p>	<p>ACTUAL</p> <p>One large room was split into 2 rooms in order to reduce class size. Extra English teacher was hired. African American-themed English class was offered. Online Coordinator position created.</p>
<p>Expenditures</p>	<p>BUDGETED</p> <p>English Teacher - 1000-1999 Certificated Salaries - LCFF Base: \$70,000 Teacher Benefits - 3000-3999 Employee Benefits - LCFF Base: \$17,000 Credit Recovery Coordinator-2 periods - 1000-1999 Certificated Salaries - LCFF S & C: \$34,000 Credit Recovery Coord. Benefits - 3000-3999 Employee Benefits - LCFF S & C: \$6,000</p>	<p>ESTIMATED ACTUAL</p> <p>New Honors English teacher - 1000-1999 Certificated Salaries - LCFF S & C: \$56,000 (repeated expenditure) teacher benefits - 3000-3999 Employee Benefits - LCFF S & C: \$14,000 (repeated expenditure) credit recovery coordinator - 2 periods - 1000-1999 Certificated Salaries - LCFF S & C: \$34,000 (repeated expenditure) credit recovery coord. benefits - 3000-3999 Employee Benefits - LCFF S & C: \$6,000 (repeated expenditure)</p>

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

<p>Describe the overall implementation of the actions/services to achieve the articulated goal.</p>	<p>Hiring was completed and facilities restructuring was done to create more classroom space.</p>
<p>Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.</p>	<p>One extra classroom was created. Additional teacher in English was hired and Online Coordinator position created.</p>
<p>Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.</p>	<p>Teacher hired to teach additional English class was at the lower end of salary scale.</p>
<p>Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the</p>	<p>This goal will be consolidated under a single academic achievement goal.</p>

Stakeholder Engagement

LCAP Year



2017-18



2018-19



2019-20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

PCHS involved stakeholder groups representing the administrative leadership team, staff, parents, and students to develop this year's LCAP. Stakeholders have been informed of and involved in the process through email blasts, monthly newsletters, telephone calls home, special surveys, website postings, and large parent forums such as Open House. A variety of parent groups provided feedback including Parent Teacher Association (PTA), English Learner Advisory Committee (ELAC), Parent Involvement for Quality Education (PIQE) which supports families of first generation college-going students, and The Village Nation (TVN) which supports African American and Hispanic students and parents.

The PCHS LCAP is monitored by the Long Term Strategic Planning (LTSP) committee. LTSP meetings are held each month. These meetings are open to all stakeholders (staff, students, parents). This group reviews and assesses progress toward the LCAP goals and makes recommendations for the new LCAP.

Additional student input was gathered through the Associated Student Body Leadership class, Student Senate, and a school-wide student survey.

Staff, students, and parents were surveyed in May regarding 2017-18 goal priorities. The results were shared with the PCHS Board of Trustees in the June 16 meeting.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

Feedback from stakeholders shaped the 2017-18 LCAP. Academic goals were updated to reflect the new state assessments. Goals were consolidated to better align with annual school-wide goals and Long Term Strategic Planning goals.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEAs goals. Duplicate the table as needed.

	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<u>Goal 1</u>	Teachers required to hold a credential will hold a valid CA teaching credential as defined by the CA Commission on Teaching Credentialing and be appropriately qualified in the content area taught.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need:

highly qualified teachers leads to high quality of instruction.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
% of teachers with credentials or enrolled in credentialing program	100%	100%	100%	100%

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Will continue staffing of instructional program and review of all teacher credentials per the master schedule	Will continue staffing of instructional program and review of all teacher credentials per the master schedule	Will continue staffing of instructional program and review of all teacher credentials per the master schedule

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$13,177,610 (repeat expenditure)	Amount: \$13,441,162 (repeat expenditure)	Amount: \$13,709,985 (repeat expenditure)
Source: LCFF	Source: LCFF	Source: LCFF

Palisades Charter High School - Special Board Meeting - Agenda - Saturday August 26, 2017 at 9:00 AM					
Budget Reference	Certificated Salaries; teacher salary	Reference	Certificated Salaries; teacher salary	Reference	Certificated Salaries; teacher salary
Amount	\$4,648,853 (repeat expenditure)	Amount	\$4,741,830 (repeat expenditure)	Amount	\$4,836,666 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; teacher benefits	Budget Reference	Employee Benefits; teacher benefits	Budget Reference	Employee Benefits; teacher benefits

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
English Learners: All teachers of EL students will be certified in SDAIE and ELD instructional strategies, will continue to ensure that faculty complete classes and testing for English Learner Authorization	English Learners: All teachers of EL students will be certified in SDAIE and ELD instructional strategies, will continue to ensure that faculty complete classes and testing for English Learner Authorization	English Learners: All teachers of EL students will be certified in SDAIE and ELD instructional strategies, will continue to ensure that faculty complete classes and testing for English Learner Authorization

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$16,029 (repeat expenditure)	Amount	\$16,029 (repeat expenditure)	Amount	\$16,029 (repeat expenditure)
Source	Teacher Effectiveness	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses;	Budget Reference	Services and Other Operating Expenses;	Budget Reference	Services and Other Operating Expenses;

Goal 2

All students will have access to standards aligned materials.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need:

Students are assessed on common core standards, therefore materials & instruction must align to standards.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100%	Through IMA, & Textbooks, & Digital Materials, 100% of students will have access to standard aligned materials and curriculum	100%	100%	100%

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Instructional & Supplemental materials aligned to the Common Core State Standards. Update Instructional & Supplemental Materials.	Instructional & Supplemental materials aligned to the Common Core State Standards. Update Instructional & Supplemental Materials.	Instructional & Supplemental materials aligned to the Common Core State Standards. Update Instructional & Supplemental Materials.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$186,578 (repeat expenditure)	Amount: \$186,578 (repeat expenditure)	Amount: \$186,578 (repeat expenditure)
Source: LCFF	Source: LCFF	Source: LCFF

Budget Reference	Books and Supplies; textbooks	Reference	textbooks	Reference	Books and Supplies; textbooks
Amount	\$227,611 (repeat expenditure)	Amount	\$227,611 (repeat expenditure)	Amount	\$227,611 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; IMA	Budget Reference	Books and Supplies; IMA	Budget Reference	Books and Supplies; IMA

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Teachers will participate in CCSS professional development, conferences, and training -Release time for PLC/SCL curriculum planning -Continuation of the Academic Achievement Team (teacher coaches supporting professional development, PLC/SLC coordination, data, EL, math, and literacy) -PLC/SLC notebooks -Workshop and conference agendas, PLC/departmental share outs. This year going forward, all teachers will be required to attend at least one PLC meeting per semester in the AA Team room in order to facilitate their work and provide opportunities for coaching.	Teachers will participate in CCSS professional development, conferences, and training -Release time for PLC/SCL curriculum planning -Continuation of the Academic Achievement Team (teacher coaches supporting professional development, PLC/SLC coordination, data, EL, math, and literacy) -PLC/SLC notebooks -Workshop and conference agendas, PLC/departmental share outs. This year going forward, all teachers will be required to attend at least one PLC meeting per semester in the AA Team room in order to facilitate their work and provide opportunities for coaching.	Teachers will participate in CCSS professional development, conferences, and training -Release time for PLC/SCL curriculum planning -Continuation of the Academic Achievement Team (teacher coaches supporting professional development, PLC/SLC coordination, data, EL, math, and literacy) -PLC/SLC notebooks -Workshop and conference agendas, PLC/departmental share outs. This year going forward, all teachers will be required to attend at least one PLC meeting per semester in the AA Team room in order to facilitate their work and provide opportunities for coaching.

BUDGET EXPENDITURES

2017-18

Amount	\$30,000 (repeat expenditure)
Source	LCFF
Budget Reference	Services and Other Operating Expenses; Teacher PD
Amount	\$10,000
Source	Teacher Effectiveness
Budget Reference	Services and Other Operating Expenses; Teacher Effectivness

2018-19

Amount	\$30,000 (repeat expenditure)
Source	LCFF
Budget Reference	Services and Other Operating Expenses; Teacher PD
Amount	\$10,000 (repeat expenditure)
Source	LCFF
Budget Reference	Services and Other Operating Expenses; Teacher Effectivness

2019-20

Amount	\$30,000 (repeat expenditure)
Source	LCFF
Budget Reference	Services and Other Operating Expenses; Teacher PD
Amount	\$10,000 (repeat expenditure)
Source	LCFF
Budget Reference	Services and Other Operating Expenses; Teacher Effectivness

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
School will continue administer interim assessments in ELA and Math through SBAC in their English and Math classes.	School will continue administer interim assessments in ELA and Math through SBAC in their English and Math classes.	School will continue administer interim assessments in ELA and Math through SBAC in their English and Math classes.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$0 (repeat expenditure)	Amount: \$0 (repeat expenditure)	Amount: \$0 (repeat expenditure)
Source: Other State Revenues	Source: Other State Revenues	Source: Other State Revenues
Budget Reference: Certificated Salaries; Covered in other areas of the LCAP	Budget Reference: Certificated Salaries; Covered in other areas of the LCAP	Budget Reference: Certificated Salaries; Covered in other areas of the LCAP

Goal 3

All school facilities are maintained and in good repair. Daily cleanliness is maintained and items on inspection list are in compliance.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL

Identified Need:

We need to provide a safe & healthy learning environment for students.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
GOOD overall rating from SARC	GOOD	GOOD	GOOD	GOOD

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Repairs/Installs: <ul style="list-style-type: none"> Upgrade remaining old hand towel dispensers & toilet paper dispensers All a section of Girls Gym Locker Room Showers Maintain/Replaced damaged ceiling and floor tiles Renovate more Restrooms Continue Prop 39 LED Light Bulb Replacement Program Installing more Air-Blowing hand 	Repairs/Installs: <ul style="list-style-type: none"> Upgrade remaining old hand towel dispensers & toilet paper dispensers All a section of Girls Gym Locker Room Showers Maintain/Replaced damaged ceiling and floor tiles Renovate more Restrooms Installing more Air-Blowing hand dryers Add More Water-Bottle Fillers & 	Repairs/Installs: <ul style="list-style-type: none"> Upgrade remaining old hand towel dispensers & toilet paper dispensers All a section of Girls Gym Locker Room Showers Maintain/Replaced damaged ceiling and floor tiles Renovate more Restrooms Installing more Air-Blowing hand dryers Add More Water-Bottle Fillers &

dryers

- Add More Water-Bottle Fillers & Drinking Fountains

Major Cleaning Projects:

- Service/Clean U-Building A/C Units (only A/C Units on Campus)
- Power Wash all vents in Air Handlers
- Maintain 9 custodial staff on site for daily cleaning – Day Shift, Night Shift and Weekends
- Yearly strip and wax of all floors on campus
- Power Wash outdoor tables/benches and walkways at 4 major breaks: Summer, Thanksgiving, Winter & Spring
- Machine clean all Restroom floors twice per year

SARC/ADA/Safety/Security Compliance:

- Continue work to make campus more ADA compliant
- Reduce number of SARC violations - Work quickly to resolve any identified deficiencies
- Fire Remediation of bush on parking lot hills
- Ongoing Trip Hazard Remediation
- Add Additional security cameras
- Add Security Fencing
- Add Emergency Push-Bar Exit Gates
- Continue Classroom Refresh Efforts – Deep Cleaning, Painting, New Whiteboards, etc.

Major Cleaning Projects:

- Service/Clean U-Building A/C Units (only A/C Units on Campus)
- Power Wash all vents in Air Handlers
- Maintain 9 custodial staff on site for daily cleaning – Day Shift, Night Shift and Weekends
- Yearly strip and wax of all floors on campus
- Power Wash outdoor tables/benches and walkways at 4 major breaks: Summer, Thanksgiving, Winter & Spring
- Machine clean all Restroom floors twice per year

SARC/ADA/Safety/Security Compliance:

- Continue work to make campus more ADA compliant
- Reduce number of SARC violations - Work quickly to resolve any identified deficiencies
- Fire Remediation of bush on parking lot hills
- Ongoing Trip Hazard Remediation
- Add Security Fencing
- Add Emergency Push-Bar Exit Gates
- Continue Classroom Refresh Efforts – Deep Cleaning, Painting, New Whiteboards, etc.

Major Cleaning Projects:

- Service/Clean U-Building A/C Units (only A/C Units on Campus)
- Power Wash all vents in Air Handlers
- Maintain 9 custodial staff on site for daily cleaning – Day Shift, Night Shift and Weekends
- Yearly strip and wax of all floors on campus
- Power Wash outdoor tables/benches and walkways at 4 major breaks: Summer, Thanksgiving, Winter & Spring
- Machine clean all Restroom floors twice per year

SARC/ADA/Safety/Security Compliance:

- Continue work to make campus more ADA compliant
- Reduce number of SARC violations - Work quickly to resolve any identified deficiencies
- Fire Remediation of bush on parking lot hills
- Ongoing Trip Hazard Remediation
- Continue Classroom Refresh Efforts – Deep Cleaning, Painting, New Whiteboards, etc.

BUDGET EXPENDITURES

2017-18**2018-19****2019-20**

Amount	\$62,000 (repeat expenditure)	Amount	\$63,240 (repeat expenditure)	Amount	\$64,505 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Classified Salaries; custodial salary	Budget Reference	Classified Salaries; custodial salary	Budget Reference	Classified Salaries; custodial salary
Amount	\$160,000 (repeat expenditure)	Amount	\$165,000 (repeat expenditure)	Amount	\$165,000 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; security	Budget Reference	Services and Other Operating Expenses; security	Budget Reference	Services and Other Operating Expenses; security
Amount	\$89,500	Amount	\$80,000	Amount	\$80,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; classroom repair	Budget Reference	Services and Other Operating Expenses; classroom repair	Budget Reference	Services and Other Operating Expenses; classroom repair
Amount	\$105,000	Amount	\$105,000	Amount	\$0
Source	Other State Revenues	Source	Other State Revenues	Source	
Budget Reference	Capital Outlay; prop 39 energy initiatives	Budget Reference	Capital Outlay; prop 39 energy initiatives	Budget Reference	
Amount	\$350,000 (repeat expenditure)	Amount	\$350,000 (repeat expenditure)	Amount	\$350,000 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; custodial services	Budget Reference	Services and Other Operating Expenses; custodial services	Budget Reference	Services and Other Operating Expenses; custodial services
Amount	\$15,500 (repeat expenditure)	Amount	\$15,810 (repeat expenditure)	Amount	\$16,126 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; custodial benefits	Budget Reference	Employee Benefits; custodial benefits	Budget Reference	Employee Benefits; custodial benefits

Amount	\$132,500 (repeat expenditure)	Palisades Charter High School - Special Board Meeting - Agenda - Saturday August 26, 2017 at 9:00 AM	\$100,000 (repeat expenditure)
Source	LCFF	Source	LCFF
Budget Reference	Capital Outlay; classroom renovations/refresh	Budget Reference	Capital Outlay; classroom renovations/refresh

Goal 4

School will provide opportunities for parent involvement in school decisions through parent volunteer opportunities, committee membership, and informational sessions as well as continue to increase communication efforts in areas of family and community outreach and parent involvement in all key operations and programs.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need:

To provide stakeholder input in order to increase student achievement.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of activities parents are involved in	3 activities per semester minimum; Parents serve on each of 5 LTSP committees and advisory council	3 activities per semester minimum; Parents serve on each of 5 LTSP committees and advisory council	3 activities per semester minimum; Parents serve on each of 5 LTSP committees and advisory council	3 activities per semester minimum; Parents serve on each of 5 LTSP committees and advisory council

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth
	<input checked="" type="checkbox"/> Low Income	
Scope of Service:	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
English learners and Reclassified English Learners: Outreach and ELAC Parent Meetings held twice annually Low income youth: Outreach and Title I Parent Meetings held at least twice annually Foster youth: Outreach and Parent/Foster Guardian informational/input meetings as needed Students with Disabilities: Outreach and PSEC parent meetings held at least twice annually English learners and redesignated fluent English proficient pupils: EL Coordinator with support from academic	English learners and Reclassified English Learners: Outreach and ELAC Parent Meetings held twice annually Low income youth: Outreach and Title I Parent Meetings held at least twice annually Foster youth: Outreach and Parent/Foster Guardian informational/input meetings as needed Students with Disabilities: Outreach and PSEC parent meetings held at least twice annually English learners and redesignated fluent English proficient pupils: EL Coordinator with support from academic	English learners and Reclassified English Learners: Outreach and ELAC Parent Meetings held twice annually Low income youth: Outreach and Title I Parent Meetings held at least twice annually Foster youth: Outreach and Parent/Foster Guardian informational/input meetings as needed Students with Disabilities: Outreach and PSEC parent meetings held at least twice annually English learners and redesignated fluent English proficient pupils: EL Coordinator with support from academic

counselors tracks performance d
 provides counseling and support for recently
 redesignated English Language Learners and
 Long Term English Learners not making
 adequate growth Other supports: Study
 Center/Tutoring, Support classes, parent
 education/PIQE, College Center advisement
 (additional .5 FTE) Low income pupils:
 Transportation scholarships Study
 Center/Tutoring, Support classes, parent
 education, College Center advisement Foster
 Youth: Counseling services as provided by
 additional counseling consultant Students with
 Disabilities: Transition program

Palisades Charter High School - Special Board Meeting - Agenda - Saturday August 26, 2017 at 9:00 AM
 provides counseling and support for recently
 redesignated English Language Learners and
 Long Term English Learners not making
 adequate growth Other supports: Study
 Center/Tutoring, Support classes, parent
 education/PIQE, College Center advisement
 (additional .5 FTE) Low income pupils:
 Transportation scholarships Study
 Center/Tutoring, Support classes, parent
 education, College Center advisement Foster
 Youth: Counseling services as provided by
 additional counseling consultant Students with
 Disabilities: Transition program

provides counseling and support for recently
 redesignated English Language Learners and
 Long Term English Learners not making
 adequate growth Other supports: Study
 Center/Tutoring, Support classes, parent
 education/PIQE, College Center advisement
 (additional .5 FTE) Low income pupils:
 Transportation scholarships Study
 Center/Tutoring, Support classes, parent
 education, College Center advisement Foster
 Youth: Counseling services as provided by
 additional counseling consultant Students with
 Disabilities: Transition program

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$20,000 (repeat expenditure)	Amount	\$20,000 (repeat expenditure)	Amount	\$20,000 (repeat expenditure)
Source	Federal Revenues - Title I	Source	Federal Revenues - Title I	Source	Federal Revenues - Title I
Budget Reference	Services and Other Operating Expenses; PIQE	Budget Reference	Services and Other Operating Expenses; PIQE	Budget Reference	Services and Other Operating Expenses; PIQE
Amount	\$9,000 (repeat expenditure)	Amount	\$9,000 (repeat expenditure)	Amount	\$9,000 (repeat expenditure)
Source	Federal Revenues - Title I	Source	Federal Revenues - Title I	Source	Federal Revenues - Title I
Budget Reference	Classified Salaries; Extra time for staff - salaries	Budget Reference	Classified Salaries; Extra time for staff - salaries	Budget Reference	Classified Salaries; Extra time for staff - salaries
Amount	\$4,270 (repeat expenditure)	Amount	\$4,270 (repeat expenditure)	Amount	\$4,270 (repeat expenditure)
Source	Federal Revenues - Title I	Source	Federal Revenues - Title I	Source	Federal Revenues - Title I
Budget Reference	Certificated Salaries; EL coordinator - stipend	Budget Reference	Certificated Salaries; EL coordinator - stipend	Budget Reference	Certificated Salaries; EL coordinator - stipend
Amount	\$3,000 (repeat expenditure)	Amount	\$3,000 (repeat expenditure)	Amount	\$3,000 (repeat expenditure)
Source	Federal Revenues - Title I	Source	Federal Revenues - Title I	Source	Federal Revenues - Title I

Budget
Reference

Employee Benefits;
extra time - benefits

Reference

Employee Benefits;
extra time - benefits

Reference

Employee Benefits;
extra time - benefits

Amount

\$1,067 (repeat expenditure)

Amount

\$1,067 (repeat expenditure)

Amount

\$1,067 (repeat expenditure)

Source

Federal Revenues - Title I

Source

Federal Revenues - Title I

Source

Federal Revenues - Title I

Budget
Reference

Employee Benefits;
EL Coordinator - benefits

Budget
Reference

Employee Benefits;
EL Coordinator - benefits

Budget
Reference

Employee Benefits;
EL Coordinator - benefits

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
School will host a minimum of three outreach meetings per semester to encourage parent participation and seek input as well as to offer training on school technology systems to improve communication (Infinite Campus and Schoology) Provide parent involvement and education opportunities through the Parent Involvement for Quality Education (PIQE) program, Fuerza Unida and TVN.	School will host a minimum of three outreach meetings per semester to encourage parent participation and seek input as well as to offer training on school technology systems to improve communication (Infinite Campus and Schoology) Provide parent involvement and education opportunities through the Parent Involvement for Quality Education (PIQE) program, Fuerza Unida and TVN.	School will host a minimum of three outreach meetings per semester to encourage parent participation and seek input as well as to offer training on school technology systems to improve communication (Infinite Campus and Schoology) Provide parent involvement and education opportunities through the Parent Involvement for Quality Education (PIQE) program, Fuerza Unida and TVN.

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$6,000 (repeat expenditure)	Amount	\$6,000 (repeat expenditure)	Amount	\$6,000 (repeat expenditure)
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Source

LCFF

Palisades Charter High School - Special Board Meeting - Agenda - Saturday August 26, 2017 at 9:00 AM

LCFF

Budget
Reference

Services and Other Operating
Expenses;
parent training

Budget
Reference

Services and Other Operating
Expenses;
parent training

Budget
Reference

Services and Other Operating
Expenses;
parent training

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Increase positive feedback on Culture & Climate surveys as well as stakeholder surveys. PCHS has a recordable increase in school communication, culture and climate as well as parent and student outreach as can be noted from surveys taken. e.g. student temperature on culture and & climate. (Mastery Manager – scantron style). Use the results for the State of the School address	Increase positive feedback on Culture & Climate surveys as well as stakeholder surveys. PCHS has a recordable increase in school communication, culture and climate as well as parent and student outreach as can be noted from surveys taken. e.g. student temperature on culture and & climate. (Mastery Manager – scantron style). Use the results for the State of the School address	Increase positive feedback on Culture & Climate surveys as well as stakeholder surveys. PCHS has a recordable increase in school communication, culture and climate as well as parent and student outreach as can be noted from surveys taken. e.g. student temperature on culture and & climate. (Mastery Manager – scantron style). Use the results for the State of the School address

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount <input type="text" value="\$30,000 (repeat expenditure)"/>	Amount <input type="text" value="\$30,000 (repeat expenditure)"/>	Amount <input type="text" value="\$30,000 (repeat expenditure)"/>

Source	LCFF		LCFF		LCFF
Budget Reference	Services and Other Operating Expenses; Mastery Manager	Budget Reference	Services and Other Operating Expenses; Mastery Manager	Budget Reference	Services and Other Operating Expenses; Mastery Manager
Amount	\$6,214 (repeat expenditure)	Amount	\$6,214 (repeat expenditure)	Amount	\$6,214 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; Columbia Survey	Budget Reference	Services and Other Operating Expenses; Columbia Survey	Budget Reference	Services and Other Operating Expenses; Columbia Survey

Goal 5

PCHS will develop and maintain partnerships with colleges and will enhance the CTE program to improve post-secondary success.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need:

Students need to be prepared for more than just college but also for potential careers.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CTE Pathways	Have 4 CTE Pathways available to students.	Have 8 CTE Pathways available to students.	Have 9 CTE Pathways available to students.	Have 10 CTE Pathways available to students.

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Develop partnerships through development consultant with higher education to enhance services and allocation of resources that increase student exposure to college courses and alternative opportunities. Continue to develop and refine CTE pathways by increasing number of CTE-credentialed teachers and working with CTE Advisory Council.	Develop partnerships through development consultant with higher education to enhance services and allocation of resources that increase student exposure to college courses and alternative opportunities. Continue to develop and refine CTE pathways by increasing number of CTE- credentialed teachers and working with CTE Advisory Council.	Develop partnerships through development consultant with higher education to enhance services and allocation of resources that increase student exposure to college courses and alternative opportunities. Continue to develop and refine CTE pathways by increasing number of CTE- credentialed teachers and working with CTE Advisory Council.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
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Amount	\$5,000 (repeat expenditure)	Source	Other Local Revenues	Budget Reference	Services and Other Operating Expenses; college center consulting
Source	Other Local Revenues	Source	Other Local Revenues	Source	Other Local Revenues
Budget Reference	Services and Other Operating Expenses; college center consulting	Budget Reference	Services and Other Operating Expenses; college center consulting	Budget Reference	Services and Other Operating Expenses; college center consulting
Amount	\$70,000 (repeat expenditure)	Source	LCFF	Budget Reference	Certificated Salaries; FT college counselor - salary
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; FT college counselor - salary	Budget Reference	Certificated Salaries; FT college counselor - salary	Budget Reference	Certificated Salaries; FT college counselor - salary
Amount	\$17,500 (repeat expenditure)	Source	LCFF	Budget Reference	Employee Benefits; FT college counselor - benefits
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; FT college counselor - benefits	Budget Reference	Employee Benefits; FT college counselor - benefits	Budget Reference	Employee Benefits; FT college counselor - benefits

Goal 6

70% of EL students will demonstrate one year's growth in English Language Development each academic year as measured by the CELDT

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need:

75% will show growth in CELDT scores and 30% will be classified as RFEP.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
CELDT, Reading Inventory & ELA/ELD Grade	RFEP 22.5%	Goal of 30% RFEP classification	Maintain a 30% RFEP classification	Maintain a 30% RFEP classification

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input checked="" type="checkbox"/> Low Income	
Scope of Service:	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
The EL Coordinator, PIQE Program, ELAC, EL Teacher, EL Assistant, Tutoring, MESA/SHPE, Curricular Materials, Professional Development, and other programs will be utilized to provide services to EL students and families, as well as analyze data to inform our practices to meet our student achievement goals.	The EL Coordinator, PIQE Program, ELAC, EL Teacher, EL Assistant, Tutoring, MESA/SHPE, Curricular Materials, Professional Development, and other programs will be utilized to provide services to EL students and families, as well as analyze data to inform our practices to meet our student achievement goals.	The EL Coordinator, PIQE Program, ELAC, EL Teacher, EL Assistant, Tutoring, MESA/SHPE, Curricular Materials, Professional Development, and other programs will be utilized to provide services to EL students and families, as well as analyze data to inform our practices to meet our student achievement goals.

