



Palisades Charter High School

Board Meeting

Date and Time

Tuesday July 18, 2017 at 5:00 PM PDT

Location

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

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

SUPPORTING DOCUMENTATION:

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

ALL TIMES ARE APPROXIMATE AND ARE PROVIDED FOR CONVENIENCE ONLY:

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

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

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

Agenda

I. Opening Items

Opening Items

A. Call the Meeting to Order

B. Record Attendance and Guests

Trustees:

Emilie Larew (Chair)	Shawn McClellan
Leslie Woolley (Vice Chair)	Rocky Montz
(Secretary - Vacant)	Andrew Paris
David Carini	Robert Rene
Deanna Hamilton	Camille Schoenberg
Emily Hirsch	Mystic Thompson

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.

D. Approve Minutes

June 6, 2017 Regular Meeting

Approve minutes for Board Meeting on June 6, 2017

E. Approve Minutes

6/17/17 Special Board Meeting

Approve minutes for Special Board Meeting on June 17, 2017

F. Approve Minutes

June 19, 2017 Regular Meeting

Approve minutes for Board Meeting on June 19, 2017

II. Organizational Reports

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

III. Board Committees (Stakeholder Board Level Committees)

IV. Board Committees (Board Members Only)

- A. Survey Committee Update

V. Academic Excellence

Academic Excellence

- A. WASC Update
- B. Update on Local Control Accountability Plan (LCAP)
- C. Credential Waiver/Permit Approval for PCHS Teachers

VI. Facilities / Operations

- A. Track & Football Field Repair/Resurfacing Update

VII. Finance

Finance

- A. Update on 2017-18 Consolidated Application (CONAPP)
- B. Track and Field Loan Update
- C. Approval of 2016-17 Expenditures
- D. 2017-18 Spending Plan

VIII. Governance

Governance

- A. 2016-17 Annual Oversight Report from LAUSD Charter School Division (CSD)
- B. PCHS Governance Structure / Administrator Responsibilities
- C. Review of Board Committees and Membership Needs
- D. PCHS Email Access and Board on Track Access for Trustees
- E. Election of Board Officers - Board Vice Chair
- F. Election Of Board Officers - Board Chair
- G. Election of Board Officers - Board Secretary

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

X. Consent Agenda

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

XI. New Business / Announcements

- A. Announcements / New Business
 - Date of Next Regular Board Meeting is Tuesday, August 22, 2017
 - Date of Board Retreat is Saturday, August 26, 2017
 - School begins Wednesday, August 16, 2017
- B. Board Chair to announce items for closed session, if any.

XII. Closed Session

XIII. Open Session

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

XIV. Closing Items

- A. Adjourn Meeting

Coversheet

Approve Minutes

Section: I. Opening Items
Item: D. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on June 6, 2017

APPROVED



Palisades Charter High School

Minutes

Board Meeting

Date and Time

Tuesday June 6, 2017 at 5:00 PM

Location

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Trustees Present

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

Trustees Absent

None

Trustees who arrived after the meeting opened

Robert Rene

Ex Officio Members Present

Dr. Pam Magee, Greg Wood

Non Voting Members Present

Dr. Pam Magee, Greg Wood

Guests Present

Shelby Ladnier

I. Opening Items

A. Call the Meeting to Order

Emilie Larew called a meeting of the board of trustees of Palisades Charter High School to order on Tuesday Jun 6, 2017 at 5:23 PM.

B. Record Attendance and Guests

C. Public Comment

No public comments.

D. Approve Minutes

Leslie Woolley made a motion to approve minutes from the Board Meeting on 05-16-17 Board Meeting on 05-16-17.

Deanna Hamilton seconded the motion.

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

Roll Call

Susan Ackerman Aye

Leslie Woolley Aye

Rocky Montz Aye

Dara Williams Aye

Roll Call

Emily Hirsch Aye

Emilie Larew Aye

Deanna Hamilton Aye

Andrew Paris Aye

II. Organizational Reports

A. Student Report

Prom was May 20th and Senior Picnic was last Friday.

Homecoming October 29th next year.

B. Parent Report

Nothing to report.

C. Classified Staff Report

Andy Paris reported that classified employees are interested in getting their paychecks on the first of the month.

He also raised an issue regarding the fact that wheelchair bound students have to go travel onto the roadway to get to a wheelchair accessible dip in order to get onto campus when accessing the campus from Temescal and Bowdoin. He would like the school to consider adding a wheelchair accessible dip at Bowdin and Temescal that does not require going onto the roadway. Rocky Montz mentioned that this is included in the Garden Gateway design.

D. Faculty Report

Coming into the home stretch with graduation on Thursday.

Faculty is happy to be coming into the end of Finals.

We are looking forward to summer break and a new year.

E. Human Resources Director (HR) Report

Report stands as submitted.

Amy Nguyen added that there will be a faculty and staff vote on whether to switch from Delta Dental to Cigna Dental and that Pali is doing well on hiring new faculty.

F. Director of Operations Report

Stands as submitted.

G. Director of Development Report

Stands as submitted.

H.

Chief Business Officer (CBO) Report

Budget Committee is working on the budget. Working on the fixed items (not variable expenditures).