BUDGET EXPENDITURES

2017-18

2018-19

2019-20

Amount	\$1,500 (repeat expenditure)	Source	LCFF	Budget Reference	Services and Other Operating Expenses; EdAchieve
Source	LCFF	Source	LCFF	Budget Reference	Services and Other Operating Expenses; EdAchieve
Budget Reference	Services and Other Operating Expenses; EdAchieve	Budget Reference	Services and Other Operating Expenses; EdAchieve	Budget Reference	Services and Other Operating Expenses; EdAchieve
Amount	\$23,000 (repeat expenditure)	Source	Federal Revenues - Title I	Budget Reference	Services and Other Operating Expenses; PIQE
Source	Federal Revenues - Title I	Source	Federal Revenues - Title I	Budget Reference	Services and Other Operating Expenses; PIQE
Budget Reference	Services and Other Operating Expenses; PIQE	Budget Reference	Services and Other Operating Expenses; PIQE	Budget Reference	Services and Other Operating Expenses; PIQE
Amount	\$6,200 (repeat expenditure)	Source	LCFF	Budget Reference	Books and Supplies; MESA/SHPE classroom materials
Source	LCFF	Source	LCFF	Budget Reference	Books and Supplies; MESA/SHPE classroom materials
Budget Reference	Books and Supplies; MESA/SHPE classroom materials	Budget Reference	Books and Supplies; MESA/SHPE classroom materials	Budget Reference	Books and Supplies; MESA/SHPE classroom materials
Amount	\$68,500 (repeat expenditure)	Source	LCFF	Budget Reference	Classified Salaries; EL assistant, tutoring - salaries
Source	LCFF	Source	LCFF	Budget Reference	Classified Salaries; EL assistant, tutoring - salaries
Budget Reference	Classified Salaries; EL assistant, tutoring - salaries	Budget Reference	Classified Salaries; EL assistant, tutoring - salaries	Budget Reference	Classified Salaries; EL assistant, tutoring - salaries
Amount	\$64,770 (repeat expenditure)	Source	LCFF	Budget Reference	Certificated Salaries; EL teacher, EL coordinator - salaries
Source	LCFF	Source	LCFF	Budget Reference	Certificated Salaries; EL teacher, EL coordinator - salaries
Budget Reference	Certificated Salaries; EL teacher, EL coordinator - salaries	Budget Reference	Certificated Salaries; EL teacher, EL coordinator - salaries	Budget Reference	Certificated Salaries; EL teacher, EL coordinator - salaries
Amount	\$17,468 (repeat expenditure)	Source	LCFF	Budget Reference	Employee Benefits; EL assistant, tutoring benefits
Source	LCFF	Source	LCFF	Budget Reference	Employee Benefits; EL assistant, tutoring benefits
Budget Reference	Employee Benefits; EL assistant, tutoring benefits	Budget Reference	Employee Benefits; EL assistant, tutoring benefits	Budget Reference	Employee Benefits; EL assistant, tutoring benefits

Amount	\$15,875 (repeat expenditure)	Palisades Charter High School - Special Board Meeting - Agenda - Saturday August 26, 2017 at 9:00 AM	\$16,516 (repeat expenditure)
Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; EL teacher, EL coordinator - benefits	Budget Reference	Employee Benefits; EL teacher, EL coordinator - benefits

Goal 7

Increase student academic achievement as evidenced by high graduation rate and increased A-G/CTE completion rate.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need:

To be successful in either college or career students need the preparation that A-G and/or CTE courses provide.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Grad and A-G/CTE rate	Grad rate over 95% A-G/CTE rate over 65%	Grad rate over 96% A-G/CTE rate over 70%	Maintain Grad rate over 96% A-G/CTE rate over 70%	Maintain Grad rate over 96% A-G/CTE rate over 70%

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Counseling Support, Teacher Training, PIQE, TVN, Fuerza Unida that leads to more students taking and completing A-G and/or CTE courses.	Counseling Support, Teacher Training, PIQE, TVN, Fuerza Unida that leads to more students taking and completing A-G and/or CTE courses.	Counseling Support, Teacher Training, PIQE, TVN, Fuerza Unida that leads to more students taking and completing A-G and/or CTE courses.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$0 (repeat expenditure)	Amount: \$0 (repeat expenditure)	Amount: \$0 (repeat expenditure)
Source: LCFF	Source: LCFF	Source: LCFF

Budget
Reference

Certificated Salaries;
Covered in other areas of the
LCAP

Budget
Reference

Certificated Salaries;
Covered in other areas of the
LCAP

Budget
Reference

Certificated Salaries;
Covered in other areas of the
LCAP

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Increase student participation in Honors and AP courses. Formerly Goal #9.	Increase student participation in Honors and AP courses. Formerly Goal #9.	Increase student participation in Honors and AP courses. Formerly Goal #9.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$0 (repeat expenditure)	Amount: \$0 (repeat expenditure)	Amount: \$0 (repeat expenditure)
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Books and Supplies; Covered in other areas of the LCAP	Budget Reference: Books and Supplies; Covered in other areas of the LCAP	Budget Reference: Books and Supplies; Covered in other areas of the LCAP

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Increase student participation in Dolphin Leadership Academy. Formerly Goal #16.	Increase student participation in Dolphin Leadership Academy. Formerly Goal #16.	Increase student participation in Dolphin Leadership Academy. Formerly Goal #16.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$32,909 (repeat expenditure)	Amount	\$32,909 (repeat expenditure)	Amount	\$32,909 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Certificated Salaries; Certificated Salaries	Budget Reference	Certificated Salaries; Certificated Salaries	Budget Reference	Certificated Salaries; Certificated Salaries
Amount	\$8,227 (repeat expenditure)	Amount	\$8,227 (repeat expenditure)	Amount	\$8,227 (repeat expenditure)

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; Certificated Benefits	Budget Reference	Employee Benefits; Certificated Benefits	Budget Reference	Employee Benefits; Certificated Benefits
Amount	\$15,000 (repeat expenditure)	Amount	\$15,000 (repeat expenditure)	Amount	\$15,000 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Services and Other Operating Expenses; Transportation	Budget Reference	Services and Other Operating Expenses; Transportation	Budget Reference	Services and Other Operating Expenses; Transportation

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide alternative options such as summer school, Virtual Academy Temescal Academy and the Pali Online Program for students to take courses, improve grades and recover credits. Formerly under Goal #17.	Provide alternative options such as summer school, Virtual Academy Temescal Academy and the Pali Online Program for students to take courses, improve grades and recover credits. Formerly under Goal #17.	Provide alternative options such as summer school, Virtual Academy Temescal Academy and the Pali Online Program for students to take courses, improve grades and recover credits. Formerly under Goal #17.

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$1,575 (repeat expenditure)	Amount	\$1,575 (repeat expenditure)	Amount	\$1,575 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Books and Supplies; Summer school IMA/Textbooks	Budget Reference	Books and Supplies; Summer school IMA/Textbooks	Budget Reference	Books and Supplies; Summer school IMA/Textbooks

Amount	\$21,760 (repeat expenditure)	Source	LCFF	Budget Reference	Certificated Salaries; Summer school teacher salaries
Source	LCFF	Amount	\$5,440 (repeat expenditure)	Source	LCFF
Budget Reference	Certificated Salaries; Summer school teacher salaries	Budget Reference	Employee Benefits; Summer school teacher benefits	Amount	\$8,210 (repeat expenditure)
Amount	\$5,440 (repeat expenditure)	Source	LCFF	Source	LCFF
Source	LCFF	Budget Reference	Services and Other Operating Expenses; Acellus	Budget Reference	Services and Other Operating Expenses; Acellus
Budget Reference	Certificated Salaries; Summer school teacher salaries	Amount	\$8,210 (repeat expenditure)	Source	LCFF
Amount	\$5,440 (repeat expenditure)	Source	LCFF	Budget Reference	Services and Other Operating Expenses; Acellus
Source	LCFF	Budget Reference	Employee Benefits; Summer school teacher benefits	Amount	\$8,210 (repeat expenditure)
Budget Reference	Certificated Salaries; Summer school teacher salaries	Source	LCFF	Source	LCFF
Amount	\$5,440 (repeat expenditure)	Budget Reference	Employee Benefits; Summer school teacher benefits	Budget Reference	Services and Other Operating Expenses; Acellus
Source	LCFF	Amount	\$8,210 (repeat expenditure)	Source	LCFF
Budget Reference	Certificated Salaries; Summer school teacher salaries	Source	LCFF	Budget Reference	Services and Other Operating Expenses; Acellus

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Properly place incoming 9th grade students into English and math courses or support classes. Formerly under Goals #18 and #19.	Properly place incoming 9th grade students into English and math courses or support classes. Formerly under Goals #18 and #19.	Properly place incoming 9th grade students into English and math courses or support classes. Formerly under Goals #18 and #19.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$14,000 (repeat expenditure)	Amount: \$14,000 (repeat expenditure)	Amount: \$14,000 (repeat expenditure)
Source: Federal Revenues - Title I	Source: Federal Revenues - Title I	Source: Federal Revenues - Title I
Budget Reference: Certificated Salaries; Certificated Auxillary for EL Teacher	Budget Reference: Certificated Salaries; Certificated Auxillary for EL Teacher	Budget Reference: Certificated Salaries; Certificated Auxillary for EL Teacher

Amount	\$3,750 (repeat expenditure)	Source	Federal Revenues - Title I	Budget Reference	Certificated Salaries; EL Coordinator Summer Hours	Amount	\$3,750 (repeat expenditure)	Source	Federal Revenues - Title I	Budget Reference	Certificated Salaries; EL Coordinator Summer Hours
Amount	\$3,500 (repeat expenditure)	Source	Federal Revenues - Title I	Budget Reference	Employee Benefits; Certificated Auxillary Benefits	Amount	\$3,500 (repeat expenditure)	Source	Federal Revenues - Title I	Budget Reference	Employee Benefits; Certificated Auxillary Benefits
Amount	\$938 (repeat expenditure)	Source	Federal Revenues - Title I	Budget Reference	Employee Benefits; EL Coordinator Summer hours benefits	Amount	\$938 (repeat expenditure)	Source	Federal Revenues - Title I	Budget Reference	Employee Benefits; EL Coordinator Summer hours benefits
Amount	\$80,000 (repeat expenditure)	Source	Other State Revenues	Budget Reference	Certificated Salaries; tutors	Amount	\$80,000 (repeat expenditure)	Source	Other State Revenues	Budget Reference	Certificated Salaries; tutors
Amount	\$20,000 (repeat expenditure)	Source	Other State Revenues	Budget Reference	Employee Benefits; tutors benefits	Amount	\$20,000 (repeat expenditure)	Source	Other State Revenues	Budget Reference	Employee Benefits; tutors benefits

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Reduce class sizes in key courses to increase support and pass rates in those courses. Formerly under Goal #21.	Reduce class sizes in key courses to increase support and pass rates in those courses. Formerly under Goal #21.	Reduce class sizes in key courses to increase support and pass rates in those courses. Formerly under Goal #21.

Goal 8

School will maintain a high ADA- as close to 96% as possible.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need:

High attendance leads to higher student achievement.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ADA Attendance Report	95.8% ADA	Maintain high 95.8% ADA	Maintain high 95.8% ADA	Maintain high 95.8% ADA

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Attendance Personnel/training. Continue with high levels of communication with various media/formats. Continue with providing positive incentives and reinforcements for perfect attendance. Intervention & counseling for students with attendance concerns. Monitor ADA, as well as modes of transportation.	Attendance Personnel/training. Continue with high levels of communication with various media/formats. Continue with providing positive incentives and reinforcements for perfect attendance. Intervention & counseling for students with attendance concerns. Monitor ADA, as well as modes of transportation.	Attendance Personnel/training. Continue with high levels of communication with various media/formats. Continue with providing positive incentives and reinforcements for perfect attendance. Intervention & counseling for students with attendance concerns. Monitor ADA, as well as modes of transportation.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
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Amount	\$142,000 (repeat expenditure)	Source	LCFF	Budget Reference	Classified Salaries; attendance office salaries	Amount	\$147,736 (repeat expenditure)	Source	LCFF	Budget Reference	Classified Salaries; attendance office salaries
Amount	\$40,000 (repeat expenditure)	Source	LCFF	Budget Reference	Classified Salaries; intervention	Amount	\$40,000 (repeat expenditure)	Source	LCFF	Budget Reference	Classified Salaries; intervention
Amount	\$30,000 (repeat expenditure)	Source	LCFF	Budget Reference	Services and Other Operating Expenses; infinite campus	Amount	\$30,000 (repeat expenditure)	Source	LCFF	Budget Reference	Services and Other Operating Expenses; infinite campus
Amount	\$15,000 (repeat expenditure)	Source	LCFF	Budget Reference	Services and Other Operating Expenses; transportation	Amount	\$15,000 (repeat expenditure)	Source	LCFF	Budget Reference	Services and Other Operating Expenses; transportation
Amount	\$24,750 (repeat expenditure)	Source	LCFF	Budget Reference	Certificated Salaries; summer school teachers	Amount	\$24,750 (repeat expenditure)	Source	LCFF	Budget Reference	Certificated Salaries; summer school teachers
Amount	\$5,850 (repeat expenditure)	Source	LCFF	Budget Reference	Books and Supplies; textbooks and instructional materials	Amount	\$5,850 (repeat expenditure)	Source	LCFF	Budget Reference	Books and Supplies; textbooks and instructional materials

Amount	\$35,000 (repeat expenditure)	Palisades Charter High School - Special Board Meeting - Agenda - Saturday August 26, 2017 at 9:00 AM	Amount	\$36,414 (repeat expenditure)	
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; attendance office benefits	Budget Reference	Employee Benefits; attendance office benefits	Budget Reference	Employee Benefits; attendance office benefits
Amount	\$8,250 (repeat expenditure)	Amount	\$8,250 (repeat expenditure)	Amount	\$8,250 (repeat expenditure)
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; summer school teachers - benefits	Budget Reference	Employee Benefits; summer school teachers - benefits	Budget Reference	Employee Benefits; summer school teachers - benefits

Goal 9

School will maintain a low (under 2.5%) suspension rate and maintain less than a 1% expulsion rate.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need:

Some students are suspended for more than 2 days in a year and lose instruction

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of days students are suspended & number of students expelled	62 different students suspended for a total of 128 days. Zero expulsions.	62 different students suspended for a total of 128 days.	62 different students suspended for a total of 128 days.	62 different students suspended for a total of 128 days.

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
Locations:	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _ <input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Discipline Deans staffing Discipline and expulsion records	Discipline Deans staffing Discipline and expulsion records	Discipline Deans staffing Discipline and expulsion records

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$330,000 (repeat expenditure)	Amount: \$330,000 (repeat expenditure)	Amount: \$330,000 (repeat expenditure)
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Certificated Salaries;	Budget Reference: Certificated Salaries;	Budget Reference: Certificated Salaries;

	3 certificated dean	Palisades Charter High School - Special Board Meeting - Agenda - Saturday August 26, 2017 at 9:00 AM	3 certificated deans - salaries
Amount	\$110,000 (repeat expenditure)	Amount	\$110,000 (repeat expenditure)
Source	LCFF	Source	LCFF
Budget Reference	Employee Benefits; 3 certificated deans - benefits	Budget Reference	Employee Benefits; 3 certificated deans - benefits

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Counseling services including crisis counselor/consultant and Educationally Related Mental Health Services. Counseling participation rates, Improved completion and drop-out rates	Counseling services including crisis counselor/consultant and Educationally Related Mental Health Services. Counseling participation rates, Improved completion and drop-out rates	Counseling services including crisis counselor/consultant and Educationally Related Mental Health Services. Counseling participation rates, Improved completion and drop-out rates

BUDGET EXPENDITURES

2017-18		2018-19		2019-20	
Amount	\$144,062 (repeat expenditure)	Amount	\$144,062 (repeat expenditure)	Amount	\$144,062 (repeat expenditure)
Source	Other State Revenues	Source	Other State Revenues	Source	Other State Revenues
Budget Reference	Certificated Salaries; school psychologist and social	Budget Reference	Certificated Salaries; school psychologist and social	Budget Reference	Certificated Salaries; school psychologist and social

	worker - salaries	Palisades Charter High School - Special Board Meeting - Agenda - Saturday August 26, 2017 at 9:00 AM	worker - salaries
Amount	\$36,016 (repeat expenditure)	Amount	\$36,016 (repeat expenditure)
Source	Other State Revenues	Source	Other State Revenues
Budget Reference	Employee Benefits; school psychologist and social worker - benefits	Budget Reference	Employee Benefits; school psychologist and social worker - benefits

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> Specific Student Group(s): _
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _	<input type="checkbox"/> Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Link students with behavior challenges to adult mentors to develop positive, alternative behaviors.	Link students with behavior challenges to adult mentors to develop positive, alternative behaviors.	Link students with behavior challenges to adult mentors to develop positive, alternative behaviors.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$0 (repeat expenditure)	Amount: \$0 (repeat expenditure)	Amount: \$0 (repeat expenditure)
Source: LCFF	Source: LCFF	Source: LCFF
Budget Reference: Certificated Salaries; Covered in other areas of the LCAP	Budget Reference: Certificated Salaries; Covered in other areas of the LCAP	Budget Reference: Certificated Salaries; Covered in other areas of the LCAP

Goal 10

School will explore additional funding to reduce expenses & costs focused High Needs Students & Families. Funding will also address low performing students in all categories

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8

COE 9 10

LOCAL

Identified Need:

Identify and obtain revenue outside of State Funding to reduce reliance on annual State Budget.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Fundraising Revenue	\$250,000	\$300,000	\$400,000	\$500,000

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
School will dedicate funding efforts to address transportation costs and alternative methods	School will dedicate funding efforts to address transportation costs and alternative methods	School will dedicate funding efforts to address transportation costs and alternative methods

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
Amount: \$75,000 (repeat expenditure)	Amount: \$76,500 (repeat expenditure)	Amount: \$78,030 (repeat expenditure)
Source: Other Local Revenues	Source: Other Local Revenues	Source: Other Local Revenues
Budget Reference: Classified Salaries;	Budget Reference: Classified Salaries;	Budget Reference: Classified Salaries;

	Development Director	Palisades Charter High School - Special Board Meeting - Agenda - Saturday August 26, 2017 at 9:00 AM	Development Director
Amount	\$18,750 (repeat expenditure)	Amount	\$18,750 (repeat expenditure)
Source	Other Local Revenues	Source	Other Local Revenues
Budget Reference	Employee Benefits; Development Director - benefits	Budget Reference	Employee Benefits; Development Director - benefits

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to support PCHS efforts to on-going efforts to provide 1:1 Technology devices in the hands of all students	Continue to support PCHS efforts to on-going efforts to provide 1:1 Technology devices in the hands of all students	Continue to support PCHS efforts to on-going efforts to provide 1:1 Technology devices in the hands of all students

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: All Students with Disabilities Specific Student Group(s): _

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: English Learners Foster Youth Low Income

Scope of Service: LEA-wide Schoolwide OR Limited to Unduplicated Student Group(s)

Locations: All Schools Specific Schools: _ Specific Grade Spans: _

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Fundraise to provide on-going support for Math and increasing test scores. Math assistants identified as primary recipient of these funds.	Fundraise to provide on-going support for Math and increasing test scores. Math assistants identified as primary recipient of these funds.	Fundraise to provide on-going support for Math and increasing test scores. Math assistants identified as primary recipient of these funds.

Goal 11

Improve student achievement in math for lowest achieving subgroups.

State and/or Local Priorities Addressed by this goal:

STATE 1 2 3 4 5 6 7 8
 COE 9 10
 LOCAL

Identified Need:

Not all subgroups are performing equally well in math standardized testing.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Math SBAC	Latino 28% (Met/ exceeded) Black 26% (Met/ exceeded) SPED 15% (Met/exceeded)	Increase subgroup met/exceed %'s	Increase subgroup met/exceed %'s	Increase subgroup met/exceed %'s

Complete a copy of the following table for each of the LEAs Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
	<input type="checkbox"/> Specific Student Group(s): _	
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served:	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth
	<input type="checkbox"/> Low Income	
Scope of Service:	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide
	OR	<input type="checkbox"/> Limited to Unduplicated Student Group(s)
Locations:	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: _
	<input type="checkbox"/> Specific Grade Spans: _	

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide both in-class and out-of-class math interventions, such as math paraprofessionals and Math Lab. Provide target interventions. Work with programs, such as TVN, Fuerza Unida, DLA, and PIQE, as well as student groups, such as BSU, LSU and Link Crew, to provided target support and intervention.	Provide both in-class and out-of-class math interventions, such as math paraprofessionals and Math Lab. Provide target interventions. Work with programs, such as TVN, Fuerza Unida, DLA, and PIQE, as well as student groups, such as BSU, LSU and Link Crew, to provided target support and intervention.	Provide both in-class and out-of-class math interventions, such as math paraprofessionals and Math Lab. Provide target interventions. Work with programs, such as TVN, Fuerza Unida, DLA, and PIQE, as well as student groups, such as BSU, LSU and Link Crew, to provided target support and intervention.

BUDGET EXPENDITURES

2017-18	2018-19	2019-20
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Amount	\$98,000	Source	College Readiness Block Grant	Amount	\$0	Source	College Readiness Block Grant	Amount	\$0	Source	College Readiness Block Grant
Budget Reference	Classified Salaries; Math Paraprofessionals salary	Budget Reference		Budget Reference		Budget Reference		Budget Reference		Budget Reference	
Amount	\$24,500	Source	College Readiness Block Grant	Amount	\$0	Source	College Readiness Block Grant	Amount	\$0	Source	College Readiness Block Grant
Budget Reference	Employee Benefits; Math Paraprofessionals benefits	Budget Reference		Budget Reference		Budget Reference		Budget Reference		Budget Reference	
Amount	\$3,000 (repeat expenditure)	Source	College Readiness Block Grant	Amount	\$3,000 (repeat expenditure)	Source	LCFF	Amount	\$3,000 (repeat expenditure)	Source	LCFF
Budget Reference	Books and Supplies; Link Crew Supplies	Budget Reference		Budget Reference	Books and Supplies; Link Crew Supplies	Budget Reference		Budget Reference	Books and Supplies; Link Crew Supplies	Budget Reference	
Amount	\$0 (repeat expenditure)	Source	Other State Revenues	Amount	\$0 (repeat expenditure)	Source	Other State Revenues	Amount	\$0 (repeat expenditure)	Source	Other State Revenues
Budget Reference	Certificated Salaries; mathlab tutors - covered in other areas of LCAP	Budget Reference		Budget Reference	Certificated Salaries; mathlab tutors - covered in other areas of LCAP	Budget Reference		Budget Reference	Certificated Salaries; mathlab tutors - covered in other areas of LCAP	Budget Reference	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year



2017-18



2018-19



2019-20

[Estimated Supplemental and Concentration Grant Funds:](#)

\$1,538,368

[Percentage to Increase or Improve Services:](#)

6.22%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Services for un-duplicated pupils will increase by 6.22% through the implementation of parent outreach programs to increase parent involvement, the increase in English language proficiency among our English Learner population, and increased access to participation and success in high rigor courses. Other actions/services identified under school-wide but mainly targeting the un-duplicated population is the improvement in student achievement in math.

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Coversheet

Review LSTP 2014-2015

Section:	II. Governance
Item:	F. Review LSTP 2014-2015
Purpose:	Discuss
Submitted by:	
Related Material:	LTSP 2014-15.pdf

Note: The PCHS Long Term Strategic Plan is a fluid document and will always be a work in progress adapting to current school needs. The need for a schoolwide long term strategic plan was identified in two WASC accreditation action plans (2006-07 and 2011-12) and was developed during the spring of 2012 by a broad group of stakeholders. The Long Term Strategic Planning Committees meet monthly to review and revise the plan based on school progress and needs.



PCHS Mission Statement

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

Long Term Strategic Plan 2012-2015

In the PCHS Action Plan, the school has chosen to focus on five broad goals that have emerged in committee, department and board meetings as well as in WASC Focus Group, Academic Achievement Team and Administrative Leadership Team discussions. These objectives are also identified in our WASC Action Plan and school-wide goals and emerging strategic plan.

- | | |
|--|----------------|
| I. Academic Achievement, Accountability, and Innovation | pages 2 - 36 |
| II. Family and Community | pages 37 - 43 |
| III. Facilities | pages 44 - 75 |
| IV. Technology | pages 76 - 87 |
| V. Finance and Fundraising | pages 88 - 104 |

I. ACADEMIC ACHIEVEMENT, ACCOUNTABILITY, AND INNOVATION

GOALS

- A. Demonstrate continuous growth in academic achievement across all student groups.
- B. Strengthen the Pyramid of Intervention Response to Intervention (RtI) model offered at PCHS.
- C. Refine Professional Learning Communities already established at PCHS.
- D. Establish Structure for Teacher Professional development and support.

Goal A: Demonstrate continuous growth in academic achievement across all student groups

By 2015, all subgroups will make yearly progress as measured by state and school benchmarks

- All 10th graders will meet all Adequate Yearly Progress (AYP) targets.
- All subgroups will meet Academic Performance Index (API) growth targets or improve by 10 points.
- All courses assessed by the CST will improve the percentage of students scoring proficient or advanced.
- Once baseline data is established for benchmark assessments, the percentage of students who scored proficient (as defined by each PLC) will improve.
- Reduce the number of students earning one or more FAIL by 15%. (Determine 20 week- yearly?) (10 week to 20 week?)

Rationale: Since the last PCHS WASC review, the school has worked to address the goal of meeting the academic needs of all learners. However, in spite of efforts to close the achievement gap at PCHS, this remains an ongoing challenge. The pressing need to ensure that all students are meeting academic goals is critical to PCHS this year as the school works to move beyond Program Improvement status. PCHS seeks to address the needs of the “invisible” students who have been historically underrepresented in PCHS intervention programs. Historically, this population has been identified as Reclassified Fluent English Proficient (RFEP) students.

Expected School-wide Learning Results Addressed: Core Learning, Critical Thinking, Communication, and Community

Ways of Assessing Progress: Analysis of CST, CAHSEE, AP, CELDT test results; annual API, AYP scores; disaggregated classroom data; PLC formative and summative assessments; disaggregated data on test scores; enrollment in Honors, AP and other advanced academic classes; SAT and ACT scores and college acceptance data, and surveys.

Proposed Strategies/Tasks:

1. Develop and implement a long-term strategic plan.
2. Develop a means of using available data to identify and address the needs of students who are historically under represented within current support systems, which do not always address all failing students or EL students.
3. Develop a school-wide protocol for review in assessment data and systematically identifying instructional response.
4. Implementation of a current, integrated student information system providing more feedback to parents and students beyond grade reports.
5. Provide continuous professional development focused on student achievement, especially for our targeted populations.
6. Establish dedicated time for professional development and PLC/SLC/departmental collaboration within the weekly bell schedule.
7. Develop and implement clear policies, including a modified personnel evaluation tool to assist in providing meaningful feedback to teachers to support student achievement.
8. Align departmental grading policies.*
9. Implement a 4-year plan for students, beginning at the 9th grade level.
10. Align PCHS graduation requirements to the UC/CSU A-G requirements.*
11. Better prepare all students to meet the prerequisite needs for AP and Honors courses and provide the necessary mentoring to encourage students to enroll in these courses.
12. Provide Special Education students with appropriate access to college-preparatory courses and post-transitional preparation.
13. Development abridge between the Special Education RSP teachers and the General Education teachers allowing for more open communication and collaboration.
14. Implement real world experiences within classroom instruction.*
15. Articulate and communicate with PCHS feeder schools about preparation for high school, A-G requirements, and 9th grade academic programs, such as SLC's. (see appendix A for feeder outreach calendar.)

*Currently not addressed – Focal areas for 2014-15

GOAL A: PCHS will demonstrate continuous growth in academic achievement across all student groups.

Strategy/Task 1: Develop and implement a long-term Strategic Plan.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR AND REPORT PROGRESS
1. Strategic planning meeting with stakeholder representatives to review plan	Ongoing- July, November, April	Executive Director and Principal and Director of Student Achievement	Release time for teachers; facilitator	Report to Board and Administrative Team at annual Board retreat in August, December/January and May
2. Monthly monitoring meetings with stakeholder groups to assess progress towards meeting goals set forth in the LTSP	Ongoing, Monthly	LTSP Academic Committee; AA Team; Executive Director and Principal	Meeting time	Committee report to Board

Strategy/Task2: Develop means of using available data to identify and address the needs of students who are historically underrepresented within current support systems, which do not always address all failing students or EL students.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR AND REPORT PROGRESS
1. Adopt an English Language Learner Master Plan	Fall 2012	Ex. Dir. & Principal AP of Student Services EL Coordinator	LAUSD and Office of Civil Rights, CALPADS, Home Language Surveys, Infinite Campus, District and County Professional Development, On-site PD	Charter Office Visits EL Master Plan Documentation
2. Identify students by reviewing standardized assessment data and grades at the beginning of each school year and at the end of each semester grading period.	August 2012 and ongoing	EL Coordinator Data Coordinator	Home Language Surveys, CAHSEE, CSTs, ELA grades, CALPADS data	Infinite Campus, ELL Compliance Monitoring Forms, Student Data Folders
3. Identify and offer mentoring and intervention opportunities within the school day; Offer Support classes (CAHSEE Prep and ELL Support Classes).	August 2012 and ongoing	Ex. Dir. & Principal Admin. Team Department Chairs, staff	Bell schedule/Master Schedule and Monies for additional intervention classes, staff	Faculty office hours Intervention schedule Lesson plans that incorporate intervention ELL Compliance Monitoring Forms
4. Identify and offer alternative programs for students who need credit recovery options such as a distance learning model or enrollment in the Temescal Academy SLC	June 2012 - ongoing	Ex. Dir. & Principal Admin. Team	Acellus program Training for staff Credit Recovery Program	Student logs Enrollment Paperwork Program completion Data

Strategy/Task3: Develop a school-wide protocol for reviewing assessment data and systematically identifying instructional response

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR AND REPORT PROGRESS
<p>1. Provide extensive training for site administrators and the data support staff on data literacy. The training should include: -Accountability Literacy -Assessment Literacy</p>	<p>August 2012- ongoing</p>	<p>Ex. Dir. & Principal Admin Team Data Coordinator</p>	<p>Trainer w/data expertise Consultant fee</p>	<p>Completed training Data Reports</p>
<p>2. Establish training that combines the technical aspects about how to extract data from the system with the data team process of formulating and implementing an instructional solution to identify learning shortfalls. The training should include: -Data Analysis Protocol -Synthesis of Administrative, Academic Team and Instructional Responses</p>	<p>August 2012 - ongoing</p>	<p>Ex. Dir. & Principal, Site Administrators, Data Coordinator Technology Supervision Data Support Staff, Academic Achievement Team</p>	<p>Trainer w/data expertise Consultant fee Infinite Campus</p>	<p>Completed training Data Extraction and Review Schedule School-wide plan Instructional plan to identify and address learning shortfalls</p>

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR AND REPORT PROGRESS
<p>3. Establish training at the beginning of each school year to teach new administrators and teachers in the use of the identified assessment and accountability system. Build a “refresher” into the training to help administrators, coordinators, coaches, PLC /SLC leaders, and teachers stay current on data analysis protocols.</p>	<p>August 2014 and ongoing</p>	<p>Ex. Dir. & Principal Site Administrators Academic Achievement Team PLC/SLC leaders</p>	<p>Professional Development Infinite Campus Mastery Manager Schoolology Data Analysis Protocols</p>	<p>PD schedule for administrators, coordinators, coaches, PLC/SLC leaders, and teachers</p>
<p>4. Administrators, Academic Achievement Team, PLC /SLC leaders, and teachers work collaboratively to develop school-wide data analysis protocols. The protocols will address: -Data collection -School-wide needs -Individual student needs</p>	<p>December 2012; ongoing</p>	<p>Ex. Dir. & Principal Administrators Academic Achievement Team Department Chairs PLC Leaders Staff</p>	<p>Infinite Campus Mastery Manager Schoolology</p>	<p>Data Analysis Protocols; Implementation of protocol to identify students who need assistance and action plans for specific students</p>
<p>5. Establish a system to hold PLCs/teachers accountable for using the data process/protocol during collaborative time.</p>	<p>January 2013, ongoing (after PLC curriculum is aligned)</p>	<p>Ex. Dir. & Principal Administrators Academic Achievement Team PLC/SLC Coordinators Data support staff</p>	<p>Data Protocols & Rubrics</p>	<p>Documentation of protocol outcomes (PLC Notebook, Mastery Manager Reports, Infinite Campus Gradebooks)</p>

Strategy/Task4: Implementation of a current, integrated Student Information System (SIS) providing more feedback to parent and students beyond grade reports.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR AND REPORT PROGRESS
1. Assemble a committee to explore potential integrated student data systems that provide the features that are essential for PCHS. Use a compatibility matrix to narrow options to three systems.	Completed February 2012	Ex. Dir. & Principal SIS Search Committee	Time to meet Consultation w/systems representatives	Meeting schedule Compatibility matrix
2. Involve staff from all departments, parents, and students in the evaluation of three most desirable systems identified through a metric design to rank the systems.	Completed March 2012	Ex. Dir. & Principal SIS Search Committee	Time to meet Consultation w/systems representatives	Responses to analysis metric
3. Launch fundraising campaign to fund purchase of the integrated student data management system.	Completed March 2012	Ex. Dir. & Principal Marketing and Development Consultant	Publicity through mail, email, website, and events	Accounting of fund raising efforts
4. Provide training for all SIS system users.	Completed January 2013	Ex. Dir. & Principal Infinite Campus Consultant	Professional Development	Training schedule
5. Continue Infinite Campus, Mastery Manager, and Schoology professional development	Ongoing	Technology Supervisor, Academic Achievement Team, and Infinite Campus Consultant	Professional Development	Training schedule
6. Integration of Infinite Campus with Schoology and Mastery Manager	Ongoing	Technology Supervisor Data Coordinator SIS Coordinator Infinite Campus Consultant	Professional Development	Training schedule

Strategy/Task5: Provide continuous professional development focused on student achievement, especially for our targeted populations.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR AND REPORT PROGRESS
1. Develop a clearly focused PD plan that takes into consideration: a. the instructional needs of the school based on student performance. b. criteria for determining the need for teacher/department PD.	Ongoing	Ex. Dir. & Principal Admin. Team Academic Achievement Team	Staff surveys (certificated and classified) Achievement data	PD plan aligned to instructional needs and determined criteria APPENDIX
2. Ensure that when PD mandated is timely and relevant to school needs.	Ongoing	Ex. Dir. & Principal Admin. Team Academic Achievement Team	Annual PD calendar	PD agendas Post PD surveys
3. Ensure that when PD is provided, that there is a system for follow-up, support, and coaching as well as a system to monitor implementation of PD strategies and a system to hold teachers accountable.	Ongoing	Ex. Dir. & Principal Admin. Team Academic Achievement Team	Time to provide coaching and follow-up Staff/Instructional coaches/Pali Pals	Follow-up meeting schedule Academic Achievement Office calendar
4. Provide training for administrators to assist them in developing and applying systems to monitor the implementation of professional development and to ensure that monitoring systems are consistent.	Ex. Dir. & Principal Admin Team Human Resources Director		Professional development/workshops Monitoring/feedback protocol	Training schedules PD agendas/programs

Strategy/Task 6: Establish dedicated time for professional development and PLC/SLC/departmental collaboration within the weekly bell schedule.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR AND REPORT PROGRESS
1. Analyze the current bell schedule and alternative bell schedules to determine how time can be allocated to provide weekly collaboration opportunities.	2012-2013	Ex. Dir. & Principal Admin. Team	Time to meet Potential bell schedules Protocol for review	Completed comparison matrix
2. Convene a stakeholder committee to develop recommendations for schedule.	2012-2013 Still Need	Ex. Dir. & Principal Stakeholder committee	Time to meet Potential bell schedules Protocol for review	Committee recommendations
3. If committee proposal involves changes to working conditions, negotiate changes with collective bargaining units.	Still Need	Ex. Dir. & Principal Collective Bargaining Tea	Time to meet Resources depend negotiated terms	Negotiated terms and agreement
4. Seek PCHS Board approval for recommended changes.	Still Need	Ex. Dir. & Principal	Time to meet Bell schedule proposal	Meeting agenda and minutes

Strategy/Task 7: Develop and implement clear policies, including a modified personnel evaluation tool to assist in providing meaningful feedback to teachers to support student achievement.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR and REPORT PROGRESS
1. Assemble a stakeholder committee to select potential evaluation tools that fit the needs of PCHS.	Begin in April 2012	Ex. Dir. & Principal Stakeholder committee	Time to meet Evaluation tools	Completed comparison matrix Committee recommendations
2. Work with UTLA's negotiating team to approve the evaluation tool.	2012 - November 2013	Ex. Dir. & Principal Collective bargaining teams	Time to meet Resources depend on negotiated terms	Negotiated terms and agreement
3. Seek PCHS Board approval for new evaluation tool.	2012 - November 2013	Ex. Dir. & Principal	Time to meet Training materials including evaluation tool	Training schedule
4. Train all administrators and teachers on the use of the new evaluation tool with developed monitoring protocols.	November 2013-ongoing	Ex. Dir. & Principal Human Resources Director	Time to meet Evaluation instrument proposal	Meeting agenda and minutes

Strategy/Task 8: Align departmental grading policies.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR AND REPORT PROGRESS
1. Analyze and reflect on student assessment data in order to guide instruction and grading practices/distribution.	June 2012-ongoing	Ex. Dir. & Principal Admin. Team Data Coordinator Department Chairs, PLCs, and teachers	PLC meetings Student assessment data Training Examples of grading scales	Meeting minutes
2. Develop a common departmental grading criteria complete with percentage breakdowns for course-alike sections.	June 2012-ongoing	Ex. Dir. & Principal Admin. Team AA Team PLC Leaders Department Chairs/all teachers	PLC meetings Training	Common grading criteria Course syllabi
3. Identify essential content standards, common core standards and practices for every course and incorporate into pacing guides.	September 2012-ongoing	Ex. Dir. & Principal Admin. Team AA Team PLC Leaders PLCs	PLC meetings Training Data	PLC notebooks Course syllabi
4. Develop common expectations (proficiency levels/rubrics) for courses and common benchmark assessments and performance tasks aligned to standards.	September 2012	Ex. Dir. & Principal Admin. Team AA Team PLC Leaders PLCs/SLCs	PLC meetings Grades Training	Course syllabi Common Assessments Performance Tasks Analysis reports

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR AND REPORT PROGRESS
5. Establish baseline data for benchmarks assessments and performance tasks. Identify growth targets.	September 2012	Ex. Dir. & Principal Admin. Team PLCs/SLCs/all teachers	Analysis report	Baseline data and growth Assessment Targets
6. Analyze end-of the-year grades and align with final Common Assessment Data and Common Core data.	September 2012-ongoing	Ex. Dir. & Principal Admin. Team Academic Achievement Team	PLC Notebooks Grades	Analysis reports

Strategy/Task 9: Implement a 4-year plan for students, beginning at the 9th-grade level.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR AND REPORT PROGRESS
1. Counseling department will develop a timeline to begin working with 9 th graders and their families to develop the 4-year plan for each student.	Started October 2012-ongoing	Ex. Dir. & Principal AP Counseling Counselors	Time to meet SLCs	Minutes from meetings
2. Inform students and parents of 4-year plan.	Started March 2012-ongoing	Ex. Dir. & Principal AP Counseling Counselors	Letters/postage Recorded phone message Website	Completed mailing and publicity
3. Schedule initial time to meet with students and parents as well as determine annual follow-up schedule.	Started March 2012-ongoing	Ex. Dir. & Principal AP Counseling Counselors	Time to meet 4-year plan	Sign in sheets Completed 4 year plans
4. Identify method to track student success and college-going rates that are related to the 4-year plan	Started October-ongoing Note: Data collection June 2017	Ex. Dir. & Principal AP Counseling Counselors College Center	Time to meet Percentage of students completing A-G requirements Infinite Campus	Increase in percentage of students completing A-G requirements Increase in percentage of students going to college and university Infinite Campus Reports

Strategy/Task 10: Align PCHS graduation requirements to the UC/CSU A-G requirements.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR AND REPORT PROGRESS
1. PCHS Board of Trustees Resolution to align PCHS graduation requirements with UC/CSU A-G requirements	Feb 2012	Ex. Dir. & Principal Admin. Team Counselors	Information about approaches used by other schools that have aligned graduation requirements with A-G courses	Committee report
2. Assemble a stakeholder committee to analyze current PCHS graduation requirements, UC/CSU A-G requirements, and to assess the benefits and costs of changing the school's requirements.	January 2014	Ex. Dir. & Principal Admin. Team Counselors	Time for informational meetings Letters/mailings/email/ Phone calls	Meeting agenda and minutes
3. Stakeholder committee Alignment Plan with recommended changes pending future Board approval.	June 2014	Ex. Dir. & Principal Admin. Team		Alignment Plan

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR AND REPORT PROGRESS
4. Inform all parents and students of new graduation requirements beginning with the incoming 9 th grade class.	ongoing	Ex. Dir. & Principal Admin. Team Counselors	UC/CSU Proposal	Infinite Campus, letters, mailings, phone, class records
5. Update course offerings and submit/resubmit to UC/CSU for approval.	ongoing	Admin. Team Director of Counseling Teachers		PCHS Course Offerings

Strategy/Task 11: Better prepare *all* students to meet the prerequisite needs for AP and Honors courses and provide the necessary mentoring to encourage students to enroll in these courses.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR AND REPORT PROGRESS
1. Departments will meet annually in vertical teams to facilitate transition from course to course or grade level to grade level and identify prerequisite requirements.	2012-ongoing	Ex. Dir. & Principal Admin. Team Academic Achievement Team PLC Leaders Academic departments	Department Meeting	Meeting agendas & minutes; Curriculum maps and Pacing Plans
2. Frequently communicate Honors/AP prerequisite requirements to students and parents beginning in 8 th grade informational sessions.	Jan 2013 meeting Jan 2014 meeting	Ex. Dir. & Principal Admin. Team Counselors	Prerequisite List Curriculum map	Meeting agendas & minutes
3. Provide mentoring opportunities and support for students to enter Honor/AP courses.	2012-ongoing	Ex. Dir. & Principal Admin. Team Academic Departments Teachers	Office Hours AP Information Presentations AP Prep Class	Schedule of mentoring opportunities Student sign-in sheet
4. Honors/AP Info Meeting Parent Night	Ongoing March 2014	Counseling Dpt. AP Teachers	AP Information Presentations AP Prep	Agenda Sign-in Sheet

Strategy/Task 12: Provide Special Education students with appropriate access to college-preparatory courses and post-transitional preparation.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR AND REPORT PROGRESS
1. Provide PD to general education teachers in disability awareness and differentiated instruction	Ongoing (1x/year)	Ex. Dir & Principal AP SSS Special Ed Department	Faculty Meeting or PD	Sign in sheets Meeting agenda PD assessments
2. Offer alternative instructional methods, i.e. distance learning	Established September 2013	Ex. Dir. & Principal AP SSS/AP Counseling Admin Team Independent Study Coordinator	Learning Lab; Distance Learning; Independent Study	Student transcripts
3. Provide PD for teachers to support students in college prep math courses	January 2014	Ex. Dir. & Principal AP SSS Math Department Special Education Department	Special Education Funding	Workshops Evidence Conference Forms

Strategy/Task 13: Develop a bridge between the Special Education RSP teachers and the General Education teachers allowing for more open communication and collaboration.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR AND REPORT PROGRESS
1. Pair RSP with PODs	August 2012-ongoing	Ex. Dir. & Principal AP SSS/AP Counseling	Common planning time Admin collaboration	Caseload/POD student roster
2. Strategically schedule Sp. Ed. students	ongoing	AP SSS/AP Couns/Sp. Ed. Case Carriers	Time for collaboration between Sp. Ed. and counselors	Student schedules and grades
3. Embed Sp. Ed. teachers in PLCs.	ongoing	Admin. Team	Time/calendar	Sign-in sheets
4. Allocate dedicated space and staff for students to work in small groups and test in alternative settings.	August 2013 completed	Ex. Dir. & Principal Admin. Team Director of Operations	Learning Center	Effective testing procedures/test/ student sign in and out
5. Establish consistent procedure for implementing accommodations (testing implementation in resource rooms, etc.)		AP SSS Special Ed Department Staff		

Strategy/Task 14: Implement Common Core, technology, college, and career experiences within classroom instruction.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR AND REPORT PROGRESS
1. Embed Common Core Standards into curriculum and instruction.	2013-ongoing	PLCs Teachers	Technology Supervisor PLC Meetings	PLC Notebooks
2. Provide students with access to courses, field trips and assemblies that provide real-world career experiences, or schedule guest speakers to visit existing courses	2013-ongoing	Ex. Dir. and Principal Admin. Team Career Advisor Academic Departments Student Unions Teachers	ROP and CTE teachers Tech Ed Teachers TVN/FuerzaUnida Career Center	Guest Speaker Calendar Course Offerings Assembly Agendas Career Fair Artifacts
3. Create Makers' Space (see appendix X)	Spring, 2014	Technology Supervisor Admin Team Director of Operations	Makers' Space-J123 Teachers	Course Syllabus Makers' Space Calendar
4. Technology PD for teachers	ongoing	AA Team	PD workshops Student, Parent and Teacher presentations	PD schedule and agendas

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR AND REPORT PROGRESS
<p>5. Establish technology proficiency/graduation requirements</p> <p>6. College Center outreach to students, parents and teachers</p>	<p>Ongoing</p>	<p>TechEd Teachers Technology Supervisor CUE/Tech teachers TechEd Teachers College Center Staff Teachers</p> <p>College Center</p>	<p>Student, Parent and Teacher presentations</p> <p>PD workshops Student, Parents and Teacher presentation</p>	<p>Emails College Fair</p>

Strategy/Task 15: Articulate and communicate with PCHS feeder schools about preparation for high school, A-G requirements, and 9th grade academic programs, such as SLC's.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR AND REPORT PROGRESS
1. Coordinate 8th grade parent meetings for parents of Paul Revere MS students and other feeder schools.	2012 and ongoing	Ex. Dir. & Principal Admin. Team	Time to meet Parent contact information	Meeting agendas Emails Outreach Calendar
2. Facilitate meetings between PCHS and PRMS job-alike positions (administrators, counselors, academic departments)	2012 and ongoing	Ex. Dir. & Principal Admin. Team	Time to meet	Meeting agendas

GOAL B: Strengthen the Pyramid of Intervention Response to Intervention model offered at PCHS
PCHS will identify students and subgroups that are at risk or struggling to meet standards/benchmarks and provide appropriate and timely prevention/intervention using the RtI model.

Rationale: All PCHS students will be provided with opportunities to reach their full potential. Students who need additional academic support to be successful at PCHS will be identified and provided with intervention options. In addition, PCHS is identified as a Program Improvement school. To exit PI 2, PCHS targeted students must demonstrate academic growth for two consecutive years.

Expected School-wide Learning Results Addressed: Core Learning, Critical Thinking, Communication, and Community

Ways of Assessing Progress: Identification and involvement of students in need of academic support, increased participation in RtI model and all support programs, improvement in student achievement across all grades and especially in 9th grade, established distance learning program and learning center

Proposed Strategies/Tasks:

Refine the Pyramid of Intervention/Response to Intervention model through:

1. Continued support of *The Village Nation* and *Fuerza Unida* in addressing the achievement gap
2. Expand the 9th-grade orientation program
3. Increase the Tier 1 (in the classroom) and Tier 2 (outside of the classroom) intervention strategies
4. Analysis of the effectiveness of Pyramid of Intervention programs and PLC intervention strategies
5. Implement the English Learner Master Plan to support EL/LTEL/RFEP students.
6. Incorporate recommendations of the Academic Integrity Task Force schoolwide.

ACTION PLAN GOAL B: Strengthen the Pyramid of Intervention Response to Intervention model offered at PCHS.

Strategy/Task 1: Continued support of *The Village Nation* and *Fuerza Unida* in addressing the achievement gap.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR AND REPORT PROGRESS
1. Identify and refine annual expectations/outcomes	2013/ongoing	Administration Coordinators Elders & Madrinas	Coordinator Stipend Coordinator Auxiliary Case Carrier Stipend Sub Coverage for Madrinas and Elders	Minutes/Goals Participant sign-in sheets
2. Create /offer parent meetings, parent committees, and parent classes (PIQE)	2014	AA Team Teachers		Calendar Agenda/Minutes Participant sign-in sheets
3. Schedule student programs and field trips	2012-ongoing	Administration Coordinators Elders & Madrinas AA Team Teachers		Agendas Calendar
4. Peer Mentoring		Students		Agendas/Minutes

Strategy/Task 2: Expand the 9th-grade orientation program.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR AND REPORT PROGRESS
1. Expand schedule (2 days?) 2. Training of teachers and student leaders	Spring 2014 Aug 2014	Administrators AA Team Teachers Student Leaders Academic Integrity Task Force (AITF) Technology Supervisor	Training of 9th-grade orientation teachers and student leaders Transport of 9th graders	Orientation schedule Participant sign in

Strategy/Task 3:Increase the Tier 1 (in the classroom) and Tier 2 (outside of the classroom) intervention strategies

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR and REPORT PROGRESS
1. Build Learning Lab for Special Education Students	Completed 2013	Ex. Dir. & Principal AP SSS/RSP	Computers Dedicated space RSP/Sp. Ed.. TA	Pre- and Post-intervention data Attendance Roster
2. Develop a more structured EL Support class	2012-ongoing	AP Counseling Counselors Teachers Data Coordinator EL Coordinator	Staff; curriculum (study skills, remedial support, orientation)	Reports PLC Agendas/Minutes
3. Create a Peer Mentor Program	2014	Ex. Dir. & Principal AA Team Teachers Tutoring Coordinator Students	Meeting time	Agendas/Minutes
4. Develop Strategic Remediation	2014	Admin. Team AA Team Teachers Tutoring Coordinator SST Coordinators	On going	Agendas/Minutes

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
5. Continue to offer and refine programs such as Literacy, Essentials of Math, MESA, CAHSEE Prep Class, SST Counseling Office Support (COS), Tutorials, Study Center tutoring, Temescal Academy	Ongoing	Admin. Team AA Team Counselors Tutoring Coordinator Temescal Director Literacy Coordinator	Created 2012	Master Schedule Data Reports PLC Minutes
6. Develop Distance Learning Options (including Independent Study) for Credit Recovery, Credit or Enrichment	Created 2012	Admin. Team Distance Learning Coordinator	Ongoing	Data Reports
7. Support Small Learning Communities (SLC), Professional Learning Communities (PLC) in implementing interventions	Ongoing	Admin. Team AA Team NBC Teachers Teachers	2013-ongoing	PCL and SLC Agendas and Minutes

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
7. EL Master Plan mentoring and monitoring (of students by staff)	2013-ongoing	Admin. Team EL Coordinator Staff	PD Conferences	EL Notebook
8. Training of teachers in intervention strategies	2012-on-going	Admin. Team AA Team Teachers		Meeting Agendas and Minutes Conference Requests
9. Teachers implement intervention strategies	2012-on-going	Admin. Team AA Team Teachers		Teacher Observations
10. Refine Crisis Team Protocols	November 2013-on-gong	Crisis Team (Counseling Office, School Psychologist, Director of Student Support Services, Director of Counseling, School Nurse)		

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
11. Establish auxiliary mental health services- addition of a clinical social worker	9/2013	Admin	Funding \$60,000	In Place
12. Expand both services and funding for auxiliary mental health service	1/2014	Admin (DSSS/DCoun)	\$40,000	In Place
13. Expand ERMHS (Educationally Related Mental Health Services) for special education services.	5/2014	Admin	Program Supervision	ERMHS Provided
14. Explore additional resources for Tier 2 supports, i.e. options to support math skills for incoming 9th graders (summer); Remedial options for current students with insufficient foundational math skills.		Admin/A Team	Study Center Coordinator	Improved placement scores/pre post scores

Strategy/Task 4: Analyze the effectiveness of the Pyramid of Intervention programs

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Identify personnel to implement	Completed Spring 2013	Ex. Dir. & Principal Admin Team	Staff positions Clerical support	Org Chart
2. Coordinate programs	2013	Admin. Team AA Team SST Coordinators Counselors Health and Human Services Support Staff		List of actions by student Records of meetings/ Interventions/responsible personnel and student records Data to support program effectiveness
3. Conduct SST meetings/maintain tracking and data	2013	SST Coordinators AA Team	Allow IC to store data and reports?	Calendar Email Infinite Campus
4. Establish measurable outcomes to evaluate pyramid effectiveness	2014	Admin. Team AA Team SST Coordinators		SMART Goals Data Reports Excel sheets identifying interventions applied/systematic monitoring/student outcomes Improved results on state and school assessments Increased ADA

Strategy/Task 5: Implement the English Learner Master Plan to support EL/RFEP students.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Fully implement EL Master Plan	2014	Ex. Dir. & Principal Admin Team EL Coordinator Teachers Staff	Dedicated staff	EL Notebook EL Advisory Board Agendas/Minutes

GOAL C: Refine Professional Learning Communities already established at PCHS

PCHS will improve and refine Richard DuFour's PLC model including development and implementation of goal setting, backward design, unit plans/pacing guides, development and implementation of common assessments, and integration of differentiated instruction and engagement strategies to increase student learning.

Rationale: The PCHS school community has identified the need for more consistent, school-wide application of the DuFour's model in order for our students to reap the full benefits of the PLC and SLC instructional models.

Expected School-wide Learning Results Addressed: Core Learning, Critical Thinking, Communication, and Community

Ways of Assessing Progress: PLC/SLC Notebooks, which include PLC/SLC Meeting Attendance Roster, PLC/SLC Meeting Minutes, up-to-date Pacing/Unit Plans (including standards), Common Assessments and Analysis, and Common Activities/Student Work, Common Grading Practices (Course Information Sheets), Intervention Strategies.

Proposed Strategies/Tasks:

1. Focus on meeting and measuring identified PLC goals: development and implementation of pacing guides/unit plans, common assessments, and integration of differentiated instruction, in meetings that are product-oriented, inspiring, and invigorating.
2. Develop a school schedule that provides sufficient time for consistent PLC/SLC meetings and for intervention/enrichment programs for students
3. Focus on supporting SLCs/Pods and integrating Humanitas into levels above 9th grade.
4. Provide quarterly Professional Development time for SLC teachers to develop Humanitas units.