The schedule included in the report shows that out of the \$32 million budget that we have approximately \$3 million variable expenses (so \$29 million fixed).

I. Executive Director / Principal (EDP) Report

Stands as submitted.

Pam Magee added the following:

The administration, faculty, and staff are Excited about graduation on Thursday at Stadium by the Sea at 5:30.

The graduation program is included in the materials.

All the Board Members have received a magazine, "Disrupting Inequity," that has been distributed to all staff as summer reading as part of our school initiative to reinforce cultural diversity. This is an area that the school has brought focus to and will continue to emphasize.

III. Board Committees (Stakeholder Board Level Committees)

A. Budget and Finance Committee Report

Greg Wood presented.

Approval of budget is not on here because more time is necessary to work out a balanced budget. The vote has been postponed to our second June meeting. Last week there were two full day meetings were all budget items were discussed. There is still a \$223,000 shortfall that needs to be worked out. The Budget & Finance Committee also met today in an effort to balance the budget. There were a number of contracts that the Budget & Finance Committee were presented and the recommendation from the Committee is to enter into those contracts. LCAP items were considered by the Budget & Finance Committee. The budget will be presented at next meeting.

B. Academic Accountability Committee Report

Nothing to report.

C. Charter Committee Report

The minutes of the Charter Committee memorialize and reflect the places where the changes need to be made.

Some discussions were had with respect to the possibility of having some board members appointed especially in light of the fact that when only one person runs that person is essentially appointed.

We need to make sure all the areas discussed in meetings are incorporated into the language of the charter.

Deanna Hamilton will take over as the Chair for the Charter Committee.

D. Election Committee Report

Election Committee has not met.

New member Camille Schoenberg is present at tonight's meeting as a member of the audience and was introduced to the Board.

E. Post-Retirement Healthcare Benefits Committee Report

June 7th meeting is scheduled. Updates from that meeting will be presented at the next Board meeting.

IV. Board Committees (Board Members Only)

A. Audit Committee

The audit has not yet been conducted but is scheduled for the near future. There is nothing to report at this time.

B. Grade Appeal Committee

Nothing to report.

C. Survey Committee

Nothing to report.

V. Governance

A. Potential Change of June 20, 2017 Board Meeting Date to June 19, 2017

Leslie Woolley made a motion to move the June 20th Board Meeting to June 19th.

Andrew Paris seconded the motion.

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

Roll Call

Dara Williams Aye

Leslie Woolley Aye

Emilie Larew Aye

Rocky Montz Aye

Andrew Paris Aye

Deanna Hamilton Aye

Emily Hirsch Aye

Susan Ackerman Aye

Emilie Larew requested that we take a vote on moving the June 20th meeting to June 19th so as to have more non-interested board members in attendance.

B. Resolution: PCHS Employee Training Regarding Child Abuse Reporting Obligations

Presented by Amy Nguyen. An audit found that a few of the employees had not completed their training on child abuse reporting obligations. Employees were notified of the training including follow up emails. Some staff did not complete it within the first six weeks of school, although it was completed shortly after. The resolution is that it be mandated that it be done within the first six weeks of school and if it is not then the person will have to sit out of class to complete it. It is always sent out prior to the start of school for any staff that want to work on it prior to the start of school. Monday the 14th is the first day back for faculty and staff.

Leslie Woolley made a motion to approve the resolution regarding employee training on child abuse reporting obligations.

Andrew Paris seconded the motion.

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

Roll Call

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

VI. Academic Excellence

A. Progress Update on Schoolwide Goal #2

Goal # 2 PCHS will continue to ensure the curriculum is aligned between grades, especially an alignment with math courses. There were PLC pullouts in order to closely examine the curriculum as well as the curriculum from ahead and behind to make sure there are no gaps. Teachers and PLC's have been provided with mini grants to provide funding necessary to promote this goal. The administration has a perspective regarding the alignment over the last 6 months and we now have a structure and guidelines to be aligned with LCAP criteria. PLCs can apply for mini-grants over the summer to continue this work.

The grading policies and procedures survey had 100% participation. The results of that survey were presented to the faculty and staff to try to resolve any outliers. Then the policy was presented last month to the board for approval.

LCAP measurements will be presented at the next meeting.

The administration is hopeful that the survey information will give us some meaningful feedback so that we know where we are headed with our goals for next year. Pali is working with Paul Revere to align there curriculum with Pali's as well. A meeting is planned for June 12th. The goal is to see where we want students to end up at graduation and work back from there.

World Languages coach will be helping with the world languages curriculum and will implement a new curriculum.

Maggie Nance will serve as the coach.

Ongoing student feedback, surveys, and more has helped us finalize our new structure and help to continue shaping our practices.

Math - we have a meeting on June 12th with Paul Revere to create pair relationships in place.

World Languages - we are working with Maggie and she will be helping coach Languages department.

B. Non-School Sponsored Field Trip Policies & Procedures

Last month did not have the policy in the packet. It is now in the packet so that if there was any feedback it could be discussed prior to the vote. So it is now on the agenda.

Susan Ackerman made a motion to approve the non-school sponsored field trip policies and procedures.

Deanna Hamilton seconded the motion.

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

Roll Call

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

C. Youth Suicide Prevention Policy

This policy was in last months agenda packet. Not only are we mandated to do this by the state but we want to do everything possible to protect our students. We want to ensure that our students have a safety net. The proposed policy covers all of the state mandates.

Susan Ackerman asked if we would be doing anything with parent training.

Pam Magee indicated we will be along with counseling.

Susan Ackerman made a motion to approve the Youth Suicide Prevention Policy.

Rocky Montz seconded the motion.

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

D. Local Control Accountability Plan (LCAP) & LCAP Survey Updates

Discussed in various meetings with stakeholders and then distributed a survey to the parents and students. There were more than got 350 responses.

This input will be incorporated into the LCAP discussion.

Focus on high needs students and students/parents affected by this were included.

VII. Facilities / Operations

A. Student Transportation Contract

Tumbleweed is not willing to provide service anymore and has pulled out of negotiations with us. So we have contacted other vendors. Of these other vendors only one is willing to work with us. They are more expensive than what we currently have. Either Pali or the students/parents will have to bear the increase. Right now family contributions are \$125 per month. Assuming that we have the same needs for buses next year and have the same general percentages of free and reduced lunch next year, the cost would rise to \$185 per student for next year assuming the same contribution from last year. But it would be a \$210,000 increase in our contribution if the student/parent contribution were \$150. Paul Revere private buses are approximately \$180 per month. That is to give us an idea for the local market for this. The question comes down to how to we adjust this as far as who bears the cost. All students are subsidized \$15. Free lunch are 100% scholarship and reduced get a partial scholarship. This assumes approximately the same rough numbers who would qualify for scholarships under free or reduced lunch but there would no longer be a subsidy for students who do not qualify. We will know from Paul Revere the approximate number of incoming students from there who are currently on free and reduced lunch and we would get those numbers around July 1st. Leslie Woolley spoke about a Waze carpool. We have to be worried about endorsing any of these programs and while they may be an option in the long run but we would want to look at these more closely before we adopted anything like this. Dara Williams pointed out that some parents can afford this and that while it is nice to subsidize these parents the money is coming from another part of the budget and we don't want to lose out on something else. For instance the availability of technology to students who don't have it should not suffer. Deanna Hamilton brought up that there may be some families who do need a subsidy even if they are not on free or reduced lunch. Robert Rene asked a question about the increase, which is about \$500,000. He would want to consider the possibility of giving scholarships to students who may need it, especially the kids who are already here.

Deanna Hamilton inquired if in our multi-year budget we project that transportation costs will increase by a certain percentage. Greg Wood responded that we did in the past but now our current transportation company has pulled out so the increase is higher than anticipated. We have called over a dozen companies but only this one vendor is willing to bid. We also have calls into LAUSD to see if they are interested in being our vendor. We have also inquired as to whether we can approach outside vendors, not approved by LAUSD, but we have not gotten an answer yet. This may be moot because from Don Parcell's research so far those vendors are even more expensive. Essentially the Budget & Finance Committee has already recommended that there no longer be any subsidies to other riders. Currently there is no criteria for any other riders to get scholarships and the

question is do we want to develop that. Right now registration has not been turned on because we can't say what the cost is. Susan Ackerman surmised that there are not many families who have had to opt out of going to Pali because they cannot afford transportation. Deanna Hamilton asked what happens if too many parents opt out. Don Parcell did indicate that if we don't have a similar volume of ridership and there are substantially less buses then the cost may change (and likely increase).

Free and reduced lunch applications are based upon the income that the parents certify is their income. Robert Rene indicated that we should not give any scholarship applications unless the family submits an application specifically for transportation instead of basing it on free and reduced lunch applications. The only transportation that is required is for special education students, not for anyone else. This budget also includes transportation for athletics. We are not legally obligated to pay for after school buses for athletics and other elective field trips but we do. It's about \$85,000 for those trips. Emilie Larew pointed out that under the current time constraints that sticking with the free and reduced lunch as the criteria is the most realistic. Robert Rene brought up is that if we don't have any other options then we should not have a debate. Dara Williams brought up that we find ourselves in a somewhat of an emergency situation so we should probably stick with free and reduced lunch as the standard. Leslie Woolley suggested putting a box on the on-line sign-up form for parents to donate to a transportation scholarship fund.

[Robert Rene arrived at 6:11 p.m.]

Robert Rene arrived.

B. Track & Football Field Repair/Resurfacing Contract

Continuing to try to get approval from LAUSD so that the project can be done this summer. Also seeking bids from vendors for the project.

Hoping to be able to present more information by June 19th.

Leslie Woolley asked if we already had bids. Don responded that we had to have a formal bidding process per LAUSD rules and that we have opened up that process.

C. Janitorial Services Contract

Our current contract is up. We have a potential new vendor. July 1st minimum wage will increase so cost of services will increase. Hope to have the contract ready for approval by next meeting.

D. Security Services Contract

Security contract is also expiring. Finalizing a proposed new contract, which will be presented at the June 19th board meeting for a vote.

E. Cafeteria Food Service Contract

Chartwell is a potential vendor. Sodexo has been our vendor for 14 years and is now leaving.