Action Plan Goal C: Refine Professional Learning Communities (PLCs and SLCs) already established at PCHS

Strategy/Task 1: Focus on meeting and measuring identified PLC/SLC goals: development and implementation of unit plans/pacing guides, common assessments, and integration of differentiated instruction.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Support work in the PLCs/SLCs by allocating time and resources to develop instructional strategies, common benchmark assessments, conduct classroom observations, tuning protocols, lesson studies, and other discussions of student performance.	2012 and ongoing	Ex. Dir. & Principal Admin. Team AA Team PLC/SLC Leader PLCs/SLCs	PD PLC meetings Mini-grants Walk-throughs Late Start (or equivalent) PLC/SLC Leader pay	Common assessments, records of classroom observations/lesson studies, and discussion of student performance. Checklist for PLC leader duties. AA Team calendar of SLC quarterly meetings (scheduled at the start of the year).
2. PLCs/SLCs will create Unit Plans for a set time period that identifies what students will know, understand, & do (i.e. Backwards Design).	June 2012 and ongoing	Ex. Dir. & Principal Admin. Team PLC/SLC Leader PLCs/SLCs	Admin Walk-through (& debrief, if necessary)	Quarterly Unit Plan verification (walk-through); PLC/SLC Notebook
3. PLCs will create a minimum of 3 common assessments (formative or summative) to be administered by each instructor in a PLC. Common assessment must contain identified standards and performance levels to determine student proficiency.	June 2012 and ongoing Fall 2013 = 5 enhanced multiple-choice Spring 2014 = 1 Performance Task	Ex. Dir. & Principal Admin. Team AA Team PLC	PLC Meetings PLC Mini-grant	PLC Notebook (w/ Common Assessments and Performance Task); Mastery Manager reports
4. Create 5+ Common Core-type Enhanced Multiple-Choice Questions. Create and implement one Common Core-type Performance Task.	Spring 2013 = 1 Humanitas Prompt Project/Essay; refined for Spring 2014. 1 Each semester for 2014-15 school year.	Ex. Dir. & Principal Admin. Team AA Team SLCs	LAEP Training Quarterly pull-out PD SLC mini-grant SLC meetings	Prompt & Rubric; Student Work (SLC Notebook)

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
5. Collect & analyze student work/data for 3 common assessments &/or Performance Task. Norm grading of Performance Tasks/Humanitas Prompt.	June 2012 and ongoing	Ex. Dir. & Principal Admin. Team AA Team PLCs/SLCs	Data analysis worksheets Tuning Protocol	Analysis reports; Completed data analysis worksheets; Rubrics; Student Work (PLC/SLC Notebook)
6. Develop and participate in specific intervention plan(s) for students who are not meeting standards (e.g. R&R, Tier 2 intervention).	June 2012 and ongoing	Ex. Dir. & Principal Admin. Team AA Team PLCs/SLCs	Student Work; Student assessment data; Intervention Planning Guide	SST Plan; Tutoring; Intervention Plan
7. Submit a consistent grading policy outlining how grades will be determined in a PLC/SLC for student common assessments & performance tasks.	June 2012	Ex. Dir. & Principal Admin. Team AA Team PLCs/SLCs	Current grading policies for review Grading PD	PLC grading practices/ Course Syllabi
8. Continued PD on research-based best-grading practices, including weighting grades, make-up policies, “attack of the zeros,” etc.	ongoing	Admin. Team AA Team PLCs/SLCs	PD	PD resources; PD sign-in sheets, Exit Tickets; Teacher feedback
9. PLCs/SLCs (including “PLCs of one”) will create PLC/SLC Notebooks & Administrators will give feedback of PLC progress.	twice a year	Admin. Team PLCs	PLC Notebook Rubric (& Discussion); PLCs-of-one training on how to create a notebook.	PLC Notebook Rubric results

Strategy/Task 2: Develop a school schedule that provides sufficient time for consistent PLC/SLC meetings and for intervention/enrichment programs for students.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Analyze the current bell schedule and alternative bell schedules to determine how time can be allocated to provide weekly collaboration opportunities.	2012-2013, Completed	Ex. Dir. & Principal Admin. Team	Potential bell schedules Protocol for review	Completed comparison matrix
2. Convene a stakeholder committee to develop recommendations for schedule.	2012-2013, ongoing	Ex. Dir. & Principal Stakeholder committee	Bell Schedule meetings Potential bell schedules Protocol for review	Committee recommendations
3. If committee proposal involves changes to working conditions, negotiate changes with collective bargaining units.	After Step 2	Ex. Dir. & Principal Collective Bargaining Team		Negotiated terms and agreement
4. Seek PCHS Board approval for recommended changes.	After Step 2 or 3	Ex. Dir. & Principal	Bell schedule proposal	Meeting agenda and minutes
5. Committing to scheduling SLC teachers with a common conference period and, if no change in current bell schedule, keeping period 7 Tuesdays as PLC time (no IEPs, etc.).	ongoing	Admin. Team		Master Schedule School Calendar IEP Calendar

Strategy/Task 3: Focus on supporting SLCs/PODs and integrating Humanitas into levels above 9th grade.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Support work in the SLCs by allocating time and resources to discuss student intervention, create, refine, and grade Humanitas projects, conduct classroom observations, tuning protocols, lesson studies, and other discussions of student performance.	ongoing	Exec. Dir. & Principal Admin. Team AA Team SLCs	PD SLC meetings Mini-grants Walk-throughs Sub coverage for PD time during the day Prioritization of SLCs in Late Start (or equivalent)	Humanitas Prompts, Student Work, Grade Reports, etc. (SLC Notebook)
2. Continue Humanitas Professional Development (LA Educational Partnership)	June 2012 and ongoing	Exec. Dir. & Principal Admin. Team SLCs	LAEP PD	Humanitas Essay Prompts and Plan Sheet
3. Create and implement at least one Common Core-type Performance Task (Humanitas Prompt)	Spring 2014 = 1 Performance Task	Exec. Dir. & Principal Admin. Team AA Team SLC	SLC Meetings SLC Mini-grant	Humanitas Essay Prompt & Student Work
4. Link 10th grade teachers to 9th grade Pods and create 10th grade Humanitas teams, 11th grade Humanitas teams, encourage Senior Projects.	2013-ongoing	Exec. Dir. & Principal Admin. Team AA Team SLC	PD & time for planning for link teachers	Agenda, Handouts

II. FAMILY AND COMMUNITY

By 2015, PCHS will respectfully and effectively communicate through collaborative partnerships with its diverse stakeholder groups to ensure overall student success and personal growth.

GOALS

- A. Specific Result: Implementation effective integrated student information system that allows PCHS stakeholders to utilize and share relevant student data to ensure educational excellence.
- B. Specific Result: Increase PCHS collaboration and partnerships with community members and organizations.
- C. Specific Result: Explore establishing regular community events amongst all stakeholder groups.
- D. Specific Result: Look into utilizing better the instructional day. New daily schedules.

PROPOSED STRATEGIES/TASKS

1. Strategy#1:Technology – PCHS will establish a comprehensive technological student information network to improve the communication among all stakeholder.
2. Strategy#2:Community Access: PCHS will optimize PCHS partnership with its community to improve the educational opportunities for PCHS stakeholders.
3. Strategy#3:Personal Relationships: PCHS will foster an environment that maximizes stakeholder collaboration.

Strategy #1: Technology – PCHS will establish a comprehensive technological student information network to improve the communication among all stakeholders.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Stakeholder committee review of potential SIS programs	Jan/Feb 2012 - done	Exec. Dir./Principal Data coordinator SIS committee	Time to research systems Presentations to stakeholders	Stakeholder survey/feedback
2. Infinite Campus selection, introduction to community and approval by PCHS board	April 2012 - done	Exec. Dir./Principal Data coordinator	Presentation to board Email and letters to community	Stakeholder feedback
3. Secure Funds to implement Infinite Campus	Feb/March 2012 - done	Exec. Dir./Principal CBO Fundraisers	Donations General fund	Budget reports
4. Determine resources needed to convert to Infinite Campus and bring them on board	June 2012 - done	Exec. Dir./Principal Data coordinator Dir. of Operations Technology staff	Coordination time w/IC, IC coordinator, school staff	Reports from IC and tech staff
5. Research an LMS to support school-student-parent communication about coursework	February 2013 - May 2013	Technology staff Teachers Ac Achievement Team Database Manager	Staff time and conference attendance;	Reports to admin, AA and CUE teams
6. Implement an LMS to support school-student-parent communication about coursework	August 2013 – December 2014	Technology staff Teachers Ac Achievement Team Database Manager	Subscription for new services (Schoology subscription)	Reports to admin, AA and CUE teams
7. Continuously refine IC		Database Manager		

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT
<p>3. PCHS students will be encouraged to envision, develop and execute community service projects that allow for creativity (i.e. school beautification plan, volunteer at an animal shelter) as well as career development(internships)- Consider allowing 5hours of community service for internships.</p>	<p>Aug 2012 - ongoing</p>	<p>Director of Academic Planning Faculty/Staff PCHS/YMCA Center for Social Responsibility Leadership Class</p>	<p>Planning time Community outreach Project assessment</p>	<p>Completed projects</p>
<p>4. PCHS will explore and utilize internal resources within our faculty/staff/coaches and develop opportunities to interface and collaborate with established community programs</p>	<p>Aug 2012 - ongoing</p>	<p>Director of Academic Planning Dept. Chairs Faculty/Staff PCHS/YMCA Center for Social Responsibility</p>	<p>Rotary Club / Interact Club American Legion – Boys/Girls State Chamber of Commerce Ed Fund Classroom Present</p>	

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
5. PCHS will seek community support, endorsements and positive advertising opportunities for all educational and extra curricular activities	Aug 2012 - ongoing	Director of Operations Development Consultant Banners Marquee Palisadian Post	Time for outreach Outreach plan	Endorsements Advertising

Strategy#3: Personal Relationships: PCHS will foster an environment that maximizes stakeholder collaboration.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Council of Councils-Governance Info Event (recommendation of a board liaison to add to the council) Explore Back to School Night and Showcase Night to embed the governance info event	TBD	Exec. Dir./Principal Board Representatives	Event calendar Showcase Night	
2. Develop and utilize a database of community networking and resources	2013 - ongoing	Ed Fund		
3. Conduct stakeholder satisfaction surveys to gather key areas of concern	2012 - ongoing	Exec. Dir./Principal Board representatives	Columbia Research-based survey administered to parents, students, and staff annually	Survey results and analysis

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
4. Semester First Fridays Events Start at the end of school day with events and activities with teachers, food trucks, football game	2013 and ongoing	Leadership, PTSA, PAC, Booster, Fuerza Unida, Life Line, Administration	Lacrosse Fest Football Fest Basketball Bash	Event Calendar
5. Explore the use of a town hall meeting to address satisfaction survey results and feedback to concerns.		Administration	Event Calendar Video of Events / Pali Production	
6. Plan a two-year school calendar. Have events that will involve the community. Time capsule, essay contest, artifacts.	Planning in progress			
7. PIQE – Parent Institute for Quality Education	2013 and ongoing	EL Coordinator PIQE Coordinator Fuerza Unida TVN	LCAP Funding PIQE Tech Department	Parent Certification
8. Temescal Garden Project	2014 and ongoing	Temescal Coordinator Palisades Beautiful	Palisades Beautiful Grant	In Person Visits

III. Facilities

By 2015, in accord with our school culture and master plan timeline, we will maximize facility use, upgrade, and development through effective project and revenue management.

OVER ALL GOAL:

Upgrade facilities to meet all stakeholders' needs

Rationale: Our over-crowded, 50+ year old facility needs upgrading in order to accommodate present day needs of students and staff.

Expected Schoolwide Learning Results Addressed: Communication, Community, Core Learning and Critical Thinking

Ways of Assessing Progress: Surveys, polls and questionnaires; Progress logs to chart facilities changes and upgrades; Facilities Task Force minutes and reports to the PCHS Board.

PROPOSED GOALS AND TASKS TO REACH OVERALL GOAL:

GOAL 1: IMPROVE UTILIZATION OF EXISTING FACILITIES

- Task 1a: Conduct needs assessment
- Task 1b: Minimize traveling teachers
- Task 1c: Identify space for new learning lab for Special Education students
- Task 1d: Identify and develop a plan to house distance learning /independent study
- Task 1e: Identify space for PCHS Maker Space Program/STEAM

GOAL 2: UPGRADE EXISTING ACADEMIC FACILITIES

- Task 2a: Update/renovate existing science labs
- Task 2b: Update/renovate Mercer Hall and B101
- Task 2c: Update/Renovate Classrooms
- Task 2d: Renovate Auto shop
- Task 2e: Update 5 Restrooms to be wheelchair accessible
- Task 2f: Develop campus wide signage plan
- Task 2g: Update/Renovate Temescal Canyon Facilities

GOAL 3: IMPROVE CAMPUS SAFETY

Task 3a: Create and review traffic plan

Task 3a.1: Petition for left turn arrow on El Medio

Task 3b: Misc. Parking lot

Task 3c: Install security cameras

Task 3d: Provide ALICE Training to all employees

Task 3e: Gateway Garden Project

GOAL 4: INCREASE DISASTER PREPAREDNESS

Task 4a: Check & update emergency supplies annually

Task 4b: Conduct annual safety trainings and drills

Task 4c: Conduct safety inspections

Task 4d: Earthquake Retrofit

GOAL 5: UPGRADE ATHLETIC FACILITIES

Task 5a: Upgrade Gyms

Task 5b: Upgrade Stadium by the sea

Task 5c: Resurface tennis court

Task 5d: Baseball field Club House

Task 5e: Stadium Snack Shacks

GOAL 6: STREAMLINE OPERATIONS AND MAINTENANCE

Task 6a: Analyze and improve efficiency of Operations Team

Task 6b: Develop and implement one master map/calendar for facilities use

Task 6c: Maintain/Upgrade Facilities through LAUSD 250k Face Lift fund

Task 6d: Maintain/Upgrade Facilities through PCHS

GOAL 7: MAINTAIN COST EFFECTIVE STUDENT TRANSPORTATION

Task 7a: PCHS will continue to maintain and support student transportation

GOAL 8: PLAN FOR CREATING NEW FACILITIES

Task 8a: PCHS will continue to work towards the development of a new science building in accordance with the master plan, and within our scope of available resources and potential future fund opportunities.

Task 8b: PCHS will continue to work towards the development of a new VAPA building in accordance with the master plan, and within our scope of available resources and potential future fund opportunities.

Task 8c: PCHS will work towards the development of a new 21st Century Learning Center at the Temescal Academy site including the undeveloped land parcel next to it in accordance with the master plan, and within our scope of available resources and potential future fund opportunities

OVERALL GOAL: TO UPGRADE FACILITIES TO MEET ALL STAKEHOLDERS’ NEEDS

Task A: Conduct needs assessment for all goal areas.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRES
Conduct needs Assessment	Initial assessment completed June 2012	Facilities Task force ED & Principal	PCHS Funds; Fundraising Contributions	Minutes of meetings and monthly reports to the board of directors by Director of operations, CBO
Consult with LAUSD as required	Initial June 2012 – Ongoing	ED/Principal Director of Operations OPS & Facility committee		
Prioritize goals & Create Plan	Ongoing	ED/Principal Board		
Secure funds	Ongoing	Board ED/Principal CBO Director of operations		
Implement plan	Ongoing	ED/Principal Director of Operations Ops & Facilities committee		

Task 1a: Conduct needs assessment

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS	MONITOR
1. Operation Team will survey and identify facilities needs	Initial assessment completed May 2012 - ongoing	Director of Operations OFT committee ED/Principal	Time for operation team to meet.	Monthly Board reports, LTSP Minutes	
2. Prepare initial report listing priorities	Completed March 2012	Director of Operations ED/Principal		Assessment report Priority list	
3. Consult with OFT committee	May 2012	Director of Operations	Meeting time	LTSP Minutes	
4. Present to Board	completed May 2012	Director of Operations		Board Agendas Presentations	

Task 1b: Minimize traveling teachers

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS	MONITOR
1. Consult needs report	April 2012 – DONE	Director of Operations	Master schedule	Board reports, Master schedule	
2. Director of Academic Planning & Guidance Counseling	May 2012 – DONE	Director of Operations, Director of Ac Planning			
3. Assign rooms based on new information	May 2012 – August 2012	Director of Ac Planning ED/Principal			
4. Revisit annually	Ongoing – last review 6/2014	Director of Ac Planning ED/Principal			

Task 1c: Identify space for new learning lab for Special Education students.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS	MONITOR
1. Consult usage report	Now – June 2013	OFT Committee	Fundraising Funds	BOARD REPORTS	
2. Install already ordered equipment in space	Once location secured – completed August 2013	Technology Dept.			
3. Secure funding for remodel	ASAP June 2012	Director of Student Support Services and			
4. Implement construction plan	Feb 2013 – completed Aug. 2013	ED/Principal			
5. Opening ceremony	December 2013	Director of Operations			
		Director of Student Support Services			

Task 1d: Identify, develop and implement a plan to house distance learning /independent study (Renamed Virtual Academy August 2014)

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Consult assessment report to identify possible sites. (Study Center, Temescal, not @ Pali?)	Spring 2012 - Ongoing Initial report – June 2012	Director of Operations and Director of Academic Planning	Master calendar/ Room assignment	Monthly Board reports, LTSP Minutes
2. Identify initial needs for site (i.e. computers, desks, etc.)	Spring 2012 – June 2012	Director of Operations, Director of Student Support Services, ED/Principal	Meeting with I.S. coordinator; Funds budgeted	Monthly Board reports, LTSP Minutes
3. Develop an updated 5 yr. plan for site (facilities , technology, impact of class size, reduction of traveling teachers)	Spring 2012 – June 2012	ED/Principal; Director of Student Support Services; Director of Academic Planning, Director of Operations, Technology Coordinator		
4. Complete Plan	Completed Summer 2013	Director of Operations		
5. Present to board	March 2014	Program Coordinators/ Director of Academic Planning (moved from DSSS to DAPG in June 2014)		Presentations during Faculty PD and Board
6. Review annually or as needed	Ongoing – updated 6/2014			

Task 1e: Identify space for PCHS Maker Space Program

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Conduct research regarding Makerspace, Pali STEAM Shop	April 2013 - May 2014	Executive Director, Director of Operations, Ed Fund, technology staff	Travel time to visit labs at other sites; time and fees to attend conferences	Research reported to LTSP, Ed Fund, admin team and board
2. Inform stakeholders of concept of Makerspace. Locate space for Makerspace Lab. Location changed to J100	August 2013-August 2014 August 2014	ED, Director of Operations, Ed Fund, technology staff	Physical space identified (J123), communication systems (email, website),	Updates reported to LTSP, Ed Fund, admin team and board
3. Generate funds for MakerspaceLab	August 2013 –Ongoing	ED, Director of Operations, Ed Fund, tech staff, grant consultants	Staff time to attend planning and fundraising events (StartUp Weekend); consultant fees to manage grant applications	Updates reported to LTSP, Ed Fund, admin team and board
4. Pilot class use of the Makerspace room via MESA and Robotics Club	January 2014 – June 2014	Technology staff; MESA teacher,		Updates reported to LTSP, Ed Fund, admin team and board
5. Start construction on MakerspaceLab	May 2014 – July 2014	Director of Operations, technology staff, community architects	Available room (J100) Staff time to meet with planners, funds for room renovation	
6. Research and schedule classes for Makerspace	November 2013 – August 2014 - Postponed to 2015	Technology staff, Director of operations, math and science teachers	Funds and staff time to review STEAM curriculum options	Summaries delivered to Counseling team for '14-15 pre-enrollment
7. Hire teacher for STEAM Shop makerspace	March 2014 – May 2014 Postponed to May 2015	Executive Director, Human Resources Director, Tech Ed Dept Chair, AA team, tech staff	Funds for full time teacher; staff time for interviewing	Interview decisions submitted to school admin team

GOAL 2: UPGRADE EXISTING ACADEMIC FACILITIES

Task 2a: Update/renovate existing science labs.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Analyze existing science labs and identify compliance problems	Completed June 2012	Director of Operations & Dept. Chair	Science Dept. meetings, Surveys; safety inspection	Board reports, LTSP minutes, inspection report
2. Secure Funding for renovation	Completed Jan 2013	Director of Operations, Budget committee	PCHS Funds; Fundraising	
3. complete project	Summer 2013 - completed Jan 2014	Director of Operations		
4. Complete initial rooms with installed cabling, ceiling mounted projector and speakers	July 2014 – December 2014	Technology and Facilities Staff	Funding for equipment; staff time for installation and teacher training	Updates to school admin team and campus community via email
5. Phase II Projectors	July 2015	Technology	2015- 16 Tech Budget	Board Reports

Task 2b: Update/renovate Mercer Hall and B101/Gilbert Hall

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Analyze B101 and Mercer Hall	Now – Summer 2012	Director of Operations and OFT committee	Donation by Rose Gilbert	LTSP minutes; Reports to the board
2. Consult with stakeholders occupying the rooms	April 2012 – Summer 2012	Director of Operations		
3. Consult with donor to create a projected goal	April 2012 - June 2012	Director of Operations, ED/Principal		
4. Finish project including all permits from LAUSD	Summer 2012 – completed March 2013	Director of Operations		
5. Complete inventory of Mercer and Gilbert audio-visual equipment	May 2014	Technology and VAPA staff with AV tech consultant support	Staff time, fees for AV tech consultant	Reports to school admin team
6. Install permanent equipment in place of common rentals (HD Projector...)	Gilbert Hall Completed Summer 2014 Mercer Hall July 2015	Technology and VAPA staff with AV tech consultant support	Funds for permanent equipment	Reports to school admin team and board via tech department updates

Task 2c: Update/Renovate Classrooms

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
<ol style="list-style-type: none"> 1. Analyze needs – Determine 21st Century classroom model 2. Develop a renovation plan 3. Find sponsors 4. Renovate rooms 	<p>Ongoing</p> <p>Winter 2014</p> <p>Ongoing</p> <p>Per rotation plan (5-10 yearly)</p>	<p>Operations Team, OFT committee, Fundraising committee</p>	<p>Fundraising, PCHS Funds Booster Club, Budget</p>	<p>Meeting minutes, Maintenance logs</p>

Task 2d: Renovate Auto Shop (J100)

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Analyze needs (survey students interest)	Spring 2012 – Spring 2014	Director of Operations, Tech Coordinator, LTSP Facilities committee	Fundraising, PCHS Funds Booster club	Meeting minutes, Maintenance logs
2. Fundraise	Ongoing	DOO, club members		
3. Renovate	June 2014 - Done Aug. 2014	Director of Operations		
4. Research curriculum	Ongoing	DOO, DOAP		
5. Hire Teacher	Summer 2015	HR, Director of Academic planning		
6. Start Club/Classes	Club started Aug. 2014 Classes Fall 2015		Donations of cars and tools	

Task 2e: Update 5 Restrooms to be Wheelchair accessible

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Identify restrooms	April 2013 –	Operations Team, Director of Student Support Services	COP funds	Meeting minutes, board report
2. Complete Project	Completed Oct. 2013			

Task 2f: Develop campus wide signage plan

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Develop plan (Signage for each building incl. Master Directory)	April 2012 – ongoing	LTSP Facilities Committee , Director of Operations	PCHS Funds	Meeting minutes, board report
2. Secure funding	Spring 2014			
3. Implement Plan in Phases	Ongoing			
4. Phase I (A Building)	Completed Jan 2015			
5. Phase II	Winter 2015			

Task 2g: Update/Renovate Temescal Canyon Facilities

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Identify Facilities needs	Fall 2013- spring 2014	Director of Operations; Temescal Coordinator	PCHS budget, Fund raising	Presentations to the board and LTSP committees
2. Secure Funding	March 2014 – June 2014			
3. Implement plan (phase I)	Completed Summer 2014			
4. Revisit annually or as needed	Ongoing			
5. Stairs to stadium	July 2015			

GOAL 3: IMPROVE CAMPUS SAFETY

Task 3a: Create and review traffic plan

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Analyze existing plan	June 2012 – Aug 2012	OFT, Director of Operations	Meeting time, Funds	Meeting Minutes, Board reports, Safety
2. Analyze traffic count (if needed)	June 2012 – Aug 2012	Crain & Associates		
3. Implement chosen plan	Summer 2012 – Aug 2012 Revised Feb. 2014	Security Team and Director of Operations		
4. Communicate plan to all Stakeholders	Summer 2012- Summer 2012	Operations Team		
5. Review Annually	Ongoing	Operations team; LTSP Facilities committee		

Task: 3a.1 Petition for left turn arrow on El Medio

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Consult Traffic Report	Fall 2013	LTSP committee; Director of Operations	Meeting time	LTSP meeting minutes; Board reports,
2. Meet with LADOT	Feb 2014			
3. Follow up with LADOT	Summer 2014 – ongoing Spring 2015			

Task 3b: Misc. Parking Lot

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Add crosswalk @ bottom of El Medio entrance stairs to increase safety for our students	TBD- After new parking traffic flow is implemented Reviewed fall 2014	Director of Operations	PCHS Fund	Board reports
2. Extend stop Line at faculty parking lot exit and Paint stop on the ground	Spring 2015	Director of Operations	PCHS Fund	Board report
3. Replace deteriorated asphalt at service road and parking lot	Winter 2015 – ongoing negotiations/w LAUSD	Director of Operations, LAUSD M&O	LAUSD funds	LTSP minutes
4. Install Parking Signs	Spring 2014 – done Fall 2014	Director of Operations	PCHS Funds	LTSP minutes
5. Additional Signs	Spring 2015	DOO	PCHS Funds	LTSP minutes

Task 3c: Install Security Cameras

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Get estimates from at least 3 security companies. Compare and pick vendor that best suits Pali's needs.	Dec. 2012 – Dec. 2012	Director of Operations	PCHS & Fundraising Funds	Board reports, LTSP OFT Minutes
2. Secure Funding	Jan 2013 – Feb 2013	Director of Operations, CBO		
3. Determine best location for cameras	Jan 2013 – Feb 2013	Director of Operations, selected vendor		
4. Install Cameras and recording equipment	March 2013	Director of Operations		
5. Phase 1 completed	Summer 2013	Director of Operations		
6. Scope phase 2 expansion of coverage	January 2014	Director of Operations; Tech Staff	Staff time for site surveys	Progress reports to school admin team
7. Implementation of Phase 2 expansion	2015- 16	Director of Operations; Tech Staff	Funding for Phase 2 expansion, PCHS Budget	
8. Software installed on office computers /system operational	Completed Summer 2014	Director of Operations, Tech Supervisor		

Task 3d: provide ALICE (Alert Lockdown Inform Counter Evacuate) Training to all employees

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Identify and train trainers	Spring semester 2013-14	HR director	PCHS Funds	Board reports, LTSP OFT Minutes
2. Train personnel depending on location	Jan 2015	ALICE Trainers Incident commander	PD Time	
3. Train /inform students	Spring 2015	Faculty members	Instructional time	

Task 3e: Gateway Garden Project

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Secure design plans for project	Spring 2014	Director of Operations, CBO	PCHS funds, Booster club donation	Board reports, LTSP OFT minutes
2. Secure funding	Spring 2014			
3. Select contractors	Spring 2014			
4. Build project in Phases	2014 - 2016			
5. Phase I	Completed June 2014			
6. Phase II	Spring 2015			

GOAL 4: INCREASE DISASTER PREPAREDNESS

Task 4a: Check & Update emergency supplies annually

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Inventory/Check existing supplies	Every Spring	PTSA, Safety Coordinator, Search and Rescue Team		Board reports, Master schedule
2. Secure funding for new supplies	Budget cycle	Administration, PTSA		
3. Replace expired supplies	Ongoing Every August Last replaced Dec 2014	PTSA/operations department		

Task 4b: Conduct annual safety trainings and drills

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Check for and follow state requirements	Annually	Dir. of Operations, Safety committee	Meetings; power points	Sign in sheets; Board reports
2. Conduct training	As required (annually) Last training Jan 2015			

Task 4c: Conduct safety inspections

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Check for and follow state requirements	Annually	Director of Operations, Safety committee	Meetings; power point	Sign in sheets; Board reports
2. Inspect facility	As required			

Task 4d: Earthquake Retrofit

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Inspect Buildings requirements	As required by state law	LAUSD/PCHS Operations team	Structural Engineer	Inspection reports
2. Make needed Upgrades	As needed and LAUSD as funds get available			

GOAL 5: UPGRADE ATHLETIC FACILITIES

Task 5a: Upgrade Gyms

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Analyze needs	Now. – June 2013	Director of Operations	Fundraising, Rose Gilbert donation	Board reports, CBO report
2. Check with Athletic director and PE Teachers	Feb. 2013 – Mar 2013	Director of Operations, LTSP committee, Athletic Director		
3. Secure funding	Ongoing			
4. Implement Plan Phase I	Completed Feb 2014	Budget, Facilities committee		
5. Implement Phase II (paint, shower stalls, bleachers repairs)	Ongoing – Spring 2015 bleacher repairs started			

Task 5b: Upgrade Stadium by the Sea

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Analyze needs	Now. – June 2013 ongoing	Director of Operations	Fundraising, deferred Maintenance fund, Budget	Board reports, CBO report, LTSP minutes
2. Check with Athletic director and PE Coaches	Feb. 2013 – Mar 2013	Director of Operations, Strategic Planning committee, Director of Student Activities, Athletics, Discipline and Security		
3. Secure funding	Ongoing			
4. Bleacher repairs	2014/16	Budget, Facilities committee		
5. Long jump runways & Track repair	Completed Jan 2015	Director of Operations		
6. Implement plan	Summer 2016	Director of Operations		
7. Track Replacement	2016-17	Director of Operations		

Task 5c: Resurface Tennis Court

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Analyze needs	Now. - June 2013	Director of Operations	Fundraising	Board reports, CBO report
2. Check with Athletic director and tennis coach	Feb. 2013 – Mar 2013	Director of Operations, Strategic Planning committee		
3. Secure funding	Ongoing			
4. Implement Plan	Summer 2017	Budget, Facilities committee		

Task 5d: Baseball field Club House

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Analyze needs	Spring 2013	Director of Operations	Fundraising	Board reports, CBO report
2. Check with Athletic director coaches and team parents	Feb. 2013 – Mar 2013	Director of Operations, Strategic Planning committee		
3. Secure funding	Ongoing	Budget, Facilities committee		
4. Implement Plan	TBD			

Task 5e: Stadium Snack Shacks

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Analyze needs	Spring 2015	Director of Operations	Fundraising	Board reports, CBO report
2. Check with Athletic director and coaches	March 2015 –April 2015	Director of Operations, Strategic Planning committee		
3. Secure funding	Ongoing	Budget, Facilities committee		
4. Implement Plan	TBD			

GOAL 6: STREAMLINE OPERATIONS & MAINTENANCE

Task 6a: PCHS will develop an effective and efficient Operational Team.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Identify contractual option of operational team	Mar 2012 – Dec. 2012	Director of Operations, HR; ED/Principal	HR & Budget	Maintenance request forms, LTSP minutes
2. Receive approval by ED	Mar 2012 – Dec. 2012	Director of Operations,		
3. Implement Changes	Dec 2012 completed	ED/Principal; Director of Operations		
4. Review annually	Ongoing			

Task 6b: Develop and implement one master map/calendar for facilities use (update continually).

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Continue to create Master Calendar on the website	Completed March 2013	Operations Liaison, Director of Operations	Funds for new EMS system and personnel	Permit coordinator & E.D. Assistant to check website for accuracy
2. Create a process to schedule events on the Master Calendar including Permits	Completed June 2013	Operations Liaison, Aquatic Director	Permit Applications	
3. update Master Calendar	Ongoing	Operations Liaison		
4. Inform community of new master calendar and process for scheduling events	May 2014 - August 2014	Director of Operations Communication committee	Community meetings, Website consultant	Meeting Minutes, PCHS Website
5. Update, expand and promote EMS functionality to include facility, equipment, staffing and technology availability		Technology staff; Operations liaison; website Consultant	Staff time and funding of expanded training Pool and potential network or website alterations; staff time to develop user guide	Project updates to admin team and board; user guide to entire community

Task 6c: Maintain/Upgrade Facilities through LAUSD Face Lift (\$250K)

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Locker Painting	Completed Summer 2012	Director of Operations	LAUSD & Fundraising funds	LTSP Meetings minutes; board reports
2. Replace exterior lights throughout site and lunch shelter	Completed Summer 2012	Director of Operations	LAUSD Funds	
3. Repair guardrails along walkways–student and stadium parking lots	Completed Jan 2013	Director of Operations	LAUSD Funds	
4. Replace U-building decking rims U101-104	Canceled by LAUSD Completed Jan 2013 – redone April 2013	Director of Operations	PCHS Funds	
5. Replaced expired water heaters and pipes in Café	Completed May 2013	Director of Operations	LAUSD Funds	
6. Repair visitors side exterior grandstands on football field	Canceled by LAUSD	Director of Operations	LAUSD Funds	
7. Signage for each building Master Directory	Got cancelled by LAUSD	Director of Operations	LAUSD Funds	
8. Install fence and gate at gym-between pool wrought iron and gym building matching the wrought iron and install chain link between NE corner of gym building and exterior Temescal Canyon fence.	Cancelled by LAUSD due to lack of funds TBD – after traffic and parking plan implementation	Director of Operations	LAUSD Funds	

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
9. Paint trim on A-building and wood wall by tennis courts	Completed June 2012 and June 2013	Director of Operations	LAUSD and PCHS Funds	LTSP Meetings minutes; board reports
10. Replace blue fiber glass panels on main building panels got painted	Completed June 2012	Director of Operations	LAUSD Fund	
11. Repair interior motorized bleachers in gym	Completed Summer 2012	Director of Operations	LAUSD Fund	
12. Replace landscaping in front of A building	Completed Jan 2013	Director of Operations	Fundraising	
13. Replace raised concrete at M-building	Completed June 2012	Director of Operations	PCHS Fund	
14. Install handicap ramps at the gym	Completed May 2013	Director of Operations	LAUSD Fund	

Task 6d: Maintain/Upgrade Facilities Pali Funds

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
Fix/Replace existing and add new drinking fountains	Ongoing , 1 new station installed Feb 2014	DIRECTOR OF OPERATIONS, EAST Class	LAUSD Funds, Fundraising,	Reports to the board
Order and install bathroom signs, Paper towel and toilette paper holders for all Bathrooms	Summer 2014	DIRECTOR OF OPERATIONS	PCHS Fund	Board reports, vendors invoices
Fix/ Replace light upper parking Deck (Lamp heads installed)	Summer 2024	DIRECTOR OF OPERATIONS	PCHS Fund	Board report
Repair raised concrete slap G-Building +	Summer 2014	DIRECTOR OF OPERATIONS	PCHS Fund	Board report
Clean Air handlers remaining Buildings	Completed 2014-15	Director of Operations	PCHS fund	Board report
Bungalows need various repairs	2014-2015	Director of Operations	PCHS fund	Board report
Replace water feed lines and valves	2014-2015	Director of Operations	PCHS fund	Board report
Repair A building foundation	2015-2016	Director of Operations	PCHS fund	Board report
Install Trash compactors	on hold	Director of Operations	PCHS	Board report

GOAL 7: MAINTAIN COST EFFECTIVE STUDENT TRANSPORTATION

Task 7a: Continue to maintain and support student transportation.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Analyze the success of the current pilot program	Feb 2012	Operations Liaison, Director of Operations	Funds, PCHS Budget	Bus pass sales report, CBO report
2. Decide what should remain the same and what should change	June 2012	ED/Principal, Director of Operations, Operations Liaison		
3. Report to Board	Completed	Director of Operations, CBO		
4. Implement chosen plan	Completed June 2012			
5. Revisit Annually	Ongoing last review May 2014			

GOAL 8: PLAN FOR CREATING NEW FACILITIES

Task 8a: develop plan for a new science building in accordance with the master plan, and within our scope of available resources and potential future fund opportunities.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Analyze existing science master plan regarding science buildings	Completed June 2012	Director of Operations and OFT committee	Fundraising, Architects, Board approval, surveys	LTSP Minutes , Fundraising committee meetings
2. Master planning committee meets	April 2012 –	Master Planning Committee (Disbanded)		
3. Consult with fund raisers to create a projected goal	Summer 2012	Master Planning Committee and Fundraisers		
4. Review Funding Annually	Ongoing			
5. Implement plan	TBD			

Task 8b: develop a plan for a new VAPA building in accordance with the master plan, and within our scope of available resources and potential future fund opportunities.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Analyze existing VAPA master plan regarding VAPA building	Now – Summer 2012	Director of Operations and OFT committee, Master Planning Committee	Fundraising, Architects	Ed Fund minutes , LTSP minutes
2. Master planning committee meets	April 2012 –	Master Planning Committee		
3. Consult with fundraisers to create a projected goal	Jan 2013 – Summer 2013	Master Planning Committee		
4. Present plan to ED	Fall 2013			
5. Begin fundraising with in permitted scope	Fall 2014			
6. Review funding levels annually	Ongoing			
7. Implement Plan	TBD			

Task 8c: PCHS will work towards the development of a new 21st Century Learning Center at the Temescal Academy site including the undeveloped land parcel next to it in accordance with the master plan, and within our scope of available resources and potential future fund opportunities

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Analyze existing Temescal Facilities	Spring 2014	Director of Operations and OFT committee	Fundraising, Architects, Board approval, surveys	LTSP Minutes , Fundraising committee meetings ,
2. Consult with architects to implement vision	April 2014			
3. Consult with fund raisers to create a projected goal				
4. Review Funding Annually				
5. Implement plan				

Task 8d. Remodel of Learning Center

1. Consult usage report	Now – June 2013	LTSP OFT Committee	Fundraising Budget	OFT LTSP RPTS BOARD REPORTS
2. Install already ordered equipment in space	Once location secured – completed August 2013	Technology Dept.		
3. Secure funding for remodel	ASAP June 2012	Director of Student Support Services and ED/Principal		
4. Implement construction plan	Feb 2013 – completed Aug. 2013	Director of Operations		
5. Opening ceremony	December 2013	Director of Student Support Services		

IV. TECHNOLOGY

By spring 2015, PCHS will implement a user-friendly format, effectively utilize technology to maximize learning opportunities, manage and share information, and expand communication.

Goals

- A. Research, select, implement, and train stakeholders in use of newdata system.
- B. Identify and access staff development modules.
- C. Identify and access student development modules.
- D. Identify and access parent development modules.
- E. Provide access to technology no older than 5 years to PCHS staff and students.
- F. Ensure network performance meets or exceeds the established benchmarks.
- G. Students will have access to online courses from credit recovery to enrichment.
- H. Monitor and evaluate success on the program based upon benchmarks.

Rationale: Our over-crowded, 40+year old facility needs up grading in order to accommodate present day needs of students and staff. Up-to-date technology, and the know-how to use it to enhance communication, instruction and learning, is essential to our school's continued success in a computerized global society.

Expected Schoolwide Learning Results Addressed: Communication, Community, Core Learning and Critical Thinking

Ways of Assessing Progress: Facilities upgrades, surveys, polls and questionnaires, progress logs to chart facilities changes and upgrades, reports to the PCHS Board, improved technology, technology committee minutes and reports to the PCHS Board of Directors

Proposed Strategies/Tasks

1. By July 2014, PCHS will implement an integrated, user-friendly student/school information system (SIS) to manage and share information and expand communications.
- 2a. Staff members will be proficient users of PCHS professional technology systems and tools in order to maximize learning opportunities, manage and share information and expand communication.
- 2b. Students will be proficient users of PCHS' technology systems and tools in order to maximize learning opportunities, manage and share information and expand communication.
- 2c. Parents will be proficient users of PCHS professional technology systems and tools in order to access information related to their student's academic achievement, attendance, homework, and expand communication.
3. PCHS will prioritize its resources to purchase hardware and software throughout the campus in order to maximize learning opportunities and expand communication.
4. PCHS will update and maintain technological infrastructure in order to maximize learning opportunities.
5. PCHS will offer student online learning opportunities.
6. PCHS will implement a digital citizenship component into appropriate curriculum.

Strategy 1: By July 2014, PCHS will implement an integrated user-friendly student/school information system (SIS) to manage and share information and expand communications.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Research SIS systems	Feb 2012 - March 2012	SIS COMMITTEE	Release time	Committee reports
2. Determine top three systems and select one to purchase, subject to available funds	Feb 2012 – April 2012	SIS COMMITTEE	Vendor information and presentations	Committee reports Board reports
3. Approve and implement new SIS system (system went live in Jan. 2013)	May 2012 – June 2013	Administration Operations Director Technology Department	Stakeholder groups Budget Committee Board	Feedback from users Board reports from Tech, Ops, and Admin
4. Develop and implement training program for all user groups	May 2012 – August 2013	Administration Operation Director Technology Department Data Coordinator Selected vendor	Scheduled time to plan and provide training	Survey and anecdotal feedback from users

Strategy 2a: Staff members will be proficient users of PCHS professional technology systems and tools in order to maximize learning opportunities, manage and share information and expand communication.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Staff Survey of current technology usage and knowledge. <ul style="list-style-type: none"> Items in classroom “package of preference” Skills/Tracking needs 	May 2012 - Spring 2014	Administration Technology Supervisor	Survey	Survey results
2. Identify committee to analyze survey	May 2012 - ongoing	Administration Technology Supervisor LTSP Technology Group	Time to review feedback	Committee feedback
3. Allocate funds for technology training (Infinite Campus, Schoology, etc)	May 2012 – ongoing	Administration Technology Supervisor Budget Committee Board	Funding sources: General Fund Fundraising	Budget reports
4. Develop appropriate staff development training modules.	May 2012 – ongoing	Administration Technology Supervisor LTSP Technology Group AA Team Curriculum Council PLCs/SLCs	Vendor materials Feedback on staff needs	Training modules
5. Implement staff training development modules.	August 2012 – ongoing	Administration Technology Supervisor SIS staff and AA Team	Allocate time for training Training materials Funds/Budget	Staff feedback
6. Assess and monitor staff development.	August 2012 - ongoing	Administration Technology Supervisor AA Team		Staff feedback

Strategy 2b: Students will be proficient users of PCHS' technology systems and tools in order to maximize learning opportunities, manage and share information and expand communication.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Student survey of current technology usage and knowledge Materials at home Level of knowledge	Feb 2013 – ongoing	Administration Technology Supervisor	Survey	Report back to LTSP, budget committee, board and faculty
2. Student Survey of current non-PCHS Technology	Feb 2013 – ongoing	Administration Technology Supervisor		
3. Create a student technology component to the graduation requirements	Spring 2013 – ongoing	Administration Technology Supervisor LTSP Technology Group AA Team Curriculum Council PLCs/SLCs	Planning time	
4. Implement a student technology component to the graduation requirements (starting with class of 2017)	Fall 2014 – ongoing	Administration Technology Supervisor LTSP Technology Group	Comprehensive plan	
5. Allocate funds for technology training	March 2012 – ongoing	Administration Technology Supervisor LTSP Technology Group	Budget	
6. Develop appropriate student training session	May 2012 – ongoing	Administration Technology Supervisor LTSP Technology Group	Training plan	
7. Implement student development modules	August 2012 - ongoing	Administration Technology Supervisor LTSP Technology Group PLCs/SLCs		

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
8. Assess and monitor student development (iPad survey)	August 2012 – ongoing	Administration Technology Supervisor LTSP Technology Group Data Coordinator	Feedback tools including surveys and anecdotal data from observations; funds	Reports to admin, LTSP, budget committee, faculty and board
9. Teach students about Dropbox (or other skills) during back to school orientation	August 2014 – ongoing	Administration Technology Supervisor Faculty	Time allocated during orientation Training module/trainer	
10. Explore adapting info processing (one class PC/one class Mac) so that every student learns both platforms.	2014- 2015 ongoing	Administration Technology Supervisor Curriculum Council; Faculty	Training module Teacher training	
11. Standardized student training /expectations.	Fall 2014	Administration Technology Supervisor Faculty LTSP Technology Group AA Team Curriculum Council	Time to discuss and plan Department chairs/Curriculum Council	
12. Include more practical application in computer classes	Fall 2014 ongoing	Administration Technology Supervisor Faculty		
13. Expand technical education offerings to include STEM/STEAM pathways	Fall 2014 - ongoing	Administration Technology Supervisor Curriculum Council; Faculty Budget Committee	Budget Course descriptions Curriculum	

Strategy 2c: Parents will be proficient users of PCHS professional technology systems and tools in order to access information related to their student's academic achievement, attendance, homework, and expand communication.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Parent Survey of current technology usage and knowledge	Feb 2012 - ongoing	Administration Technology Supervisor LTSP Technology Group	Survey tools	Reports to admin, LTSP, board and other relevant stakeholder groups
2. Parent Survey of available non-PCH Technology	March 2012 – ongoing	Administration Technology Supervisor LTSP Technology Group	Survey tools	
3. Allocate funds for teaching technology trainer	March 2012 – ongoing	Administration Technology Supervisor LTSP Technology Group	Budget Funds Training staff	
4. Create appropriate parent development and technology modules	August 2012 - ongoing	Administration Technology Supervisor LTSP Technology Group	Educational technology staff Time for travel to surrounding communities	
5. Implement parent development modules	August 2012 - ongoing	Administration Technology Supervisor LTSP Technology Group		Workshop participant surveys
6. Assess and monitor development	August 2012 – ongoing	Administration Technology Supervisor Tech staff LTSP Technology Group	Survey tools	
7. You Tube tutorials (IC campus, other common tech assignments)	May 2013 - ongoing	Administration Technology Supervisor Tech staff LTSP Technology Group	Educational technology staff Technology coaches Pali Production	

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
8. Leadership survey/Follow up 9. “Student Help” on website <ul style="list-style-type: none"> • Graphs • Movie • Word • Power-point • Teacher 10. Creation of a campus student tech team to serve as classroom helpers and STEM apprenticeship	September 2014 - ongoing Phase 1(basics) May-Aug 2014 Phase 2 – Aug – Dec 2014 June 2014 - ongoing	Tech Supervisor Educational technology staff Tech staff	Survey tools Staff time Student representatives Pali Production Tech staff Counseling Office Learning lab staff	Reports back to LTSP, admin, board and other stakeholder groups

Strategy 3: PCHS will prioritize its resources to purchase hardware and software throughout the campus in order to maximize learning opportunities and expand communication.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
<p>1. Mandatory inventory of all software and hardware on campus.</p> <p>2. Create a five-year rotation plan of hardware and software. Items with a longer life span will be identified and triggered for replacement as appropriate. Focus on classroom integration.</p>	<p>Feb 2014 – June 2014 (ongoing)</p> <p>June 2012 – Sept. 2012 Fall 2015 – Updated plan</p>	<p>Technology Supervisor Director of Operations Tech staff</p> <p>Technology Supervisor Director of Operations Tech staff</p>	<p>Staff time</p> <p>Technology staff Comparison date to other schools of similar size and demographics</p>	<p>Reports to Admin, LTSP tech group, budget committee and board</p>

Strategy 4: PCHS will update and maintain technological infrastructure in order to maximize learning opportunities.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Log and report “throughput” network speed over a defined period of time.	April 2013 – June 2013	Technology Supervisor and Operations Director	Funding for upgrades Tech department Tech consultants	Progress reports to LTSP, admin team, and board
2. Evaluate capacity of current network and recommend changes if appropriate.	April 2013 – Sept. 2013	Technology Supervisor and Operations Director		System effectiveness and stability
3. Establish network benchmarks based upon data collected from step one and two.	Sept. 2013 – Oct. 2013	Technology Supervisor and Operations Director		
4. Create a seamless wifi system throughout campus.	April 2013 – ongoing	Technology Supervisor and Operations Director		
5. Secure PCHS’s IDF boxes against rodents.	April 2013 – June 2013	Technology Supervisor and Operations Director		
6. Survey Ethernet drops in offices and classes and repair as needed.	April 2013 – June 2013	Technology Supervisor and Operations Director		
7. Allocate funds for technology support staff.	April 2014	Executive Director/Principal CBO		
8. Review main campus network for 1:1 support inclusive of wifi, bandwidth, and network speeds	May 2014 – Aug 2014	Technology Supervisor Operations Director		
9. Implement network upgrades to support 1:1 environment	Feb 2014 – Aug 2014	Budget Committee		
10. Assess Temescal campus for tech needs and recommended upgrades; implement upgrades		Board		

Strategy 5: PCHS will offer students online learning opportunities.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Identify company for online academy.	August 2012 – ongoing	Administration	Time for demonstrations w/Dept Chairs, Temescal staff to review	Feedback from presentation
2. Assess student needs for online classes through extensive evaluation.	Dec 2012 – ongoing	Administration Counseling department Temescal Academy staff	Needs assessment data Time/funding	Assessment data
3. Create an online class catalog	Dec. 2012 – ongoing	Administration Independent studies staff	Time/funding	Course catalog
4. Allocate funds for online academy.	May 2013- ongoing	Administration Budget Committee Board	Cost analysis	Budget
5. Analyze pass/failure rate of classes.	Dec. 2013 – ongoing	Administration Temescal Academy staff Independent studies coordinator	Lists of Pass/Fails Counseling department	Grade reports Reports to admin, LTSP, board
6. Online summer school offerings	June 2012 - ongoing	Administration Independent studies coordinator		

Strategy 6: PCHS will implement a digital citizenship component into appropriate curriculum.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Identify a curriculum team to create and oversee implementation of the digital citizenship components.	March 2014	Administration /Library Media Teacher (LMT)/ Tech Supervisor/ 9 th teacher Tech Ed dept. teacher	Tech Time digital citizenship program	Reports to Principal
2. Create benchmarks. Create professional development for PLC modules.	March – April 2014 9 th Grade September 2015 for 10 th - 12 th grade March -- April 2014 for 9 th grade	LMT/ Tech Supervisor/LTSP LMT/ Tech Supervisor/ LTSP LMT/ Tech Supervisor/ _____	Time allotted in AA, Tech Ed, Faculty and Dept. Chair meetings for Spring semester 2014 TBD	Agendas from Faculty and Dept. Chair meetings LTSP and other meeting agendas
3. Implement units into PLCs/SLCs.	April-June 2014 for 9 th grade SLC	PLCs/ SLCs leaders/ LMT/ Tech Supervisor/ _____	TBD Subscription to Brain POP Time	LTSP and other meeting agendas
4. Measure benchmarks.	May 2014-- _____ (ongoing) for 10 th -12 th PLCs	PLCs/ SLCs leaders/LMT/ Tech Supervisor / _____	PLCs/ SLCs leaders TBD	PLCs/SLC agendas- check list PLC notebooks
5. Transition digital citizenship to graduation requirements	August 2015 for 9 th grade August 2016 for 10 th -12 grades	LTSP/ LMT/ Tech Supervisor LTSP/ LMT/ Tech Supervisor	PLCs/ SLCs leaders TBD TBD (survey/ depends on bench marks- grad require) TBD (survey)	PLCs/SLC agendas PLC notebooks

V. FINANCE AND FUNDRAISING

By 2015, our operating budget will increase by at least \$2 million through alternate funding that supplements our state funded budget, and we will acquire funding for special projects to implement our master plan.

GOALS

- A. Establish a point person for grantwriting who searches for grants, publicizes grants available, and applies for or supports applications for grants.
- B. Apply for E-rate funding
- C. Utilize Donors Choose as a school-wide tool for soliciting grants or donations.
- D. Provide professional development for faculty and staff in grantwriting.
- E. Establish and maintain an online calendar for scheduling available facilities.
- F. Increase use of facilities through marketing.
- G. Funding from Civic Center permits is clearly identified, managed, and reported to the Budget and Finance Committee.
- H. Increase ADA through independent study, work experience, and distance learning.
- I. Investigate tuition-based credit recovery programs (summer school, etc.)
- J. Create on-campus, real-world opportunities for students that offset operations costs.
- K. Pilot innovative programs.
- L. Use targeted funds for designated projects.

PROPOSED STRATEGIES/TASKS

1. PCHS will apply for additional grants.
2. Increase revenue from Civic Center permits.
3. Offer alternative educational opportunities for students without increasing class size that reduces costs and/or increases revenue.
4. PCHS will seek assistance from corporations who offer funding opportunities.
5. PCHS will make home and school transportation budget neutral. Specific Result: Monitor efficiency of transportation costs.
6. PCHS will develop an on-line donation portal to make giving easy and targeted. Specific Result: Implement scholarship/sponsorship program.

Goal A: Establish a point person for grant writing who searches for grants, publicizes grants available, and applies for or supports applications for grants.

Strategy 1: PCHS will apply for additional grants.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Identify target student populations for initial grant funding	August 2013 – March 2014	Administration, tech staff	Ed Fund and Booster club time and expertise	Reports to school admin team and LTSP
2. Develop media packages for fundraising	August 2013 August 2014	Administration Development consultant	Funding for media production (videos)	Reports to school admin team, board, and Back to School night pitches
3. Participate in grant and fundraising workshops	August 2013 – ongoing	Administration Development	Staff time; funds for workshop fees; funds for grant writing team	Reports to school admin team, LTSP, board
4. Submit grants for Phase 1 targeted populations and programs. (STEAM, Auto shop, and MESA-type students)	March 2014 – August 2014	Tech staff, grant consultants Education Foundation	Staff time; funds for grant writing team	Reports to school admin team, LTSP and board
5. Identify Phase 2 grant target populations and programs	May 2014 – June 2015	Tech staff; grant consultants; Education Foundation; faculty	Staff time; funds for grant writing team	Reports to school admin team, LTSP, and board
6. Submit grants for Phase 1 + 2 targeted populations and programs.	August 2014 - ongoing	Tech staff; grant consultants; Education Foundation; faculty		

Goal B: Apply for E-ratefunding

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Contract with eRate Consultant firm for efficient completion of process	March 2013	Administration Tech Supervisor	funds for consulting (continuous in category)	Report to school admin, LTSP, and board
2. Submit paperwork for 13-14 school year	Summer 2013	Tech Dept; Budget dept	demographic information	Report to school admin, LTSP, and board
3. Implement 13-14 upgrades.	November 2013 – March 2014	Tech Dept	funds for upgrades; staff time	Report to school admin, LTSP, and board
4. Assess potential projects for eRate in 14-15 school year; as connected to five year tech goals	March 2014	Tech Dept	research and staff time	Report to school admin, LTSP, and board
5. Submit paperwork for 14-15 schoolyear	Summer 2014	Tech Dept; Budegtdept	demographic information	Report to school admin, LTSP, and board
6. Implement 14-15 upgrades		Tech Dept	funds for upgrades; staff time	Report to school admin, LTSP, and board

Goal C: Utilize Donors Choose as a school-wide tool for soliciting grants or donations.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Survey teachers regarding what funding they have received from Donors Choose, what the funding was for, and amount of funding	Aug 2014	Administration Development consultant	Survey	Survey results Report to LTSP
2. Set aside PD time to a) have successful applicants present what makes a successful DC grant and how to fill one out, b) provide a template with fill in the blank options, and c) writing workshop time for faculty and staff to set small goals and write/submit the grant.	April 2014 – May 2015	Administration Development consultant	Professional development time	Summary of professional development activity to LTSP
3. Find out whether we can get the school’s data from Donors Choose (who and what and how much has been funded), and if so, acquire that data.	July – August 2014	Administration Development consultant	Template	Share school data with
4. Set up template for Donors Choose (that fill in the blank mentioned in the PD section).				

Goal D: Provide professional development for faculty and staff in grant writing.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Identify resources at CCSA conference	Feb. 2013 – March 2013	Administration/board	Conference participation	Reports from conference
2. Determine process for faculty and staff applying for grants	Aug./Sept. 2014	Administration Development consultant	Meeting time	Report to LTSP

Strategy 2: Increase revenue from Civic Center permits.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Generate more revenue from filming 2. Bring in additional permit holders for fields and facilities	Summer 2012 – ongoing Summer 2012 - ongoing	Director of Operations Operations Liaison		Budget Committee reports Board reports from CBO Current Year Results Reports: Next Year Budgets Future Cash Flow Projections

Goal F: Increase use of facilities through marketing.

STEPS	TIMELINE	RESPONSIBLE PERSONNEL	INVOLVED RESOURCES	MEANS TO MONITOR & REPORT PROGRESS
1. Contact film companies to establish PCHS availability	Aug 2012 – Nov. 2012	Director of Operations Operations Liaison	List of companies	
2. Develop a marketing brochure with facilities described and pictures	Jan 2013 – March 2013	Director of Operations Operations Liaison	Photographs of facilities Publisher	Brochure
3. Publish/advertise online and in appropriate publications.	March 2013	Director of Operations Operations Liaison	Website List of other publications used by location scouts	Ads
4. Establish on-line/interactive calendar with Event Management System (EMS)	March 2013	Director of Operations Operations Liaison	EMS system and training	Online calendar

Goal G: Funding from Civic Center permits is clearly identified, managed, and reported to the Budget and Finance Committee.

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
<p>1. Budget for Civic Center permit operations is created that clearly defines operation maintenance, loans) and supplemental revenue</p> <p>Quarterly reports provided to board Budget/Finance Committee</p>	<p>Feb 2012 – April 2012</p>	<p>CBO Director of Operations</p>	<p>Records</p>	<p>Reports to admin, budget committee, LTSP, and board</p> <p>Quarterly reports</p>

Goal H: Offer alternative educational opportunities for students without increasing class size that reduces costs and/or increase revenue.

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
1. Integrate internships and work experience into the curriculum for more students.	2014-15	Executive Director and Administration Education Foundation LTSP Family and Community Committee	List of interested businesses Time for teachers to discuss with program coordinators	Reports to EDP, LTSP, and board

Specific Result 2: Investigate tuition-based credit recovery programs (summers school, etc.)

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
<p>1. PCHS Booster Club offered a tuition-based summer school</p> <p>2. Additional research regarding outside 501c3 organizations offering tuition-based programs</p>	<p>Summer 2013</p> <p>Summer 2015</p>	<p>Booster Club</p> <p>Administration</p>	<p>None</p> <p>Time</p> <p>Legal and private school contacts</p>	<p>Course completion review by counseling office and admin</p> <p>Booster Club records</p>

Goal J: Create on-campus, real-world opportunities for students that offset operations costs.

NOT A BUDGET PRIORITY FOR 2014-2015

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
1. Integrate internships and work experience into the curriculum for more students	September 2014 – ongoing	Executive Director/Principal Administration Career Counselor	Time to study other schools' programs and for outreach	Proposals Reports back to LTSP, department chairs/curriculum council, board
2. Solicit proposals that identify such opportunities	September 2014	Executive Director/Principal Administration Career Counselor	Involve community resources such as Chamber of Commerce and supporters such as Ed Foundation and Booster Club	
3. Select one proposal to pilot	January 2015	Executive Director/Principal Administration		
4. Investigate and publicize opportunities	January 2015	Career Counselor		

Strategy 4: PCHS will seek assistance from corporations who offer funding opportunities.