Three companies came to bid on cafeteria contract. Three toured the campus and two had tastings. Staff and students attended the tastings. There was an RFP ranking for both Chartwell and Fresh Start. Chartwell scored a 95 and Fresh Start scored a 90. We have a need to have a faster delivery of the food as well as trying to improve the food as we want to increase participation. Food cost is \$3.60 per lunch and \$3.60 for every two breakfasts.

We have one employee who is the auditor of the program as the rest of the employees are Chartwell's.

We have asked for a biometric device to avoid problems with students forgetting their pin numbers and people double using pin numbers. Once the Board does approve the contract it is still subject to CDE validation of what we approved. We need to give approval to the EDP to sign it after approval by the CDE.

Robert Rene asked about participation and making sure that we have feedback so that we continue trying to get increased participation. Chartwell will have students give feedback so that their menus can be modified to ensure customer satisfaction. The Chartwell representative indicated that they have been trying to get our business and they are committed to improving things here, which is a win for them as well based upon profitability.

From Greg Wood's due diligence, other schools seem to be happy with Chartwell.

Susan Ackerman inquired about the healthfulness of the menu. The National School lunch program dictates what they are able to serve with regard to nutrition. The goal is to have food that is easy to grab and that there are no long waits for it. Emilie Larew went to the tasting and thought that the food was great and there were many good healthy foods that could be accessed quickly.

Leslie Woolley made a motion to approve the cafeteria food service contract subject to CDE Evaluation and to give authorization for Pam Magee to sign the contract following CDE approval.

Robert Rene seconded the motion.

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

Roll Call

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

VIII. Finance

A.

PCHS Track & Field Repair Loan Approval

We have an expression of interest from Cathay Bank in providing a loan (an \$850K loan @ 4 1/2%) based upon projected project cost of the track and field. The loan documents would take 2 to 3 weeks to process. We would need to pay \$1000 to lock in the expression of interest. The lag time for the loan documents would likely not affect the start date for the project. The wild card in all of this is LAUSD approval. There is seed money in the amount of \$250,000 so we could start. Don Parcell believes that we will have a proposed contract for the track and field by the next meeting. But if we don't have everything in place by June 19th then we would want to have a special meeting in order to finalize approval for all of these things. We would need to have everything in place by mid-July in order to start it this summer.

Rocky Montz inquired as to what the annual cost for the \$850,000 loan. We will be looking to the income from the Civic Center Permit to pay for this loan.

B. Updated Schoolwide Fundraising Policies and Procedures Approval

Tabled for next meeting

C. 2017-2018 Insurance Policy Approval

Charter Safe Insurance Policy. We are adding volunteer accident insurance and pollution insurance, both of which are recommended. One thing we have done to save us money is that in February or March is that we put them on notice of opting out and this enabled our broker A.J. Gallagher to put out our policy for bid, which at least piecemeal was \$35,000 less than our first proposal from Charter Safe and Charter Safe price matched this. Susan Ackerman asked about the terrorism insurance, which is included.

Robert Rene made a motion to approve the Charter Safe contract.

Rocky Montz seconded the motion.

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

Roll Call

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

D. College Readiness Block Grant Approval

We have a grant for this and the funds need to be budgeted. Items totalling \$130k+ are the items that are most aligned with this one time grant and would provide the most to our students. The Budget & Finance Committee looked at these requests, in addition to some others, and these were the items thought to best fit the grant goals.

Leslie Woolley made a motion to approve the college readiness block grant.

Susan Ackerman seconded the motion.

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

Roll Call

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

E. Approval of Capital Item Modifications for 2016-2017 Budget

Employee Board Members Emilie Larew, Rocky Montz, Andrew Paris, and Susan Ackerman recused themselves and were absent during this discussion and vote.

Budget for 2016 to 2017 it shows a surplus for capital expenditures.

When looking at some of the items for 2017 to 2018 there were questions as to whether there are projects that we can accomplish in a short time using the surplus from this year.

There is a \$100,000 security camera project that we can do and charge that to this year's books. There is also a generator that we can purchase so that we can assure that there are no power outage issues.

Robert Rene made a motion to approve the capital expenditures for the security cameras and generator.

Deanna Hamilton seconded the motion.

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

Roll Call

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

F. PESPU MOU Approval

Met with PESPU on May 16th. Classified staff clock in. There is a 10 minute grace period. Times can be adjusted for things like forgetting to clock in or out. Reasons for leaving early can be recorded. Overtime is also recorded. Same day changes can be

accommodated. This is all to clarify with PESPU how the system works. There should be no financial impact for the organization.

Robert Rene made a motion to approve the PESPU MOU.

Deanna Hamilton seconded the motion.

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

Roll Call

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

G. 2017-2018 Instructional Materials (IMA) & Textbook Budget

Employee Board Members Emilie Larew, Rocky Montz, Andrew Paris, and Susan Ackerman recused themselves and were absent during this discussion and vote. Budget & Finance Committee would like us to lock in the textbook budget before the end of the school year such that faculty know what their budget is for the next school year in case they need to be ordered over the summer. There was a question about a particular textbook not being on there but that teacher did not receive CTE accreditation so we are not ordering that textbook.

Budget for textbooks is \$186,578.

Looked at averages over the past 4 years and came up with budget for IMA in the amount of \$227,611.25.

Robert Rene made a motion to approve the textbook budget in the amount of \$186,578 and the IMA budget in the amount of \$227,611.25.