RE-TASKED TO DEVELOPMENT DIRECTOR

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
1. Become partner with McDougal-Little or other publishes to access tech/textbook grants if it is beneficial to Pali	Spring 2014 - on going	Executive Director/Principal CBO	Textbook companies' reps and grants	Reports to LTSP
2. Task council of councils to share information across committees about needs and coordinate with grant point person about opportunities	Spring 2014 - on going	Executive Director/Principal Council of Councils	Time to meet Development consultant	Reports to LTSP

Strategy 5: PCHS will make home and school transportation budget neutral.

Specific Result: Monitor efficiency of transportation costs.

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
1. Collect transportation fees from scholarships and families	On going	Transportation coordinator	Data base	Report to administration, LTSP, board
2. Publicize opportunities for students and parents to earn money towards their transportation fees	On going	Transportation coordinator	Flyer/info on website	Follow number of students who apply
3. Identify full costs of transportation to determine appropriate fee and revenue collection	April 2012- May 2012	CBO Director of Operations Transportation Coordinator	Transportation contract	Data report that includes comparison data

Strategy 6: PCHS will develop an on-line donation portal to make giving easy and targeted.

Specific Result 1: Implement scholarship/sponsorship program.

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
1. Establish sponsorship portal for donations to trusts and transportation.	2013 - ongoing	Executive Director/Principal Tech Department Webmaster	Website	Website Donation reports
2. Consolidate current sponsorship opportunities in portal.	2013	Executive Director/Principal Webmaster	List of current sponsorships	
3. Publicize sponsorship opportunities	2014-15	Executive Director/Principal	List of sponsorships	
4. Track sponsorships	2014 - ongoing	Executive Director/Principal CBO Finance Manager	Website and brochures	

Goal I: PCHS will use targeted funds for designated projects.

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
1. Develop donation portal on Pali's webpage (with targeted options); investigate how this may coordinate with Infinite Campus' collection services.	July 2012 - on going	Fundraiser/designer/webmaster	Tech support	Web page
2. Consolidate current donation opportunities under this portal	July 2012	Fundraiser/designer/webmaster	Tech support	Web page
3. Track total amounts available under each option in the portal; report totals to Budget/Finance Committee	Ongoing	Finance manager		Donation reports to admin, budget committee, LTSP, and board
4. Establish point person maintain Donor Data base and system for thanking donors		Executive Director/Principal CBO/Finance Office	Staff support	Donor data base and donor letters
5. Develop creative alumni outreach that will lead alum to make online portal donations.	TBD Ongoing	On campus staff member/alumni lead person		

STEPS	TIMELINE	PERSONNEL RESPONSIBLE	RESOURCES INVOLVED	MEANS TO MONITOR & REPORT PROGRESS
6. Implement sponsorship (scholarship) Program	TBD Ongoing	Leadership Coordinator		
7. Communicate specific needs to community organizations	Ongoing	Executive Director/Principal Operations Director CBO	Outreach time Community Contacts	Contact list
8. Publicize opportunities to make donations via the portal	July 2012 - Ongoing	Executive Director/Principal		Newsletters Mailings Email blasts Materials from special events (Back to School Night, Open House)

Coversheet

Review LAUSD Annual Report from 2016-2017

Section: II. Governance
Item: G. Review LAUSD Annual Report from 2016-2017
Purpose: Discuss
Submitted by:
Related Material: 2016-2017 Annual Oversight Report LAUSD.pdf



LOS ANGELES UNIFIED SCHOOL DISTRICT **CHARTER SCHOOLS DIVISION**

ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT REPORT 2016-2017 SCHOOL YEAR FOR

PALISADES CHARTER HIGH SCHOOL/8798

Name and Location Code of Charter School

LAUSD Vision

Every student will receive a quality education in a safe, caring environment, and will be college-prepared and career-ready.

CSD Mission

The LAUSD Charter Schools Division (CSD) fosters high quality educational opportunities and outcomes for students in the greater Los Angeles community through exemplary charter public school authorizing, oversight, and sharing of promising practices so that all students maximize their potential.

CSD Core Values

We believe that our success depends on:

- Making decisions that put the interests of students first.
- Serving with high expectations, integrity, professionalism, and commitment.
- Employing authentic, responsive, and effective leadership and teamwork.
- Continuously learning as a dynamic organization.
- Building and sustaining a healthy workplace culture where high performance, diversity, and creativity thrive.
- Developing productive relationships with our charter schools and all stakeholders.



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **PALISADES CHARTER HIGH SCHOOL/8798
(REV.)**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: **5/19/2017**

Charter School Name:	PALISADES CHARTER HIGH SCHOOL			Location Code:	8798
Current Address:	City:	ZIP Code:	Phone:	Fax:	
15777 Bowdoin Street	Pacific Palisades	90272	310-230-6623	(310) 306-3245	
Current Term of Charter:			LAUSD Board District:	LAUSD District:	
July 1, 2015 to June 30, 2020			4	WEST	
Number of Students Currently Enrolled:	Enrollment Capacity Per Charter:	Grades Currently Served:	Grades To Be Served Per Charter:		
2, 988	3,000	9-12	9-12		
Total Number of Staff Members:	232	Certificated:	154	Classified:	78
Charter School's Leadership Team Members:	Pamela Magee/ED & Principal; Monica Iannessa/AP Academic Achievement; Russ Howard/AP Activities, Athletics, Discipline; Jeff Hartman/AP Counseling & Guidance; Dr. Chris Lee/Director of Admissions, Attendance, & Alternative Programs				
Charter School's Contact for Special Education:	Emilie Larew/Board Chair & Special Education Coordinator; Mary Bush/AP Spec Education & Student Services				
CSD Assigned Administrator:	Chris Humphrey, Specialist		CSD Fiscal Services Manager:	Emma Baquir	
Other School/CSD Team Members:	CSD/May 19: Jose Rodriguez and Monique Galvez/Specialists, Sharon Bradley CSD/May 24: Jose Rodriguez, Specialist CSD/May 26: Jose Rodriguez, Specialist				
Oversight Visit Date:	May 19, 24, and 26, 2017		Fiscal Review Date (if different):		
Is school located on a District facility? If so, please indicate the applicable program (e.g. Prop 39, PSC, conversion, etc.):	YES, Conversion to Independent		LAUSD Co-Location Campus (if applicable):	Palisades High School	

SUMMARY OF RATINGS			
<i>(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory</i>			
Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **PALISADES CHARTER HIGH SCHOOL/8798**
(REV.)

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: [5/19/2017](#)[5/19/2017](#)

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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **PALISADES CHARTER HIGH SCHOOL/8798
(REV.)**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/19/20175/19/2017

CHARTER RENEWAL CRITERIA

In accordance with Education Code §§ 47605 and 47607, in order to renew a charter, the District must determine whether the charter school has met the statutory requirements. Pursuant to the requirements of SB 1290, the District “shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.” Ed. Code § 47607(a)(3)(A).

REPORT GUIDE

In conducting oversight as a charter school authorizer, the District places an emphasis on performance and compliance with applicable law, policy, and the approved charter, as well as on the lead fiduciary role of a charter school’s governing board in the overall success of the school for students. Information gathered through oversight serves as part of the school’s ongoing record of performance and provides important data for the CSD, LAUSD Superintendent, and ultimately the LAUSD Board of Education in making informed decisions about charter school authorization. In designing this document, the District has considered California charter school law, as well as the California State Board of Education’s criteria for evaluating charter schools and the National Association of Charter School Authorizers’ *Principles and Standards of Quality Authorizing*. This reporting tool provides guidelines and criteria used by the CSD to observe, record, assess, and reflect with the charter school on school performance as captured during the annual oversight visit process in these four categories:

Governance – demonstrating fulfillment of the governing board’s fiduciary responsibility to effectively direct and provide oversight for the charter public school, including but not limited to enactment and monitoring of policies and procedures to ensure the school’s full compliance with applicable law, policy, and the terms of the charter approved by the LAUSD Board of Education

Student Achievement and Educational Performance – demonstrating academic achievement and growth for all students

Organizational Management, Programs, and Operations – demonstrating effective leadership and implementation of the governing board’s policies and procedures, as well as the school’s educational program and systems and procedures for the day-to-day operations of the school

Fiscal Operations – demonstrating sound fiscal management, appropriate use of public funds, and compliance with regulatory requirements

This report, including the ratings in each category, is based on information and evidence gathered at the time of the annual oversight visit. The CSD considers evidence provided through CSD staff observations, document review, interviews, and discussion with school representatives. All charter schools are expected to prepare for the visit and have available, as applicable, all documentation requested in the *Annual Performance Based Oversight Visit Preparation Guide 2016-2017*. The “Sources of Evidence” sections below identify key information sources generally relevant to their respective indicators; these lists are not exhaustive, however, and some items may not be applicable to the grades served. Schools may present additional evidence as deemed relevant and appropriate. As needed, CSD staff also may request additional information and/or documentation prior to, during, and/or following the visit.

The tool employs the following four-point rubric to rate the school’s performance in each category: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. In addition, the *Summary of School Performance* section in each category captures key findings under one or more of the following headings: (1) Areas of Demonstrated Strength and/or Progress (Note: potential “promising practices” are identified within this section with an asterisk [*]); (2) Areas Noted for Further Growth and/or Improvement; and, if applicable, (3) Corrective Action Required. Under “Corrective Action Required,” the CSD reports findings of material noncompliance with applicable law, LAUSD charter policy, or the school’s approved charter. If the report includes any findings under “Corrective Action Required,” the charter school must take immediate and appropriate steps to remedy the identified concern. In accordance with its “tiered intervention” approach to charter school non-compliance and poor performance, the CSD may also send the school appropriate notices, separate and apart from this report, to provide and document time-specific follow-up as necessary. At the other end of the spectrum of performance, any school that earns a rating of *Accomplished* in any category is encouraged to submit to the CSD a summary of those



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Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/19/20175/19/2017

“promising practices” that the school believes have contributed to its success, in order to support the CSD’s ongoing efforts to promote and facilitate reciprocal sharing of promising practices among education leaders from across the entire portfolio of LAUSD schools.

GOVERNANCE	RATING*
Summary of School Performance	4

Areas of Demonstrated Strength and/or Progress

- **(G1) GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S)**

The Governing Board has fully implemented the organizational structure set forth in the approved charter, including any mandated committees/council, such as the Stakeholder Board Level Committees listed during binder review as the Academic Accountability Committee, the Budget and Finance Committee, the Charter Committee, the Election Committee, and the Post-Retirement Healthcare Benefits Committee; as well as Board Committees of Board Members Only to include the Audit Committee, Grade Appeal Committee, and Survey Committee. There is also a highly developed system for the evaluation of the school leader(s) with evidence of discussion of the Board evaluation cycle of the Executive Director and Principal on the 3/14/17 board agenda along with review of the process for Academic and Classified Administrator Evaluation criteria and Goals;

- **(G2) BROWN ACT**

The Governing Board complies with all material provisions of the Brown Act with evidence of Brown Act training on July 16, 2017;

- The Governing Board meets regularly in sessions, held at the Palisades Gilbert Hall, that are conducted openly, providing for opportunities for the public to participate in sessions; posted on the front office bulletin board;
 - Binder review provided the evidence of Agendas and minutes that are posted and maintained both on the schools’ website and available for families; as well as board agendas noting topics and minutes such as Budget finance dated 5/8/17, 4/17/17, 3/13/17, 2/13/17, 1/13/17, Election committee dated 5/9/17, 4/20/17, 4/6/17, 3/2/17, 2/16/17, and Academic Accountability Committee minutes dated 5/11/17, 4/6/17, 3/9/17, 2/16/17;

- **(G3) DUE PROCESS**

The Governing Board has established and monitors comprehensive policies and procedures to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public. Evidence of the due process procedures such as the identification of discrimination categories for protected classes, the name/address of whom a parent would send a complaint and the position that would investigate the complaint were noted during oversight; Palisades has a Parent/Student Handbook in which the complaint process is aligned with



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **PALISADES CHARTER HIGH SCHOOL/8798
(REV.)**Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 5/19/2017-5/19/2017

the UCP and provided to all parents at the beginning of the school year posted on Website and observed during binder review; Employee complaint procedures are listed in the Employee handbook which is posted on the Charter website;

- **((G4) STAFFING**

The Governing Board closely monitors and maintains systems and procedures that ensure full compliance with criminal background clearance requirements for employees, vendors and volunteers, as well as full compliance with tuberculosis clearance requirements and credentialing and assignment requirements as evidenced during binder review with compliant documentation and verification from appropriate Custodian of Records and Certifying contracting entity for vendors;

- **(G5) DATA-BASED DECISION-MAKING**

The Governing Board of Palisades Charter High School regularly monitors school performance providing updated internal and standardized academic data which informs decision-making as evidenced from direct observation and from binder review during oversight with examples of discussion from agendas/minutes dated 5/11/17, 4/6/17, 3/9/17, and 2/16/17.

Corrective Action Required

****NOTE: If the CSD gathers or otherwise receives substantial evidence of actual conflict(s) of interest with respect to a governing board member or person in a school leadership position (e.g. CEO or principal), a charter school shall receive a rating of 1 in this category.***



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **PALISADES CHARTER HIGH SCHOOL/8798 (REV.)**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/19/2017 5/19/2017

G1: GOVERNANCE STRUCTURE AND EVALUATION OF SCHOOL LEADER(S) - GOVERNANCE QUALITY INDICATOR #1

<p><i>The Governing Board has implemented the organizational structure, roles and responsibilities set forth in the approved charter, including:</i></p> <ul style="list-style-type: none"> Governing Board (composition, structure, roles and responsibilities) committees/councils, including but not limited to those mandated by laws or regulations evaluation of school's executive level leadership 		
Performance	Rubric	Sources of Evidence
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The Governing Board has fully implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a highly developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has substantially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and an adequately developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has partially implemented the organizational structure set forth in approved charter, including any mandated committees/councils, and a partially developed system for the evaluation of the school leader(s) <input type="checkbox"/> The Governing Board has not implemented the organizational structure set forth in approved charter or any mandated committees/councils, and no system for the evaluation of the school leader(s) 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Organization chart (B1: 1) <input checked="" type="checkbox"/> Bylaws (B1: 2) <input checked="" type="checkbox"/> Board member roster (B1: 3) <input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Evidence of committee/council calendars and agendas <input checked="" type="checkbox"/> Documentation related to system for evaluation of executive level administrator(s) who reports to the Board. (B1: 7) <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G2: BROWN ACT - GOVERNANCE QUALITY INDICATOR #2

<p><i>The Governing Board has a system in place to ensure it is adhering to applicable open meeting requirements, which protect the public interest in transparency and help to ensure that decisions are made without apparent or actual conflicts of interest:</i></p> <ul style="list-style-type: none"> Governing Board meetings occur regularly, are conducted openly, and provide opportunity for public participation in accordance with the Brown Act Governing Board holds its meetings at a location(s) and in a manner that complies with teleconferencing, closed session, and access and Reasonable Accommodation requirements and the public has access to the meetings from a location(s) within the jurisdictional boundaries of LAUSD, as noted in the charter petition Governing Board meeting agendas and minutes are posted and maintained, as appropriate, including on the school's website and in accordance with the Brown Act and with sufficient specificity 		
Performance	Rubric	Sources of Evidence



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Performance	<input checked="" type="checkbox"/> The Governing Board complies with all material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with most material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with some material provisions of the Brown Act <input type="checkbox"/> The Governing Board complies with few material provisions of the Brown Act	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input checked="" type="checkbox"/> Board meeting calendar (B1: 5) <input checked="" type="checkbox"/> Brown Act training documentation (B1: 8) <input checked="" type="checkbox"/> Documentation of the school's agenda posting procedures (B1: 9) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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G3: DUE PROCESS - GOVERNANCE QUALITY INDICATOR #3

The Governing Board has systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the school's charter, and LAUSD charter policy, to honor and protect the rights of students, employees, parents, and the public in the following areas:

- student discipline
- employee grievances and discipline
- parent/stakeholder complaint resolution
- Uniform Complaint Procedures

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board has highly developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has well-developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has partially developed systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, for students, employees, parents, and the public <input type="checkbox"/> The Governing Board has minimal or no systems in place to ensure that the school provides adequate due process, in accordance with applicable law, the charter, and LAUSD charter policy, in for students, employees, parents, and the public	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10 or B3: 1) <input checked="" type="checkbox"/> Uniform Complaint Procedure documentation (B1: 11) <input checked="" type="checkbox"/> Stakeholder complaint procedure(s) (B1: 12) <input checked="" type="checkbox"/> H.R. policies and procedures regarding staff due process (B1: 13.1) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

G4: STAFFING - GOVERNANCE QUALITY INDICATOR #4

The Governing Board has a system in place to ensure that appropriate employment and other staffing decisions are made in accordance with applicable law and the terms of its approved charter governing qualifications, clearances and credentialing:



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- The Governing Board has established policies and procedures to ensure that faculty, staff, substitute teachers, and other persons providing service in a certificated position, are appropriately credentialed, authorized and/or otherwise qualified for the positions for which they have been employed/contracted and assigned, in accordance with applicable provisions of law and the school’s charter
- The Governing Board has established policies and procedures to ensure that the school obtains all necessary employee clearances, including criminal background and tuberculosis (TB) clearances, prior to employment, and keeps all clearances current
- The Governing Board has established policies and procedures to ensure that the school obtains, monitors, and maintains all necessary and appropriate vendor certifications/waivers regarding vendor employee clearances, including criminal background and tuberculosis (TB) clearances
- The Governing Board has established policies and procedures regarding requirements for school volunteers, including criminal background clearances for all volunteers who perform school site services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students per AB 1667
- The Governing Board has established and monitors policies governing whether and under what circumstances the school may consider, for paid and volunteer service, candidates who have criminal records

	Sources of Evidence
<p style="text-align: center;">Rubric</p> <p>Performance</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The Governing Board has established and monitors comprehensive policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established and monitors policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established some policies and procedures to ensure staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements <input type="checkbox"/> The Governing Board has established few or no policies and procedures to ensure staffing in compliance with applicable law staffing in compliance with applicable provisions of law and the charter related to qualifications, clearances, credentialing, and assignment requirements 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10 or B3: 1) <input checked="" type="checkbox"/> H.R. policies and procedures regarding NCLB qualifications, credentialing, and clearance requirements (B1: 13.2) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

G5: DATA-BASED DECISION-MAKING - GOVERNANCE QUALITY INDICATOR #5

The Governing Board has a system in place to ensure:

- review and use of academic and other internal school data and information to ensure sound Governing Board decision-making in support of continuous improvement of student achievement, fiscal viability, compliance, and overall public school excellence
- ongoing monitoring of the school’s implementation of its LCAP action plans and progress toward LCAP goals



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Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The Governing Board regularly monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board inconsistently monitors school performance and other internal data to inform decision-making <input type="checkbox"/> The Governing Board seldom monitors school performance and other internal data to inform decision-making	<input checked="" type="checkbox"/> Board meeting agendas and minutes with supporting materials and evidence of school performance and internal other data (B1: 4) <input checked="" type="checkbox"/> Other evidence of system for Board review and analysis of internal school data to inform decision-making (B1: 14) <input checked="" type="checkbox"/> Observation of Governing Board meeting <input checked="" type="checkbox"/> Discussion with leadership <input type="checkbox"/> Other: (Specify)

G6: FISCAL CONDITION - GOVERNANCE QUALITY INDICATOR #6

<i>The Governing Board has a system in place to ensure fiscal viability:</i>		
<ul style="list-style-type: none"> The school is fiscally strong and net assets are positive in the prior two independent audit reports. 		
Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school is fiscally strong and net assets are positive in the prior two independent audit reports <input type="checkbox"/> The school is fiscally strong or stable, and net assets are positive in the most current independent audit report <input type="checkbox"/> The school is fiscally weak and net assets are negative in the most current independent audit report, or the school does not have an independent audit report on file with the Charter Schools Division <input type="checkbox"/> The school is consistently fiscally weak and net assets are negative in the prior two independent audit reports, or the school does not have an independent audit report on file with the Charter Schools Division	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1: 15) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)

G7: FISCAL MANAGEMENT AND ACCOUNTABILITY - GOVERNANCE QUALITY INDICATOR #7

<i>The Governing Board has a system in place to ensure sound fiscal management and accountability:</i>		
<ul style="list-style-type: none"> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement. 		
Rubric		Sources of Evidence



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Performance	<input type="checkbox"/> The school adheres to the Governing Board approved fiscal policies and procedures, and does not have any areas noted for improvement <input checked="" type="checkbox"/> The school generally adheres to the Governing Board approved fiscal policies and procedures, but has areas noted for improvement <input type="checkbox"/> The school is not adhering to the Governing Board approved fiscal policies and procedures, and has areas noted for improvement, or has significant fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.) <input type="checkbox"/> The school is continuously not adhering to the Governing Board approved fiscal policies and procedures, and has recurring areas noted for improvement, or has significant and recurring fiscal-related issues (e.g., fiscal mismanagement, audit findings, potential conflicts of interest, inadequate cash flow, etc.)	<input checked="" type="checkbox"/> Board meeting agendas and minutes (B1: 4) <input type="checkbox"/> Other evidence of system for Board review and monitoring of fiscal policies, procedures, budget, and finances (B1: 15) <input type="checkbox"/> Observation of Governing Board meeting <input type="checkbox"/> Discussion with leadership <input checked="" type="checkbox"/> Independent audit report(s) <input checked="" type="checkbox"/> Other: (see Fiscal Operations section below)
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Progress on LAUSD Board of Education and/or MOU Benchmarks related to GOVERNANCE (if applicable):



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STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE	RATING*
Summary of School Performance	3
<p><u>Areas of Demonstrated Strength and/or Progress</u></p> <ul style="list-style-type: none"> • (A1) SBAC SUBGROUP ELA The percentage of students who Met or Exceeded Standards in ELA at Palisades Charter High School is at a rate higher than the District average for the majority of subgroups. Palisades Charter High School scored higher than the District average in ELA for the following subgroups: African-American students at 42% as compared to the District average at 28%; Latino students at 60% as compared to the District average at 33%; Socio-Economically Disadvantaged students at 54% as compared to the District average at 33%; and Students with Disabilities at 40% as compared to the District average at 8%; • (A2) SBAC SUBGROUP MATH The percentage of students who Met or Exceeded Standards in Math is at a rate higher than the District average for the majority of subgroups. Palisades Charter High School scored higher than the District average in Math for the following subgroups: African-American students at 26% as compared to the District average at 18%; Latino students at 28% as compared to the District average at 23%; Socio-Economically Disadvantaged Students at 28% as compared to the District average at 23%; and Students with Disabilities at 15% as compared to the District average at 6%; • (A3) SBAC SCHOOLWIDE ELA The schoolwide percentage of students who Met or Exceeded Standards in 6th -8th Grade on the SBAC in ELA is at a rate higher than the District average. The higher percentage of students who Met or Exceeded Standards at Palisades Charter High School School-wide for ELA in 2015-2016 was 71% as compared to the District average of 39%; • (A4) SBAC SCHOOLWIDE MATH The schoolwide percentage of students who Met or Exceeded Standards in 6th 8th Grade on the SBAC in MATH is at a rate higher than the District average. The schoolwide percentage of students who Met or Exceeded Standards on the SBAC at Palisades Charter High School in Math in 2015-2016 was 51% as compared to the District average of 29%; • (A5) ENGLISH LEARNER RECLASSIFICATION The school reclassifies English Learners at a rate higher than the District average Per CDE, Palisades Charter High School has 13.2% reclassification rate for the 2015-2016 school year as compared to the 12.1% District rate, higher than the District 	



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average;

- (A7) **FOUR-YEAR COHORT GRADUATION RATE**

The school's Four-Year Cohort Graduation Rate is at a rate **higher** than the District average at 95% as compared to the District average of 83.2%.

Areas Noted for Further Growth and/or Improvement

- (A1) **SBAC SUBGROUP ELA**

The percentage of students who Met or Exceeded Standards in **ELA** at Palisades Charter High School is at a rate **higher** than the District average **for the majority of subgroups**. However, Palisades Charter High School scored **lower** than the District average in **ELA** for the following subgroup: **English Learners** at 0% as compared to the District average at 4%;

- (A2) **SBAC SUBGROUP MATH**

The percentage of students who Met or Exceeded Standards in **Math** at Palisades Charter High School is at a rate **higher** than the District average **for the majority of subgroups**. However, Palisades Charter High School scored **lower** than the District average in **ELA** for the following subgroup: **English Learners** at 0% as compared to the District average at 5%;

- (A6) **INTERNAL ASSESSMENT**

The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and math assessing with the CAASPP SBAC Interim Block Assessments.

- The Charter provided internal assessment data for ELA Standards at oversight in the area of Language/Vocabulary:
 - LEP Status, LEP Nearly Met/Met at 25%; RFEP Nearly Met/Met at 28.57%;
 - Socio-Economically Disadvantaged students, Nearly Met/Met at 57.78% and Exceeded at 23.49%;
 - Students with Disabilities, Nearly Met/Met at 57.78% and Exceeded at 23.49%;
 - Latino students, Nearly Met/Met at 54.13% and Exceeded at 3.67%;



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- African-American students, Nearly Met/Met at 56.31% and Exceeded at 7.77%;
- The Charter provided internal assessment data for ELA Standards at oversight in the area of Writing Skills
 - All students demonstrated progress by Meeting/Exceeding standards with a 6% increase;
 - RFEP students Met/Exceeded Standards with a 13% increase;
 - Students with Disabilities Met/Exceeded Standards with a 8% increase;
 - African-American students decreased in Writing Skills standards by 3%;
- The Charter, however, did not provide internal assessment for math because they had not yet analyzed the comparative data from assessments; although they did specify that there was significant improvement from 2015-16 with about a 10% increase in students exceeding standards. In addition, more RFEPs were in the higher-level math classes in 2016-17 than in 2015-16. They plan to align their own internal assessments to the CCSS through PLC meetings, PLC Pullouts and summer work; math accessible curriculum is being developed for 2017-18 in STEAM labs, Tech Education and Pod curriculum

Corrective Action Required

Notes:

- (A1 & 2) **Meeting the needs of the subgroup of Latino and English Learners**
In order to address the challenges of ELs, the school has been providing a free after school math and free tutoring program, have invested in enrichment programs and clubs, such as Science Technology Engineering Art and Math (STEAM) clubs, Society of Hispanic Professional Engineers (SHPE) and Math Engineering Science Achievement (MESA);
- RFEPs have demonstrated progress in Math overall and in Math Concepts by increasing 8%. The school anticipates a much higher percentage of English Learners reclassifying during 2016-17. Additionally, a number of interventions have been designed to provide resources to English Learner students such as department-wide office hours, Math Lab and IXL.
- (A1 & 2) **SBAC SUBGROUP ELA & MATH**
Leadership shared that the practice of Instructional coaches and administrators observing teachers and providing them with



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feedback to improve their practice has been and will continue to be instituted to build teacher capacity and instructional efficacy. CSD recommends that school leadership maximize the talents of highly qualified teachers as models for the math department to contribute to the PLC process.

**NOTE: Upon the State Board of Education's finalization of California's new accountability system, CSD will determine implications for the oversight report.*



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- Performance of all subgroups on the CAASPP (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade ELA is at a rate higher than the District average for all subgroups <input checked="" type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade ELA is at a rate similar to the District average for the majority of subgroups <input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade ELA is at a rate lower than the District average for some subgroups <input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade ELA is at a rate of 0% for the majority of subgroups <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2: 1.1) <input type="checkbox"/> Other: (Specify)

A2: SBAC SUBGROUP MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #2*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- Performance of all subgroups on the CAASPP (students with disabilities, English Learners, and socio-economically disadvantaged students, etc.)(CDE)

Rubric		Sources of Evidence
Performance	<input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade Math is at a rate higher than the District average for all subgroups <input checked="" type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade Math is at a rate similar to the District average for the majority of subgroups <input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade Math is at a rate lower than the District average for some subgroups <input type="checkbox"/> The percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade Math is at a rate of 0% for the majority of subgroups <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> SBAC report (CDE) (B2: 1.2) <input type="checkbox"/> Other: (Specify)

A3: SBAC SCHOOLWIDE ELA - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #3*The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:*

- schoolwide (CDE)

Rubric	Sources of Evidence



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Performance	<input checked="" type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate higher than the District average	<input checked="" type="checkbox"/> SBAC report (CDE) (B2: 1.3) <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate equal to the District average	
	<input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is at a rate lower than the District average	
	<input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in ELA is 0%	
	<input type="checkbox"/> No assessment of performance for this indicator	

A4: SBAC SCHOOLWIDE MATH - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #4

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> (CDE) 		
Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate higher than the District average	<input checked="" type="checkbox"/> SBAC report (CDE) (B2: 1.4) <input type="checkbox"/> Other: (Specify)
	<input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate equal to the District average	
	<input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is at a rate lower than the District average	
	<input type="checkbox"/> The schoolwide percentage of students who Met or Exceeded Standards in 3 rd – 8 th , 11 th Grade on the SBAC in Math is 0%	
	<input type="checkbox"/> No assessment of performance for this indicator	

A5: ENGLISH LEARNER RECLASSIFICATION - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #5

<p><i>The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:</i></p> <ul style="list-style-type: none"> English Learner reclassification rate for 2015-2016 (CDE) 		
Rubric		Sources of Evidence



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Performance	<input checked="" type="checkbox"/> The school reclassifies English Learners at a rate higher than the District average <input type="checkbox"/> The school reclassifies English Learners at a rate similar to the District average <input type="checkbox"/> The school reclassifies English Learners at a rate lower than the District average <input type="checkbox"/> The school does not reclassify English Learners <input type="checkbox"/> No assessment of performance for this indicator	<input checked="" type="checkbox"/> Reclassification report (CDE) (B2: 1.5) <input checked="" type="checkbox"/> CELDT Criterion reports (CDE) (B2: 1.5.1) <input checked="" type="checkbox"/> Title III AMAOs report(s) (CDE) (B2: 1.5.2) <input checked="" type="checkbox"/> School internal reclassification data <input type="checkbox"/> Other: (Specify)
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A6: INTERNAL ASSESSMENT - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #6

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- The school’s internal assessments (with analysis of results)
- Other academic achievement data gathered or produced by the school, such as Advanced Placement examination participation and passage rates, A-G requirements progress and completion rates, high school graduation rates, and college acceptance rates
- Results of internal assessments show growth in student achievement in ELA and math

NOTE: For purposes of evaluation of school performance for this indicator, the CSD considers only such data that is derived from standards-based high quality standardized or widely accepted assessments (e.g. NWEA, DIBELS, or Stanford 10) and/or other assessment instruments for which the school can demonstrate validity/reliability.

	Rubric	Sources of Evidence
Performance	<input type="checkbox"/> The school has demonstrated accomplished levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect significant growth in student achievement in ELA and math <input type="checkbox"/> The school has demonstrated proficient levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect moderate growth in student achievement in ELA and math. <input checked="" type="checkbox"/> The school has demonstrated developing levels of student achievement and progress as measured by school's internal assessments and other school data that are regularly monitored and analyzed and that reflect limited growth in student achievement in ELA and math <input type="checkbox"/> The school has demonstrated unsatisfactory levels of student achievement and progress as measured by school's internal assessments and other school data and that reflect no growth or a decline in student achievement in ELA and math <input type="checkbox"/> The school has not collected and/or analyzed and monitored internal assessment or other academic achievement data	<input checked="" type="checkbox"/> Internal academic performance and progress data and information (B2: 2.1 – 2.6) <input checked="" type="checkbox"/> School Internal Assessment Data Report or equivalent <input type="checkbox"/> Other: (Specify)



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A7: FOUR-YEAR COHORT GRADUATION RATE - STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE QUALITY INDICATOR #7

The school demonstrates student academic achievement, including progress towards closing the achievement gap, as measured by:

- Four-Year Cohort Graduation Rate (CDE) (high schools only)

Rubric		Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate higher than the District average <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate similar to the District average <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate lower than the District average <input type="checkbox"/> The school's Four-Year Cohort Graduation Rate is at a rate significantly lower than the District average <input type="checkbox"/> No assessment of performance for this indicator	<input type="checkbox"/> Four-Year Cohort Graduation Rate (CDE) (B2: 3.1) <input type="checkbox"/> Other: (Specify)

Progress on LAUSD Board of Education and/or MOU Benchmarks related to STUDENT ACHIEVEMENT (if applicable):



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ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS	RATING*
Summary of School Performance	1
<p style="text-align: center;"><i>A charter school shall receive a rating of 1 in this category if the school has failed to conduct child abuse mandated reporter training in accordance with AB 1432. Upon discovery, as a result of oversight 2016-17, the Palisades Charter High School Board convened with immediacy to address the urgency of the matter. The PCHS Board approved a policy, providing a resolution dated and emailed to CSD on June 6, 2017, entitled "Training Regarding Child Abuse Reporting Obligations" for all staff to ensure compliance of child abuse mandated reporter training in order to assure the health and safety for all students.</i></p>	
<p><u>Areas of Demonstrated Strength and/or Progress</u></p>	
<ul style="list-style-type: none"> • (O1) HEALTH and SAFETY Palisades Charter High School has a highly-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety as evidenced through documentation and classroom observations with: <ul style="list-style-type: none"> ➤ A site-specific comprehensive Health, Safety and Emergency Plan dated fall 2016; ➤ Evidence of drill such as, Fire Drill training dated 8/29/17 and 3/30/17; Earthquake training dated 10/20/17; Lockdown training dated 1/25/17; Emergency drills 9/14/16; evacuation to football field on 10/20/16 for the great California Shake out; Alice (Alert, Lockdown, Inform, Counter, Evacuate-active shooter) on 3/20/17; ➤ Evidence of emergency supplies including 20 fifty-five gallon containers, 58 cots, 14 cold pack cases, 1200 emergency blankets, 50 privacy tents; and Automated external defibrillators (AED); ➤ Record of Student immunization and health screening and immunization compliance summary report; ➤ Evidence of a training log for three staff members dated 1/11/16 and 1/9/17 for application of a Epi Pen; • (O3): MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis; although, data identifies that the needs of English Learners, Socio-economically disadvantaged students, African-American students and Students with Disabilities require intervention and supports to mitigate for academic challenges (see Notes for details); 	



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- **(O4) IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM**

The school has fully implemented the key features of the educational program described in the charter; as evidenced during discussion and binder review with leadership and the six teachers interviewed such as Pathways for Learning in Business and Finance, Information and Communications Technology, Arts, Media and Entertainment; Restorative Justice to include The Peer Mediation Program, The Village Nation, The Latino Student Union, Fuerza Unida; The Gender and Sexuality Alliance; The Dolphin Leadership Academy; implementation of "Humankind"; and the Link Crew (see notes);

- **(O8) STAKEHOLDER COMMUNICATION AND INVOLVEMENT**

The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns with evidence of opportunities for parental involvement to include the Fuerza Unida Program Meeting (Pic) and training model for families; Village nation/ leadership potential of African American students with a meeting held on May 20, 2017; a Parent Institute for Quality Education for PIQE and the Latino parent participation of 52 parents held on 11/3/16; Evidence of LCAP parent/staff meeting; Email Blast/ Board meetings updates 5/13-5/5-5/10, elections update held on 5/3/17; POD Parent Communique; 9th grade parent night; and Infinite Campus student information system/student intervention alert system to parents and students;

Areas Noted for Further Growth and/or Improvement

- **(O1) HEALTH and SAFETY**

Although, Palisades Charter High School has a highly-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety, it is recommended that the school make the assurances that every classroom has an emergency backpack that can be carried by each teacher in case of an emergency and that a standardized system related to classroom emergency supplies be communicated to substitutes in preparation for any emergency;



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- **(O2/O3) STANDARDS BASED INSTRUCTION/MEETING THE NEEDS OF ALL STUDENTS**

Observations, stakeholder interview, and discussion with school leadership demonstrated that in order to inform a sound educational program in which teachers are held accountable in Math, systems need to be revisited and strengthened with greater scrutiny to ensure that math instruction is aligned to the mathematical practices of the CCSS. CSD recommends that school leadership maximize the talents of highly qualified teachers as models for the math department along with professional development and administrative oversight to support the Math Department in stronger implementation of the 8 mathematical practices and instructional features of the CCSS in Math. CSD also requests that the Math Department revisit the portion of the math intervention model which relies on student tutors. Input about this area from students and parents reinforces that this is an area that needs reconsideration. Students and parents echoed the concern that highly qualified teachers are needed to support the intervention program rather than relying on the talents of high achieving students. Teachers are needed to design and implement the intervention program. Parent stakeholder interview (2 parents from the math program) identified this as an area of improvement as student tutors were unable to meet their child's needs for differentiated instruction. Parent stakeholders also indicated that they find it necessary to supplement the school's intervention program in math by privately hiring tutors. CSD requests that the school submit its plan to improve math instruction aligned to CCSS mathematical practices by September 8, 2017.

Corrective Action Required



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Notes:

- (O2) **STANDARDS–BASED INSTRUCTION**

Palisades Charter High School's WASC accreditation is valid until June 30, 2018; there is also evidence of UC/CSU approved course list for 2016/17;

- (O3) **MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS**

- ***Latino and English Learners***

Per leadership and teacher discussion, the school is developing sheltered classes in core courses to monitoring RFEPs; the EL Coordinator collaborates with UCLA's teaching program to provide a summer tutoring program and personal writing mentors for students; the English Learner Program Coordinator meets with EL parents and students to discuss the ELs academic goals; EL parents receive training on various aspects of school growth and reclassification criteria in an effort to bridge the transition from home to school;

- ***African-American students***

Palisades Charter High School has expanded its culturally-relevant course offerings and has launched a tenth grade African American literature course, have designed a new 9th grade curriculum linking math to entrepreneurship skills, expanded STEAM and computer courses, and have offered an African American 11th grade History course.

- ***Socio-Economically Disadvantaged students***

Palisades offers free tutoring, a loaner program for Chromebooks and graphing calculators, fee waivers for College Board tests, transportation scholarships, and a free math lab. Families have the opportunity to enroll in a free summer bridge program, summer school opportunities, study skills courses, and other support classes. The PALI CARES program provides free personal hygiene items, food gift cards, and school supplies. The PCHS Health Office has expanded its services and links SED families to free health services.

- ***Students with Disabilities***

Students with Disabilities are provided a blended program incorporating small class size and accommodated instruction (SDP) in content area(s) of need, enrollment in general education classes in areas of strength with support from the RSP program, and online curriculum with RSP support which allow a self-paced option (A-G) for students who may need additional time or repetition to grasp core concepts.



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➤ **All Students**

Study skills and support classes are offered through the Math Lab and the Study Center; 9th grade Summer Math and Literacy Tests and Bridge leadership program; 10th and 11th grade summer intervention class; Tier 2 counselor support, tutoring, office hours; Literacy Class and intervention class placements; SST meetings; Attendance behavior contracts; Student directed progress reporting; SST team meetings; Dolphin Leadership Academy; Temescal Academy; and Virtual Academy;

• **(O4) IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM**

The creation of The Fuerza Unida supports the Latino population at the school geared toward building a positive cultural, social, and academic climate for Latino students while strengthening the network of support through Spanish-speaking parent meetings throughout the year. Contracting the Parent Institute for Quality Education, Fuerza Unida has provided trainings in Spanish for parents about the school system, college preparation, and available resources available.

The Village Nation is a coalition comprised of administrators, counselors, classified staff, teachers and community members who provide differentiated advocacy programs and personalized mentorship for black students. The provision of academic support services (tutoring, mentors), grade level impact assemblies, boys and girls groups, career workshops, college trips, and health/wellness/nutrition workshops has been actively implemented per leadership, staff and student discussion.

CSD had the opportunity of viewing the dramatic representation of **THE HUMANKIND PROJECT** which was created in the Advanced Drama class during oversight. The impressive and moving work of student writers, student composers, student filmmakers, student animators, student actors and student musicians as they worked together to create HUMANKIND brought the docudrama to life in a meaningful way.

Additionally, Palisades Charter High School was the recipient of the Career Technical Education Incentive Grant (CTEIG) that has provided funding to develop curricular pathways that will provide students with real world job skills and experiences in addition to academic skills.



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- **(O7) PROFESSIONAL DEVELOPMENT**

Palisades has taken steps to increase professional development for teachers for the 2017-2018 year to address academic challenges for English Learners and has doubled the number of PLC pull-out days where teachers gather in subject-alike groups and work on best practices and common assessments. The school has hired a group of paraprofessionals that support math classrooms; have doubled the number of co-teaching math classes providing individualized attention and increased supports. The school is targeting students that are recently designated as RFEP and matching them with math teachers that receive extra training and the school allocated funds to provide one-on-one English Language Development (ELD) Professional Development (PD) to the ELD instructor by an ELD expert which took place from August 2016 to May 2017;

- **(O8) STAKEHOLDER COMMUNICATION AND INVOLVEMENT**

The Charter has instituted multiple programs over the past year to combat issues that have risen the concern of staff, families and students related to tolerance and socially appropriate behaviors including the PCHS Board of Trustees' adoption of an Anti-Discrimination Policy, students led implementation of Peer Mediation and Teen Court, the development of the Student Bill of Rights and Responsibilities, the coordination of Unity Month, and the creation of Activity Day schedules in which students share input and views on culture and climate at their school.

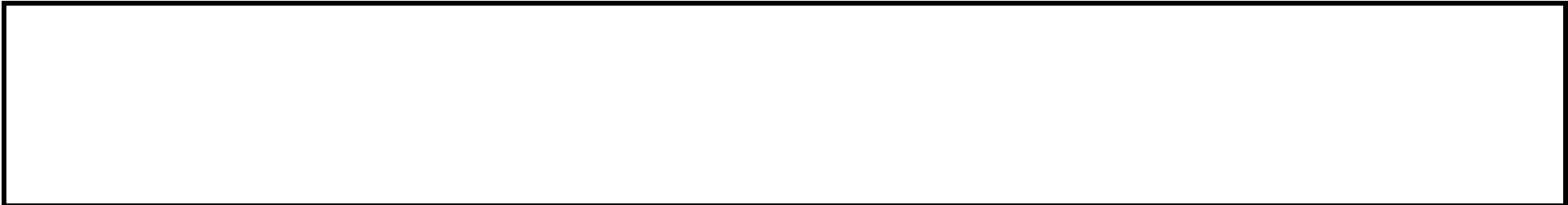


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***NOTE: A charter school shall receive a rating of 1 in this category for any of the following reasons: (1) Failed to have Health, Safety, and Emergency Plan in place; (2) Failed to conduct child abuse mandated reporter training in accordance with AB 1432; (3) Failed to complete criminal background clearances for all new staff (as defined on the NCLB Grid) prior to employment; or (4) Failed to obtain DOJ clearance certification, as appropriate, from a vendor. A charter school cannot receive a rating in this category greater than 2 if any teacher of the core instructional program is not appropriately credentialed and assigned per legal requirements and the school's current approved charter.**

O1: HEALTH AND SAFETY - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #1

The school has a system in place to ensure that:

- for each school site, the school has a current site-specific Certificate of Occupancy or equivalent that authorizes the current use of the site
- the school has a current site-specific comprehensive Health, Safety, and Emergency Plan, that complies with co-location requirements if co-located
- the school is able and prepared to implement its emergency procedures in the event of a natural disaster or other emergency
- school provides for student immunization and health screening per applicable law and terms of the charter
- school maintains an emergency epinephrine auto-injector (“epi-pen”) onsite and has provided training to volunteer staff member(s) in the storage and emergency use of the epi-pen
- school staff and other mandated reporters working on behalf of the school receive timely training on child abuse awareness and reporting in accordance with the requirements of AB 1432
- school staff receives annual training on the handling of bloodborne pathogens

Rubric	Sources of Evidence
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Performance	<input checked="" type="checkbox"/> The school has a highly developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a well-developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a partially developed system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety <input type="checkbox"/> The school has a minimal or no system in place to ensure protection of student and staff health and safety, and compliance with applicable legal and charter requirements related to health and safety	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10 or B3: 1) <input checked="" type="checkbox"/> Certificate of Occupancy or equivalent (B3: 2.1) <input checked="" type="checkbox"/> Comprehensive Health, Safety, and Emergency Plan (B3: 2.2) <input checked="" type="checkbox"/> Evacuation route maps (B3: 2.2) <input checked="" type="checkbox"/> Documentation of emergency drills and training (B3: 2.3) <input checked="" type="checkbox"/> Evidence of provision and location of onsite emergency supplies (B3: 2.4) <input checked="" type="checkbox"/> Evidence that school provides for student immunization and health screening (B3: 2.5) <input checked="" type="checkbox"/> Epi-pen documentation (B3: 2.6) <input checked="" type="checkbox"/> Child abuse mandated reporter training documentation (B3: 2.7) <input checked="" type="checkbox"/> Bloodborne pathogens training documentation (B3: 2.8) <input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2016-2017</i> ("NCLB Grid") (B3A) <input checked="" type="checkbox"/> Site/classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O2: STANDARDS-BASED INSTRUCTION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #2

<p><i>The school has:</i></p> <ul style="list-style-type: none"> implemented standards-based instruction schoolwide to ensure student mastery, and progress towards mastery, of the California academic content standards, including the Common Core State Standards (CA CCSS), that are applicable to the grade levels served obtained WASC accreditation (high schools only) implemented a system to monitor student progress toward and completion of graduation and A-G requirements (high schools only) received UC/CSU approval of courses (high schools only) 	
Rubric	Sources of Evidence



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Performance	<input type="checkbox"/> The school has fully implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS <input checked="" type="checkbox"/> The school has substantially implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has partially implemented grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS <input type="checkbox"/> The school has minimally implemented, or not at all, grade-level-appropriate standards-based instruction to ensure student mastery, and progress towards mastery, of the California academic content standards, including the CA CCSS	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3: 3.1) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Evidence of technology readiness to administer CAASPP assessments (B3: 3.3) <input type="checkbox"/> WASC documentation (B3: 3.4) <input type="checkbox"/> UC Doorways course approval documentation (B3: 3.5) <input checked="" type="checkbox"/> Evidence of implementation of Transitional Kindergarten (B3: 3.6) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O3: MEETING THE NEEDS OF ALL STUDENTS; SUBGROUP DATA ANALYSIS - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #3

The school:

- implements the differentiation, intervention, and other instructional strategies and approaches described in the charter designed to meet the learning needs of all students, including all subgroups identified in the school's LCAP and by CDE
- disaggregates and analyzes data on a regular basis to address individual student needs
- implements, monitors, and modifies, as appropriate, its Master Plan for English Learners (EL identification, ELD instruction, progress monitoring, assessment, and reclassification)
- has appointed a designee to assist and support foster youth

Rubric	Sources of Evidence
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Performance	<input type="checkbox"/> The school has fully implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and modifies instruction based on data analysis	<input checked="" type="checkbox"/> Evidence of standards-based instructional program (B3: 3.1)
	<input checked="" type="checkbox"/> The school has substantially implemented and monitors the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis	<input checked="" type="checkbox"/> LCAP (B3: 3.2)
	<input type="checkbox"/> The school has partially implemented the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and partially modifies instruction based on data analysis	<input checked="" type="checkbox"/> Professional development documentation (B3: 3.7)
	<input type="checkbox"/> The school has minimally implemented, or not at all, the components of the charter's instructional program designed to meet the learning needs of all students, including its subgroups, and does not consistently modify instruction based on data analysis	<input checked="" type="checkbox"/> Evidence of intervention and support for all students, including but not limited to foster youth, at-risk students, and high performing students (B3: 3.8)
		<input checked="" type="checkbox"/> Implementation of the school's English Learner Master Plan (B3: 3.8)
		<input checked="" type="checkbox"/> Evidence of implementation of data analysis system program
		<input checked="" type="checkbox"/> School Internal Assessment Data Report, or equivalent
		<input checked="" type="checkbox"/> Classroom observation
		<input checked="" type="checkbox"/> Discussion with school leadership
		<input type="checkbox"/> Other: (Specify)

04: IMPLEMENTATION OF KEY FEATURES OF EDUCATIONAL PROGRAM - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #4

<i>The school has implemented the key features components of the educational program described in the school's charter</i>		
	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has fully implemented the key features of the educational program described in the charter	<input checked="" type="checkbox"/> Professional development documentation (B3: 3.7)
	<input type="checkbox"/> The school has substantially implemented the key features of the educational program described in the charter	<input checked="" type="checkbox"/> Evidence of implementation of key features of educational program (B3: 3.9)
	<input type="checkbox"/> The school has partially implemented the key features of the educational program described in the charter	<input checked="" type="checkbox"/> Classroom observation
	<input type="checkbox"/> The school has minimally implemented, or not at all, the key features of the educational program described in the charter	<input checked="" type="checkbox"/> Discussion with school leadership
		<input type="checkbox"/> Other: (Specify)

05: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5

<i>The school has a system in place to ensure that the school:</i>	
<ul style="list-style-type: none"> • provides special education programs and services in accordance with students' IEPs and the terms of the Modified Consent Decree • provides special education training for staff in accordance with requirements of the Modified Consent Decree • conducts a special education self-review annually, using the Special Education Self-Review Checklist 	



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<ul style="list-style-type: none"> maintains timely and accurate records in Welligent 	
Rubric	Sources of Evidence
Performance	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> The school has a highly developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a well-developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a partially developed system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree <input type="checkbox"/> The school has a minimal or no system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements, including the Modified Consent Decree
	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10 or B3: 1) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Evidence of intervention and support for students with disabilities (B3: 3.8) <input checked="" type="checkbox"/> Self-Review Checklist (B3: 4.1) <input checked="" type="checkbox"/> Other special education documentation (B3: 4.1) <input checked="" type="checkbox"/> Welligent reports and/or other MCD documentation, including from the Division of Special Education <input checked="" type="checkbox"/> Classroom observation (B3: 4.1) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

O6: SCHOOL CLIMATE AND STUDENT DISCIPLINE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #6

<p><i>The school has a school climate and schoolwide student discipline system in place to ensure that the school's practices:</i></p> <ul style="list-style-type: none"> align with the principles of the District's Discipline Foundation Policy and School Climate Bill of Rights Resolution, including but not limited to, tiered behavior intervention, alternatives to suspension, and schoolwide positive behavior support, and data monitoring provide positive opportunities for student wellness, growth and success, aimed at making the school safe, welcoming, supportive and inclusive minimize discretionary suspensions and expulsions reduce or eliminate suspension disproportionality for student subgroups 	
Rubric	Sources of Evidence



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Performance	<input checked="" type="checkbox"/> The school has a highly developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/> Parent-Student Handbook(s) (B1: 10 or B3: 1)
	<input type="checkbox"/> The school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/> LCAP (B3: 3.2)
	<input type="checkbox"/> The school has a partially developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/> Professional development documentation (B3: 3.7)
	<input type="checkbox"/> The school has a minimally developed or no school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights	<input checked="" type="checkbox"/> Evidence of implementation of school climate and student discipline system that aligns with Discipline Foundation Policy and School Climate Bill of Rights principles (B3: 4.2)
	<input checked="" type="checkbox"/> Evidence of implementation of tiered behavior intervention, such as SST/COST (B3: 4.2)	<input checked="" type="checkbox"/> Evidence of implementation of alternatives to suspension (B3: 4.2)
	<input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system (B3: 4.2)	<input checked="" type="checkbox"/> Evidence of implementation of schoolwide positive behavior support system (B3: 4.2)
	<input checked="" type="checkbox"/> Evidence of data monitoring (B3: 4.2)	<input checked="" type="checkbox"/> Evidence of data monitoring (B3: 4.2)
	<input checked="" type="checkbox"/> LAUSD suspension and expulsion data reports	<input checked="" type="checkbox"/> LAUSD suspension and expulsion data reports
	<input checked="" type="checkbox"/> Interview of stakeholders	<input checked="" type="checkbox"/> Interview of stakeholders
	<input checked="" type="checkbox"/> Discussion with school leadership	<input checked="" type="checkbox"/> Discussion with school leadership
	<input type="checkbox"/> Other: (Specify)	<input type="checkbox"/> Other: (Specify)

O7: PROFESSIONAL DEVELOPMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #7

<p>The school:</p> <ul style="list-style-type: none"> • has a schoolwide professional development plan for teachers and other staff that supports the educational program set forth in the charter and targets identified needs • provides faculty and other instructional staff with professional development opportunities to improve instructional practice • provides opportunities for teachers to collaborate regularly for the purpose of planning and improving curriculum and instruction 	
Rubric	Sources of Evidence



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Performance	<input checked="" type="checkbox"/> The school has fully implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has partially implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter <input type="checkbox"/> The school has not implemented a professional development plan for teachers and other staff that supports instructional practices, targets identified needs, and aligns with the education program set forth in the charter	<input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Interview of teachers and/or other staff <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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08: STAKEHOLDER COMMUNICATION AND INVOLVEMENT - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #8

The school has a stakeholder communication system for gathering input, facilitating and encouraging involvement, sharing information, and resolving concerns, which:

- engages in communication that notifies parents and other stakeholders of the process for resolving concerns, including how they may contact board members, and supports students, families, and other stakeholders in effectively resolving concerns
- provides all stakeholders (e.g., parents/guardians, students, and teachers) with appropriate, accessible and relevant information about individual student and schoolwide academic progress and performance
- informs parents of high school students about transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements (**high schools only**)
- provides parents, teachers, and students with meaningful opportunities for involvement and engagement that meet the requirements and goals of applicable federal and state law, the school’s charter, and the school LCAP

Rubric	Sources of Evidence
<input type="checkbox"/> The school has a highly developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input checked="" type="checkbox"/> The school has a well-developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Parent-Student Handbook (B1: 10 or B3: 1) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Evidence of stakeholder consultation (B3: 4.3) <input checked="" type="checkbox"/> Evidence of parent/stakeholder involvement and engagement (B3: 4.3)



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Performance	<input type="checkbox"/> The school has a partially developed stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns <input type="checkbox"/> The school has a minimal or no stakeholder communication system for gathering input, encouraging involvement, sharing information, and resolving concerns	<input checked="" type="checkbox"/> Evidence of sharing accessible and relevant information about individual student and schoolwide academic progress and performance with all stakeholders as appropriate (B3: 4.3) <input checked="" type="checkbox"/> Evidence of communication to parents and other stakeholders of complaint resolution process(es) (B3: 4.3) <input checked="" type="checkbox"/> Evidence that parents are informed about transferability of courses/course credit and eligibility to meet A-G requirements (B3: 4.3) <input checked="" type="checkbox"/> Evidence of provision of stakeholder access to school's approved charter (B3: 4.3) <input checked="" type="checkbox"/> Interview of stakeholders <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)
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O9: EVALUATION OF SCHOOL STAFF - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #9

The school has a system in place for the evaluation of school staff designed to ensure that:

- the school's educational program yields high student achievement
- the school complies with all applicable legal requirements

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has a highly developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a well-developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a partially developed system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements <input type="checkbox"/> The school has a minimal or no system in place for the evaluation of school staff designed to ensure that the school's educational program yields high student achievement and complies with all applicable legal requirements	<input checked="" type="checkbox"/> Evidence of staff evaluation system (B3: 4.4) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **PALISADES CHARTER HIGH SCHOOL/8798 (REV.)**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/19/20175/19/2017

O10: CLEARANCES AND CREDENTIALING COMPLIANCE - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #10

The school is in compliance with applicable law and the terms of its approved charter regarding clearances and credentialing:

- all certificated staff are fully credentialed, including EL authorizations, and appropriately assigned as authorized by their credentials at all times
- the school has obtained all necessary employee clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to employment, and keeps all clearances current
- the school has obtained all necessary vendor clearances, including criminal background and tuberculosis (TB) risk assessments/clearances, prior to the provision of service, and keeps all clearances current
- the school has conducted volunteer clearances in accordance with applicable law and policy, including criminal background clearances for all volunteers who perform schoolsite services while not under the direct supervision of a school employee, and tuberculosis (TB) risk assessments/clearances for all volunteers with frequent or prolonged contact with students

	Rubric	Sources of Evidence
Performance	<input checked="" type="checkbox"/> The school has fully implemented and continually monitors systems and procedures that maintain 100% compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements at all times <input type="checkbox"/> The school has implemented and monitors systems and procedures that maintain substantial compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has partially implemented and intermittently monitors systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements <input type="checkbox"/> The school has not implemented and/or does not monitor systems and procedures to maintain compliance with applicable law, including but not limited to clearance, credentialing, and assignment requirements	<input checked="" type="checkbox"/> <i>Certification of Clearances, Credentialing, NCLB Qualifications, and Mandated Reporter Training 2016-2017 ("NCLB Grid") (B3A: 1.1)</i> <input checked="" type="checkbox"/> Staff rosters and school master schedule B3A: 1.2 – 1.4 <input checked="" type="checkbox"/> Custodian(s) of Records documentation (B3A: 1.5) <input checked="" type="checkbox"/> Criminal Background Clearance Certifications (B3A: 2 & 3) <input checked="" type="checkbox"/> Teaching credential/authorization documentation (B3A: 2 & 3) <input checked="" type="checkbox"/> Vendor certifications (B3A: 4) <input checked="" type="checkbox"/> Volunteer (TB) risk assessment/clearance certification (B3A: 5) <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

Progress on LAUSD Board of Education and/or MOU Benchmarks related to ORGANIZATIONAL MANAGEMENT (if applicable):



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **PALISADES CHARTER HIGH SCHOOL/8798**
(REV.)