Deanna Hamilton seconded the motion.

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

Roll Call

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

H.

Contract for Operations Consultant (Interim Dir. of Operations) - Extend Service to June 30, 2017

Extension of contract to June 30th for the Operations Consultant.

Emily Hirsch made a motion to Extend the contract for the Operations Manager Consultant to June 30, 2017.

Robert Rene seconded the motion.

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

Roll Call

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

I. Director of Development Position - Conversion from Temporary to Mid-Management Position

Employee Board Members Emilie Larew, Rocky Montz, Andrew Paris, and Susan Ackerman recused themselves and were absent during this discussion.

Fundraising has been coordinated and successful. Robert Rene suggested setting targeted performance for this position.

This year 75% of the current salary for this position is funded by the Ed Fund. For next year there has not been a discussion as to how much of this position would be funded by Ed Fund. We need to determine whether the total salary will be funded by the general budget or whether there will be a contribution from Ed Fund. Overtime we will have to determine the total cost of this position and the amount of funds the position generates.

Obviously we are not going to base the cost benefit analysis on one year only.

So this will be table until the next meeting until we determine how much, if any, will be funded by the Ed Fund.

J. Adjustment of Salary Scale for Technology Supervisor/Coordinator Position

Employee Board Members Emilie Larew, Rocky Montz, Andrew Paris, and Susan Ackerman recused themselves and were absent during this discussion.

In the materials are comparable salaries for similar positions some of which is from Salary.com.

Robert Rene brought up that we should not be deciding these increases without knowing whether they are being considered as part of the budget. Robert Rene is also concerned about the process of this. It is not related to the person or the performance. It is simply voting on something that is not funded and the scale is then set in stone for the next eight years. We don't want to create an expectation that there is an increase when we may

have a budgetary challenge in the future. Board members expressed their concerns over the fairly large salary increases over the next 8 years without knowing if we will have the budget to do this.

Dara Williams asked that this be tabled until we have put these figures in the budget as opposed to the current figures, which the current budget is based upon. Discussed that we need to look at these salaries as part of our budget over the course of time and realistically whether we can sustain these raises along with increases to benefits.

Amy Nguyen was asked to bring back a salary scale with 3 years as opposed to 8 years and with the higher salary figures as part of the budget for next year, which hopefully will be balanced.

K. Adjustment of Salary Scale for Operations Liaison Position

Employee Board Members Emilie Larew, Rocky Montz, Andrew Paris, and Susan Ackerman recused themselves and were absent during this discussion and vote.

Based upon increased job duties and comparable jobs at other schools we are recommending a salary adjustment of 5%.

The Overview of Compensation and Evaluation and Comparisons packet is presented with the board meeting materials.

The salary scale with steps is included in the materials.

So we would be voting on the entire table with respect only to the Operations Liaison. (The rest of the numbers are identical on each table, so only the Operations Liaison is affected.)

Deanna Hamilton made a motion to approve the adjustment to the salary scale to the Operations Liaison position as approved by Human Resources.

Emily Hirsch seconded the motion.

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

Roll Call

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

L. Adjustment of Salary Scale for Director of Human Resources Position

Tabled until next meeting.

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

A. Evaluation Committee Update

Nothing to report.

X. Consent Agenda

A. Approval of reimbursements for Executive Director / Principal

Nothing on consent agenda.

B. Approval of Field Trips

XI. New Business / Announcements

A. Announcements / New Business

Next board meeting is June 19th.

Board Training is on June 17th at St. Matthew's.

Robert Rene brought up the long restroom lines being a problem during the breaks.

Rocky Montz discussed that we consistently bring up that we want more capital expenditures on restrooms.

The students make a mess of them during breaks so the upstairs bathrooms are closed because there are issues with constantly cleaning them.

Pam Magee brought up that there materials in the packet relating to the early release in the semester as a result of the water main break and the procedures for what Pali does in the event of these types of situations in the future.

Still want to do a board pass the baton social event. We need an idea of when people are in town and available. Sometime in July seems reasonable to most people. Mid-July seems best. Susan Ackerman volunteered her home.

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

Closed session item was tabled.

XII. Open Session

A. Return to Open Session

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

The closed session item was tabled.

XIII. Closing Items

A.

Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:18 PM.

Respectfully Submitted,
Leslie Woolley

Coversheet

Approve Minutes

Section: I. Opening Items
Item: E. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Special Board Meeting on June 17, 2017

APPROVED



Palisades Charter High School

Minutes

Special Board Meeting

Date and Time

Saturday June 17, 2017 at 9:00 AM

Location

St. Matthew's 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.

Trustees Present

Emilie Larew

Trustees Absent

None

I. Opening Items

A. Call the Meeting to Order

Emilie Larew called a meeting of the board of trustees of Palisades Charter High School to order on Saturday Jun 17, 2017 at 9:15 AM.

B. Record Attendance and Guests

Present: Emilie Larew, Leslie Woolley, Deanna Hamilton, Emily Hirsch, Rocky Montz, Andrew Paris, Ellen Pfahler

Absent: Dara Williams, Susan Ackerman, Robert Rene

Note: Ellen Pfahler left meeting at 10am

Taking Office on July 1:

Newly Elected Members Present: Shawn McClellan, Mystic Thompson, Camille Schoenberg

Newly Elected Members Absent: David Carini

C. Public Comment

None

II. New Business / Announcements

A. Announcements / New Business

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

Items on the agenda were announced.

III. Closed Session

A. Conference with Legal Counsel: Existing Litigation

Board went into closed Session at 9:17am.

IV. Open Session

A. Return to Open Session

Board returned to open session at 9:55am.

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

No action was taken.

V. Governance

A. Board Governance Training

Lisa Corr of Young, Minney & Corr reviewed guidelines and requirements of the Brown Act, complying with conflict of interest laws, fiduciary duties, agenda requests from Board members, and best practices for governing.

B. Form 700 for Trustees Taking Office

New members were given Form 700 to complete for taking office.

C. Updates Regarding the Upcoming Year

Board meeting calendar was reviewed.

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 12:28 PM.

Respectfully Submitted,
Emilie Larew

Coversheet

Approve Minutes

Section: I. Opening Items
Item: F. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on June 19, 2017

APPROVED



Palisades Charter High School

Minutes

Board Meeting

Date and Time

Monday June 19, 2017 at 5:00 PM

Location

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

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

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

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

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

Trustees Present

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

Trustees Absent

None

Ex Officio Members Present

Dr. Pam Magee, Greg Wood

Non Voting Members Present

Dr. Pam Magee, Greg Wood

Guests Present

Shelby Ladnier

I. Opening Items

A. Call the Meeting to Order

Emilie Larew called a meeting of the board of trustees of Palisades Charter High School to order on Monday Jun 19, 2017 at 5:10 PM.

B. Record Attendance and Guests

C. Public Comment

No public comment.

D. Approve Minutes

Tabled for corrections to note that the represented employees recused themselves and were absent for the discussions on the matters of Employment Contracts, Capital Expenditures, and IMA and Textbooks.

II. Organizational Reports

A. Student Report

Student representative is not present. There is no student report.

B. Executive Director / Principal (EDP) Report

III. Board Committees (Stakeholder Board Level Committees)

A. Post-Retirement Healthcare Benefits Committee Report

Dara Williams gave an update: The committee reviewed what LAUSD have. They have more options than only Kaiser.

There are ways to lower our costs by using plans that would work as a medicare supplement.

Modifications to spouse and dependent coverage could also save money.

It is not clear that any cost savings will be sufficient to cover the shortfall. The Committee is likely at least four to six months away from formulating a proposal to present employees.

IV. Academic Excellence

A. Approval of Local Control Accountability Plan (LCAP)

Emily Hirsch made a motion to approve the LCAP.

Leslie Woolley seconded the motion.

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

Roll Call

Leslie Woolley Aye

Emily Hirsch Aye

Andrew Paris Aye

Susan Ackerman Aye

Emilie Larew Aye

Rocky Montz Aye

Deanna Hamilton Aye

Dara Williams Aye

Ellen Pfahler Aye

LTSP Committee helps with the LCAP.

Important to have in place the supports that special needs students and other students with particularized needs should have.

A survey was sent to the parents about what they believe is important.

Transportation is an important component.

Mental health services and tutoring, especially in the area of math are important areas.

Professional development is also an important component.

Technology and materials are also important.

Greg Wood noted the following:

There is an standardized LCAP that we try to follow in preparing our LCAP along with focusing on the schools priorities.

We looked at the LCAPs from other school districts as well.

We had 21 goals in the 2016-2017 plan. Administration tried to consolidate these into 13 goals because there was some overlap in the prior year's goals.

Arleta Ilyas was very helpful in gathering the data needed for the LCAP.

Emilie Larew noted that it is best practice to approve the LCAP prior to the approval for the budget since the budget we pass will support the goals.

The deadline for the filing of the LCAP is 6/30/17 and it will be filed by that date.

Whatever changes we may have, we will incorporate into the final LCAP and present it to the Board in July.

B. Update on School Safety Procedures

Pam Magee presented.

When water main broke the administration realized that we need a plan to cover these types of contingencies.

In the student safety plan there is a way to determine the best way to dismiss the students in a way that they will be safe and will be cared for wherever they go.

Parents will now approve of the release of their child, or not, at the beginning of the school year.

Designates an incident commander.

Diagrams are in the plan so that it is easy to tell who is responsible and the plan that needs to be implemented in the case of an this type of an emergency.

V. Governance

A. Brief Recap of Board Legal and Governance Training

Most board members attended the training on June 17th.

For those that were not present they will participate at training at a later date.

B. Contract for Director of Operations Position

See comments and vote for Upper Level Management positions below.

The Board approved the hiring of Donald Parcell as Director of Operations with a base salary of \$137,916

C. Upper Level Management Contracts

This item is on the agenda for this regular meeting of this Board, in accordance with the Brown Act. A new law, modifying the Brown Act and codified at Government Code section 54953, subdivision (c)(3), states that prior to taking final action on executive compensation, the Board must orally summarize the recommendation for final action on the salary, compensation, and/or fringe benefits that will be considered.

This agenda item presents recommendations for the approval of Upper Management Contracts for the 2017-2018 school year, some of which are arguably subject to this new requirement.

Discussions concerned the salary increases for the various contracts.