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/19/20175/19/2017

8798	2013-14					2014-15					2015-16				
	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Palisades Charter High															
Cash and Cash Equivalents		6,850,000	7,100,000	8,077,657	1,620,809		9,080,000	8,312,300	8,659,720	1,674,645		9,177,896	9,077,896	8,848,229	1,084,191
Current Assets		10,985,000	10,733,101	10,339,374	10,753,207		10,020,000	9,912,300	9,235,381	9,596,126		9,653,557	9,453,557	9,807,960	10,107,020
Fixed Assets		6,442,600	6,454,600	6,749,296	6,749,395		7,119,000	6,600,098	6,877,393	6,877,394		7,362,969	7,362,969	7,054,986	7,054,987
Total Assets		17,427,600	17,187,701	17,088,670	17,502,602		17,139,000	16,512,398	16,112,774	16,473,520		17,016,526	16,816,526	16,862,946	17,162,007
Deferred Outflow															
Current Liabilities		2,425,095	2,513,327	3,084,411	4,244,062		2,992,545	2,774,111	3,101,873	3,677,015		2,424,459	2,703,935	2,939,959	3,436,631
Long Term Liabilities		4,098,434	3,858,791	3,861,025	3,114,454		3,801,000	3,631,300	3,706,685	3,483,278		4,123,807	4,123,806	4,006,458	3,786,343
Total Liabilities		6,523,529	6,372,118	6,945,436	7,358,516		6,793,545	6,405,411	6,808,558	7,160,293		6,548,266	6,827,741	6,946,417	7,222,974
Deferred Inflow															
Net Assets		10,904,071	10,815,583	10,143,234	10,144,086		10,345,455	10,106,987	9,304,216	9,313,227		10,468,260	9,988,785	9,916,529	9,939,033
Total Revenues	23,833,140	25,191,069	25,494,981	25,030,829	25,987,654	25,741,819	27,641,716	27,340,316	27,352,766	28,920,068	28,581,789	30,732,432	29,899,182	31,621,098	32,829,154
Total Expenditures	23,249,947	24,678,122	25,078,505	25,286,702	26,242,675	26,135,225	27,439,495	27,368,580	28,183,801	29,750,927	28,517,381	29,568,389	29,214,612	31,008,784	32,203,348
Net Income / (Loss)	583,192	512,947	416,476	(255,873)	(255,021)	(393,406)	202,221	(28,264)	(831,035)	(830,859)	64,408	1,164,043	684,570	612,314	625,806
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	583,192	512,947	416,476	(255,873)	(255,021)	(393,406)	202,221	(28,264)	(831,035)	(830,859)	64,408	1,164,043	684,570	612,314	625,806
Net Assets, Beginning	0	10,391,124	10,391,124	10,391,124	10,399,107	10,815,583	10,143,234	10,143,234	10,143,234	10,144,086	10,106,987	9,304,217	9,304,216	9,304,217	9,313,227
Adj. for restatement / Prior Yr Adj	0	0	7,983	7,983	0	0	0	(7,983)	(7,983)	0	0	0	(1)	(2)	0
Net Assets, Beginning, Adjusted	0	10,391,124	10,399,107	10,399,107	10,399,107	10,815,583	10,143,234	10,135,251	10,135,251	10,144,086	10,106,987	9,304,217	9,304,215	9,304,215	9,313,227
Net Assets, End	583,192	10,904,071	10,815,583	10,143,234	10,144,086	10,422,177	10,345,455	10,106,987	9,304,216	9,313,227	10,171,395	10,468,260	9,988,785	9,916,529	9,939,033

8798	Audited Financials					2016-17				
	2012-13	2013-14	2014-15	2015-16	2016-17	Preliminary Budget	First Interim	Second Interim	Unaudited Actuals	Audited Financials
Palisades Charter High										
Cash and Cash Equivalents	6,490,283	1,620,809	1,674,645	1,084,191	0		9,448,229	9,877,613	0	0
Current Assets	10,338,871	10,753,207	9,596,126	10,107,020	0		10,482,959	10,909,113	0	0
Fixed Assets	6,332,011	6,749,395	6,877,394	7,054,987	0		7,193,444	6,750,232	0	0
Total Assets	16,670,882	17,502,602	16,473,520	17,162,007	0		17,676,403	17,659,345	0	0
Current Liabilities	3,006,686	4,244,062	3,677,015	3,436,631	0		2,536,933	2,686,500	0	0
Long Term Liabilities	3,265,089	3,114,454	3,483,278	3,786,343	0		4,406,458	4,406,458	0	0
Total Liabilities	6,271,775	7,358,516	7,160,293	7,222,974	0		6,943,391	7,092,958	0	0
Net Assets	10,399,107	10,144,086	9,313,227	9,939,033	0		10,733,011	10,566,387	0	0
Total Revenues	24,285,090	25,987,654	28,920,068	32,829,154	0	30,200,450	32,046,865	31,801,669	0	0
Total Expenditures	24,438,284	26,242,675	29,750,927	32,203,348	0	30,197,228	31,230,382	31,151,809	0	0
Net Income / (Loss)	(153,194)	(255,021)	(830,859)	625,806	0	3,222	816,483	649,860	0	0
Operating Transfers In (Out) and Sources / Uses	0	0	0	0	0	0	0	0	0	0
Extraordinary Item - Transfer of Net Assets	0	0	0	0	0	0	0	0	0	0
Inc / (Dec) in Net Assets	(153,194)	(255,021)	(830,859)	625,806	0	3,222	816,483	649,860	0	0
Net Assets, Beginning	10,552,301	10,399,107	10,144,086	9,313,227	0	9,988,785	9,916,528	9,916,528	0	0
Adj. for restatement / Prior Yr Adj	0	0	0	0	0	0	0	(1)	0	0
Net Assets, Beginning, Adjusted	10,552,301	10,399,107	10,144,086	9,313,227	0	9,988,785	9,916,528	9,916,527	0	0
Net Assets, End	10,399,107	10,144,086	9,313,227	9,939,033	0	9,992,007	10,733,011	10,566,387	0	0



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **PALISADES CHARTER HIGH SCHOOL/8798
(REV.)**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: [5/19/2017](#)/[5/19/2017](#)

FISCAL OPERATIONS		RATING																													
<p>You have been assessed by the Fiscal Oversight team and you are receiving the rating of 3, Proficient.</p> <p>Other circumstances and information could influence the rating and are noted in this evaluation.</p>		3																													
<p>The fiscal condition of Palisades Charter High School is stable with positive net assets reported since 2012-2013 fiscal year. According to the 2015-2016 independent audit report, the school shows positive net assets of \$9,939,033 and net income of \$625,806. The 2016-2017 Second Interim report also projects positive net assets and positive net income.</p>																															
<p>Areas of Demonstrated Strength and/or Progress:</p> <p>1. The school's fiscal condition is stable.</p> <table border="1"> <thead> <tr> <th></th> <th>2012-2013 (Audited Actuals)</th> <th>2013-2014 (Audited Actuals)</th> <th>2014-2015 (Audited Actuals)</th> <th>2015-2016 (Audited Actuals)</th> <th>2016-2017 (Second Interim)</th> </tr> </thead> <tbody> <tr> <td>Net Assets</td> <td>\$10,399,107</td> <td>\$10,144,086</td> <td>\$9,313,227</td> <td>\$9,939,033</td> <td>\$10,588,893</td> </tr> <tr> <td>Net Income/Loss</td> <td>(\$153,194)</td> <td>(\$255,021)</td> <td>(\$830,859)</td> <td>\$625,806</td> <td>\$649,860</td> </tr> <tr> <td>Transfers In/Out</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Prior Year Adjustment(s)</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>				2012-2013 (Audited Actuals)	2013-2014 (Audited Actuals)	2014-2015 (Audited Actuals)	2015-2016 (Audited Actuals)	2016-2017 (Second Interim)	Net Assets	\$10,399,107	\$10,144,086	\$9,313,227	\$9,939,033	\$10,588,893	Net Income/Loss	(\$153,194)	(\$255,021)	(\$830,859)	\$625,806	\$649,860	Transfers In/Out						Prior Year Adjustment(s)				
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **PALISADES CHARTER HIGH SCHOOL/8798
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DATE OF VISIT: 5/19/20175/19/2017**Areas Noted for Further Growth and/or Improvement:**

- Based on the review of two credit card statements which were issued by Bank of the West and First Bank Card, the CSD noted that the school incurred late fees and interest charges for the total amount of \$387.10. Details of the charges are shown in the tables below. The CSD recommends that the school pays the credit card invoices on time in order to avoid any additional fees or interest charges associated with the use of the school's credit cards.

Bank of the West			
Credit Card ending in - 9739 - Summary			
<u>Month</u>	Late Charges	Fees / Interests	Credit / Payment
November		69.56	
December	25.00	43.68	
January	25.00	55.26	
	50.00	168.50	

First Bank Card			
Credit Card ending in - 9202 - Summary			
<u>Month</u>	Late Charges	Fees / Interests	Credit / Payment
January			
February	39.00	71.63	
March	39.00	129.60	(110.63)
	78.00	201.23	

- The Charter School Division has requested for a copy of the approved Fiscal Policies and Procedures through numerous emails and on the day of the oversight visit. The school did not provide the CSD with a copy of the fiscal policies and procedures, however, various links posted in the school's website that shows series of forms and bulletins with various flowcharts for procurement, accounts payable, account receivable procedures were submitted by the school in lieu of the requested fiscal policies. Review of the multiple links provided by the school shows that some of the information and flow charts are outdated and inaccurate. For example, Policy EL#3 stated that governing board are to approve contracts over \$10,000 but the procurement flow chart shows contracts of \$30,000 and above needs board approval. The CSD recommends that the governing board designs and approves a comprehensive school fiscal policies and procedures that aligns with the internal processes currently in place at the school site. In addition, the governing board and management should also ensure that all staff are provided with a copy of the approved fiscal policy as well as the proper PD training of all staff in order to successfully implement compliance to the approved policy.
- Article XIII, Section 36, Subdivision (e), Paragraph (6) of the California Constitution requires all districts, counties and charter schools to report on their Web sites an accounting of how much money was received from the EPA and how that money was spent. The school provided evidence that the Education Protection Account (EPA) was approved by the school board, however, research of the school's website did not provide evidence that the school posted the EPA in the school's website as required by the State. The CSD recommends that the school post the most current governing board approved EPA report in the school's website and ensure that the report is easily and readily accessible to the public.



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(REV.)**

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4. Bank reconciliation

- The ending cash balance (actuals) reported in the cash flow statements for the months of July and August did not reconcile with the bank reconciliation statements. The variances noted for July and August amounts to \$119,398 and \$327,849 respectively. The school stated that the cash balances in the Cash Flow Statement was generated by the LACOE's PeopleSoft Financial Systems. As such, they were running concurrent fiscal years and until the year-end process is complete for the previous year, the year-end balance as provided by LACOE will be impacted by timing differences. The timing difference between year-end and current year for the first 2 months of the year are for Balance Sheet items (i.e. receipt of Accounts Receivable) not reflected in Revenue/Expense line items. The school always use the Beginning Cash Balance reported in the prior year (2015-2016) audited financial statements.

Although timing differences is a common factor that impacts the reporting of transactions, the CSD recommends that the school implement a process that will address the timely reporting of the significant variances noted above. The school should properly monitor and ensure that the cash balances reflected in the cash flow statement mirror the bank reconciliation reports. If there are variances, the school should research and identify the variances to include details such as, the descriptions, dates, nature of the transactions, and amounts and record such variances accordingly.

- The CSD noted that manual checks were not recorded in the school's books when issued. The school's practice is to record the manual checks as it is cleared by bank and at the time of bank reconciliation preparation. Best practices and proper accrual method requires the recording of expenses when incurred, thus due diligence should be exercise to record all expenses at the time the manual checks are written. This will provide for a more accurate reporting of the school's fiscal condition which will be reflected in the financial statements.
- Stale Checks - Based on the review of the check register provided by the LACOE PeopleSoft financial system for the month ending in December 31, 2016, it shows that there were seventeen checks in the report that remained outstanding for more than six months. These transactions indicated a posting date between December 2015 and June 2016. The total of the stale checks amounts to \$49,050.17. According to the school, the checks were generated by the County Treasury Office of LACOE through PeopleSoft. Per the school, the PeopleSoft system does not allow the school to see which checks are still outstanding. However, the school is aware that the County Treasury office of LACOE automatically places a stop payment on all warrants that are over six months old and credit the funds back to the school's account. The monthly bank reconciliation statements prepared by LACOE is provided to the school and includes details of the checks that are still outstanding. The CSD recommends that stale dated checks where "stop payments" has been placed should be reflected as "void" in the school's books and should be adjusted accordingly. Although LACOE has the issuance and bank reconciliation functions, the school is responsible for the proper and accurate recording of all transactions in the school's financial records. The mere preparation and reconciliation of the bank accounts on a monthly basis will allow for the timely monitoring of checks that has not been cashed



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and suspense items that has not been cleared in the books. Due diligence should be exercised to ensure accurate cash account balance and financial statement reporting.

Details of the stale checks are listed below:

Report ID No.	Document Date	Document Description	Document Amount
22622794	12/15/2015	School Outfitters	461.71
22631988	12/18/2015	Aqua Flo Supply	379.97
22641837	12/28/2015	California Charter Schools Association	14,860.00
22641839	12/28/2015	Palisades-Malibu YMCA	10,300.00
22647306	1/5/2016	Tumbleweed Transportation	9,513.75
22757175	2/17/2016	Edjoin	750.00
22768696	2/22/2016	Flinn Scientific Inc	591.01
22847161	3/18/2016	Cxxx Cxxx	71.40
22847163	3/18/2016	Full Circle Recycling Company	98.00
22879771	4/1/2016	Axxx Vxxx Nxxx	3.79
22884499	4/5/2016	Cxxx Cxxx	38.03
22943371	4/29/2016	Adp, Inc.	156.85
22960947	5/4/2016	Sax Arts & Crafts	3,378.61
22970657	5/9/2016	Blick Art Materials	156.85
23012575	5/27/2016	Houghton Mifflin	5,397.18
23055637	6/16/2016	HD Supply Facilities Maintenance	2,874.35
23079409	6/28/2016	Staple Advantage	18.67
		TOTAL	49,050.17

5. PCHS sole occupancy agreement with LAUSD indicated that it is an Alcohol and smoking free facility. However, in reviewing some of the License Agreements with the various vendors of the school, it was noted that PCHS gave permission to a vendor and allowed them to serve alcohol on campus. The Kehillat Event which was held last May 21, 2016 (Saturday) and May 22, 2016 (Sunday), contained the following terms related to the presence of alcohol on campus:



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- Special License procured through insurance company
- Maximum of two (2) drinks served per person
- Alcohol is distributed via drink tickets and all tickets have “Drink Responsibly” printed on them
- KI provides a monitor to watch alcohol consumption.

There is no indication that such deviation by the school to the sole occupancy agreement with the LAUSD was approved prior to the execution of the contract with their vendor. In addition, there was no indication whether a school personnel was on site during the event to ensure that the vendor fulfills the conditions set forth in the executed contract stated above. The CSD recommends that the school revisits this practice and ensure compliance to the sole occupancy agreement executed with the LAUSD.

The governing board and management of the charter school is responsible for managing the day to day operation of the school, thus, the CSD recommendations to the above noted findings should be adopted **at the next board meeting but no more than 60 days from the receipt of this report.** It is the school’s responsibility to provide the CSD with the approved board meeting minutes and proof of implementation of the mitigating actions taken. The CSD staff will continue to monitor the progress through oversight.

Corrective Action Required:

None noted.



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DATE OF VISIT: 5/19/20175/19/2017**Notes:**

1. Reviewed independent audit report for fiscal year-end June 30, 2016 and noted the following:
 - a. Audit opinion: Unmodified
 - b. Material weakness: None Reported
 - c. Deficiency/Finding: None Reported
2. Reviewed bank statements from July 2016 to December 2016. Please see discrepancies noted under Areas Noted for Further Growth and/or Improvement section above.
3. Reviewed credit card statements from November 2016 to March 2017. Please see discrepancies noted under Areas Noted for Further Growth and/or Improvement section above.
4. Reviewed the supporting documents for the following checks and no discrepancies noted.
 - a. Check numbers: 23138126, 23147412, 23149283, 23160964, 23197026, 23205139, 23215031, 23222100, 23238761, 23252996, 23258346, 23262708, 23318444, 23346128, 23348311, 23408959, 23429590, 23445793, 23649618, and 23714196.
5. Per the 2015-2016 audit report, the school's cash and cash equivalents is \$1,084,191 and total expenditures is \$32,203,348, therefore their cash reserve is 3.37%, which is below the recommended 5%.
6. A Segregation of Duties (SOD) review was conducted at Palisades Charter High School, please discrepancies noted in the areas noted for improvement section above.
7. Reviewed student body financial records as of June 30, 2017. ASB (Associated Student Body) account shows positive net assets of \$22, 506 and net income of \$13,494 per the 2015-2016 independent audit report.
8. Palisades Charter High School discloses several due process cases related to special education which will not have any material impact on their financial viability.
9. Governing board meeting minutes reflecting the presentation of financial reports such as the balance sheet, income statement, and cash flow statement was provided.
10. Governing board meeting minutes reflecting the adoption of the 2016-2017 budget was provided.
11. Governing board meeting minutes reflecting the receipt, review, and approval of interim financial reports submitted to LAUSD was provided.
12. Governing board meeting minutes reflecting the selection of the current independent auditor was provided.
13. Governing board meeting minutes reflecting the approval of the current fiscal policies and procedures was not provided. Please see Areas Noted for Further Growth and/or Improvement section above.
14. Palisades Charter High School is offering STRS, PERS, and/or Social Security benefits to its employees and evidence of payment was provided.
15. Equipment inventory was provided.
16. The 2016-2017 LCAP was submitted to LAUSD.
17. The EPA allocation and expenditures are approved by the board but the EPA is not posted on the charter school's website. Please see Areas Noted for Further Growth and/or Improvement above.
18. Large variance for Cash and Cash Equivalent between Unaudited Actuals and Audited Financials total to \$7,764,038. The 2016 audit stated that the \$7,764,038 is reported as investment cash pool in LACOE. The school reported this amount as part of the cash balance total instead of investment in LACOE, hence resulted to the large variance.
 - o 2015-2016 Unaudited Actuals: \$8,848,229



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- 2015-2016 Audited Financials: \$1,084,191
- 19. School stated that it doesn't have petty cash on hand. Palisades Charter High School maintains a change fund for the Cafeteria in order to allow staff to make change for the students on a day- to-day basis. Also, Associated Student Body (ASB) keeps \$900 in cash for the purpose of making change and this fund is not use for reimbursements.
- 20. The reason for the \$22K variance in the 2016-2017 ending net assets amounts between first and second interim reporting was due to the ending net assets balance per the 2015-2016 Unaudited actuals that was used in the projection for the Second Interim report. Once reported, the CDE will not accept revisions to the submitted interim projection reports.
- 21. PCHS have other sources of revenues related to renting the school facilities for filming and non-filming activities such as football, basketball practices, Lacrosse Clinics, and community meetings. The CSD is still in the process of reviewing this account and will continue to monitor through oversight.

Progress on LAUSD Board of Education and/or MOU Benchmarks related to FISCAL OPERATIONS (if applicable):

Fiscal Operations Rubrics

Existing School – a charter school that has at least one annual independent audit on file with the Charter Schools Division [Possible Rating 1-4]

New School – a charter school that does not have an independent audit on file with the Charter Schools Division [Possible Rating 1-2]

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the prior two audits; 2. The two most current audits show no material weaknesses, deficiencies and/or findings; 3. All vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 	<p><u>Existing Schools (based on the most current annual audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive in the most current audit; 2. The most current audit shows no material weaknesses, deficiencies and/or findings; 3. All vendors and staff are paid in a timely manner; 4. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 5. Charter school adheres to the governing board approved Fiscal Policies and Procedures;



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **PALISADES CHARTER HIGH SCHOOL/8798 (REV.)**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/19/2017 5/19/2017

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p>
<ol style="list-style-type: none"> 6. Governing board adopts the annual budget; 7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 9. There is no apparent conflict of interest; 10. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school’s website; 11. The LCAP is submitted to the appropriate agencies; 12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and 14. Audited and unaudited actuals nearly mirror each other. 	<ol style="list-style-type: none"> 6. Governing board adopts the annual budget; 7. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; 9. There is no apparent conflict of interest; 10. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school’s website; 11. The LCAP is submitted to the appropriate agencies; 12. The charter school has knowledge of any material differences amongst the preliminary budget, first interim, second interim, unaudited actuals, and audited actuals; 13. Requests for information made by the Charter Schools Division and LAUSD are processed by the charter school in a timely manner; and 14. Audited and unaudited actuals nearly mirror each other.
<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>
<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 4% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 5% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> ○ Most current financial reports presented to the governing board ○ Employee handbook ○ Student handbook ○ Salary schedules/benefits/information ○ Budget development process 	<p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. Positive Net Assets exceed 3% of prior year expenditures; 2. The cash balance at the beginning of the school year is at least 4% of the prior year expenses; 3. A comprehensive website that provides at a minimum six of the following fiscal items: <ul style="list-style-type: none"> ○ Most current financial reports presented to the governing board ○ Employee handbook ○ Student handbook ○ Salaries schedule/benefits/information ○ Budget development process



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DATE OF VISIT: 5/19/20175/19/2017

<p><i>An existing school that meets all of the required criteria and four of the Supplemental Criteria listed below would be assessed eligible to be considered as Accomplished.</i></p> <ul style="list-style-type: none"> ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location ○ The most current approved petition ○ Administration/school contact ○ School calendar ○ Enrollment policies and procedures ○ Fiscal policies and procedures manual <ol style="list-style-type: none"> 4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and 6. Governing board approved LCAP is posted on the charter school’s website. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><i>An existing school that meets all of the required criteria and three of the Supplemental Criteria listed below would be assessed eligible to be considered as Proficient.</i></p> <ul style="list-style-type: none"> ○ Governing board member information (e.g., name, contact information, position on the governing board, term expiration) and meeting dates, time, and location ○ The most current approved petition ○ Administration/school contact ○ School calendar ○ Enrollment policies and procedures ○ Fiscal policies and procedures manual <ol style="list-style-type: none"> 4. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 5. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; and 6. Governing board approved LCAP is posted on the charter school’s website. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>
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<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p> <p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. Net Assets are positive, or net assets are negative with strong trend toward positive (be positive at the end of the third year, per applicable audit, and beyond); 2. All vendors and staff are paid in a timely manner; 	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p> <p><u>Existing Schools (based on the most current audit):</u> An existing school is one that has at least one annual independent audit on file with the Charter Schools Division</p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. The charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide a satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The</p>
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LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **PALISADES CHARTER HIGH SCHOOL/8798 (REV.)**

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/19/2017 5/19/2017

<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<ol style="list-style-type: none"> 3. Governing board approves Fiscal Policies and Procedures, at a minimum, every five years to correspond to the charter term; 4. Governing board adopts the annual budget; 5. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school’s website; 6. The LCAP is submitted to the appropriate agencies; 7. Have an audit conducted annually by an independent auditing firm; 8. Governing board discusses and resolves audit exceptions and deficiencies to the satisfaction of LAUSD; and 9. There is no apparent conflict of interest. <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p> <p style="text-align: center;"><u>SUPPLEMENTAL CRITERIA</u></p> <ol style="list-style-type: none"> 1. The cash balance at the beginning of the school year is positive; 2. Enrollment is stable or changing at a manageable rate (Enrollment changes are reflected in annual budget and facilities); 3. Governing board selects independent audit firm, acceptable if the independent audit firm is under a multi-year contract; 4. Fiscal reports (e.g., balance sheet, income statement, budget to actuals, cash flow statement, etc.) are presented to the governing board at each regular governing board meeting; 5. Governing board receives and reviews reports (e.g., preliminary budget, first interim, second interim, unaudited actuals, audited actuals, etc.) submitted to LAUSD; 6. Current audit shows no material weaknesses, deficiencies and/or findings; 7. Charter school adheres to the governing board approved Fiscal Policies and Procedures; 8. Governing board approves any amendment(s) to the charter school’s budget; and 	<p>charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school’s governing board members lack fiscal capacity.</p>



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<p><i>An existing school that meets all of the Required criteria and six of the supplemental criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>An existing school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p>9. Governing board approved LCAP is posted on the charter school's website.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>



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<p><i>A new school that meets all of the Required criteria listed below would be assessed eligible to be considered as Developing.</i></p>	<p><i>A new school would be assessed as Unsatisfactory based on the statements below:</i></p>
<p><u>New Schools:</u></p> <p style="text-align: center;"><u>REQUIRED CRITERIA</u></p> <ol style="list-style-type: none"> 1. A new school is one that does not have an independent audit on file with the Charter Schools Division. 2. If enrollment is below the funding survey, the charter school has made significant adjustments in their operations to allow for the reduced income, and submitted a revised three-year budget and three-year cash flow statement. 3. Projected debt is managed efficiently and will not cause the charter school to end the fiscal year with negative net assets. The non-profit organization is financially viable to support the charter school. 4. Interim reports and unaudited actuals project: <ol style="list-style-type: none"> a. Positive net assets b. Expenses less than revenues c. Projected expenses and revenues have no significant variance from budget 5. As a practice, the governing board receives and reviews the charter school's financial reports as evidenced by the governing board meeting minutes. 6. The LCAP is submitted to the appropriate agencies. 7. The Education Protection Account (EPA) allocation and expenditures are posted on the charter school's website, if applicable. <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>	<p><u>New Schools:</u></p> <p>A charter school is assessed as Unsatisfactory if the charter school does not meet the criteria for Developing. A charter school was given a certain period of time to address the fiscal concerns of LAUSD, but failed to provide satisfactory response. Continued operation of a charter school that is assessed as Unsatisfactory may result to non-implementation of instructional programs as provided in the petition. The charter school also has shown no immediate source of revenue to maintain a viable budget, nor has provided a feasible financial plan to mitigate the negative fiscal condition. The charter school's governing board members lack fiscal capacity.</p> <p><u>Note:</u> A new school is one that does not have an independent audit on file with the Charter Schools Division. New schools are evaluated based on current year information. New schools receive a rating of 1 or 2.</p> <p><u>Note:</u> Other circumstances and information could influence the rating and will be noted in the evaluation.</p>