29% raise for Amy Nguyen would put her at market value according to the documents submitted with the materials for the meeting.

Other increases were also discussed with regard.

Prior to the vote on the salary of Greg Wood, the following was stated:

The base salary of Greg Wood, the Chief Business Officer, will increase from \$142,118 to \$144,961. All other terms and conditions of Mr. Woods employment will remain the same.

Prior to the vote on the contract and salary of Amy Nguyen, the following was stated:

The base salary of Amy Nguyen, the Director of Human Resources, will increase from \$87,462 to \$112,519. It is of note that the salary of the salary of the Director of Human Resources was deemed in need of adjustment previously, based on the salary of the equivalent position in comparison schools and school districts, but a decision was made to apply a low salary for the 2016 -2017 school year. The Director of Human Resources' salary for the 2017-2018 school year, reflected in the contract under consideration remains lower than the salary of the same position in the 2014-2015 school year. All other terms and conditions of Ms. Nguyen's employment remain the same.

An inquiry was made as to whether there were any public comments on these action items for the Management contracts prior to Board members considering final action on these contracts.

There were no public comments.

Emily Hirsch made a motion to approve the CBO's contract.

Ellen Pfahler seconded the motion.

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

Roll Call

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

Dara Williams made a motion to approve the Director of Student Support Services contract.

Deanna Hamilton seconded the motion.

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

Roll Call

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

Dara Williams made a motion to approve the Director Discipline Athletics, Activities, and Security contract.

Emily Hirsch seconded the motion.

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

Roll Call

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

Dara Williams made a motion to approve the Director of Academic Achievement contract.

Deanna Hamilton seconded the motion.

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

Roll Call

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

Dara Williams made a motion to approve the hiring of Donald Parcell as Director of Operations with a base salary of \$137,916.

Emily Hirsch seconded the motion.

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

Roll Call

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

Emily Hirsch made a motion to approve the Director of Human Resources contract at a salary of \$112,119.

Deanna Hamilton seconded the motion.

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

Roll Call

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

D. Special Education Local Plan Area (SELPA) Options

Mary Bush presented this agenda item.

LAUSD takes a portion of our special education budget. We want the option of withdrawing in the event they want to increase the percentage of the budget that they take.

Every year we file a notice, which is required, that we are withdrawing. We do this in conjunction with other charter schools.

This gives us the option of leaving the SELPA for the district.

Our other options are LACOE SELPA or the state SELPA.

Has to be noticed a year and a day in advance.

Ellen Pfahler made a motion to notifying the district of Charter Operated Program members' intention to withdraw from the District SELPA.

Susan Ackerman seconded the motion.

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

Roll Call

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

VI. Facilities / Operations

A. Track & Football Field Repair/Resurfacing Contract

The contract is for approximately \$1.272 million for both the track and field.

There are some other items that are not included, such as logo in the center of the field.

These are alternates in their, which add some to the overall cost.

Then there are consultant fees and testing that have to be done as well as management fees.

That raises the cost to approximately \$1.5 million. Not all of the costs are included in the contract.

We have funding for some of this and the rest would have to be covered by the line of credit.

We are grant eligible for the US Soccer Foundation grant, which would cover 15% of the cost of the field, which is a credit toward the field contract..

PCHS is pre-approved for that grant so that reduces our cost by 15% of the cost of the field.

Commitments we have so far are very solid that we will get \$225,000 and that will cover any shortfall between the amount budgeted and the line of credit.

We have LAUSD's blessing and expect the final approval in the very near future.

Ellen Pfahler made a motion to approve a contract in the amount of \$1,295,622 with AFE Sports for the track and field improvements.

Deanna Hamilton seconded the motion.

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

Roll Call

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

B. Student Transportation Contract

Don Parcell presented the contract.

There is an increase in cost in the contract with Durham School Services from our current vendor.

The cost is \$185 per month per student. This is consistent with what students at Paul Revere pay for transportation on these types of buses.

No longer will subsidize students who are **not** on free and reduced lunch.

Are working with Big Blue Bus on scheduling so that students can take the train in and that they will be picked up at the station and returned there in a way that fits with the school schedule. The cost for that would be around \$50 per month.

We are trying to better publicize the Big Blue Bus option as well as other options for transportation, including carpools and other options.

Leslie Woolley inquired as to whether the website contains information as to subsidies for free and reduced lunch students.

If more of our students take the Big Blue Bus we may lose some students who are using the Durham buses. But we then may need less buses but there is some flexibility built into the contract but it may affect our transportation costs if we have reduced ridership.

Dara Williams made a motion to motion to approve student transportation contract.

Emilie Larew seconded the motion.

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

Roll Call

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

C. Janitorial Services Contract

Don Parcell presented the contract.

Same vendor that we already have, Uniserve. Some slight modifications. There is an increase in the minimum wage so that is incorporated. There is a good mutual understanding with regard to the scope of the services they will provide.

Because of the increase in minimum wage each year this will

Ellen Pfahler made a motion to approve the janitorial services contract with Uniserve for the 2017-2018 school year.

Emily Hirsch seconded the motion.

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

Roll Call

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

Dara Williams made a motion to approve the student transportation contract with Durham School Services for the 2017-2018 school year.

Emily Hirsch seconded the motion.

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

Roll Call

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

D. Security Services Contract

Don Parcell presented the contract.

Reducing the time frame that we will have the services in order to met the budgetary guidelines.

Blue Nite has been providing services for most of this past year.

This is a contract with a new vendor Naerok Group International the contract is for approximately \$218,000.

We won't have coverage for holidays, early evenings, and weekends.

At one point the administration felt it was necessary for this year but that it is no longer required.

Naerok provides services to El Camino so they have high school experience similar to the needs we have here.

Ellen Pfahler brought up the question as to whether the new security cameras make up for some of the security guard hours we will be cutting. Don Parcell indicated that this is in fact the case and that the new fencing will also help with this.

But we are the most open high school in LAUSD. But putting a fence in the front of the school has its downsides as well.

The employees of the company are vetted by the company. We have in the agreement that they will be fingerprinted if not by the company then by us. We vetted their process and we do have the right to audit the company's process.

The contract has a lower cost than the amount spent this year but we had increased security based upon our needs. In previous years our costs were much lower because we essentially spent a nominal amount on security. During the past year we have built in levels of security including the security service with the addition of cameras and fences. Administration feels that this company will do a better job at a decreased cost from Blue Night. Feel that the quality of service will be better. Over the past couple of months we saw a decrease in the quality of service from Blue Night.

Dara Williams made a motion to approve the 2017-2018 contract with Naerok Group International for security services.

Deanna Hamilton seconded the motion.

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

Roll Call

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

VII. Finance

A. Updated Schoolwide Fundraising Policies and Procedures Approval

Michael Rawson presented this agenda item.

Funds raised to date -- \$146,012 (none of this was from the Booster Club)

Banners have been purchased to replace the banners on Temescal that were faded.

Bricks have have been sold to help raise funds for the field.

Updated Policies and Procedures are in the materials. The changes are highlighted in yellow.

The 501(3)(c) organizations have agreed to these changes in the policies and procedures.

Leslie Woolley made a motion to approve the updated schoolwide fundraising policies and procedures.

Ellen Pfahler seconded the motion.

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

Roll Call

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

B. PCHS Track & Field Repair Loan Approval

Since we approved the contract for the track and field improvements it is necessary that we have this loan to finance it.

If the Board approves it Cathay Bank will prepare the documents.

For now we need to approve the expression of interest letter for a loan in the amount of \$850,000. Once the paper work for the loan is prepared then we would vote on the actual loan.

It is subordinate to the loan made by the retiree health care benefits fund.

Ellen Pfahler made a motion to approve the expression of interest letter with Cathay Bank for \$850,000 loan.

Dara Williams seconded the motion.

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

Roll Call

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

C. Director of Development Position - Conversion from Temporary to Mid-Management Position

75% of his salary is covered by the Ed Fund.

We pay for the other 25% and for his benefits.

Coordinates CTE grant

Developing relationships with potential donors.

Dara Williams brought up the problem with the step and column increase and being able to fund these salary increases without a substantial increase in budget.

Ellen Pfahler made a motion to approve the transition of the Director Development position from temporary to at-will in the amount of \$105,021 with the Ed Fund covering 75% of the salary.

Emily Hirsch seconded the motion.

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

Roll Call

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

D.

Consolidated Application 2017-2018 (CONAPP)

Greg Wood presented.

Form filed with the state of CA twice a year. This application is due on June 30th.

Outlines responses to our federal funding.

How much we bring in and how we spend it from a budgetary standpoint and the services we provide.

Also addresses our teacher quality.

It also certifies that we provide the services that we are required to provide (such as protected prayer).

Dara Williams made a motion to authorize EDP be able to sign and submit the CONAPP report.

Emily Hirsch seconded the motion.

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

Roll Call

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

E. 2017-2018 PCHS Annual Budget Recommendations & Budget Approval

The following employee board members recused themselves and left the room for the discussion of this agenda item and the vote:

Rocky Montz

Susan Ackerman

Emilie Larew

Andrew Paris

Leslie Wooley chairs the session in the absence of Emilie Larew.

Greg Wood presented.

Budget calendar is in the materials.

Months have been spent on the budget including stakeholder input.

The committee met a number of times to try to work out the budget items, including having a 3 day budget meeting.

Budget assumptions chart for 2017-2018 was presented to the Board.

To help balance came up with an ADA of 2854.

Temescal Academy has been under enrolled and we are looking to have that be closer to capacity, which is around 70.

Per student assumption is that funding will be at \$9212

A Multi-year projection was also presented covering 2016 through 2020.

Balances through 2017-2018 school year with depreciation making up for depletion of our cash reserves.

Cuts were made from the original requests in order to balance the budget because we had a significant shortfall.

Plan for reductions presented. Reduction in auxiliaries is part of this. They currently are in the range of \$700,000 to \$800,000

Some expenses were moved to this year because we did have sufficient funds to cover those items -- security cameras and generators

Additional salaries were dropped down from approximately \$219,000 to \$164,000.

On Friday evening we received some new information regarding funding from the state.

This included some one time discretionary funding in the form of block grants which increases the per pupil amount by \$145. The legislature put this in the budget and if approved by the governor. This would amount to approximately \$400,000.

There are some other one-time funding for schools via grant opportunities, which would could apply for in the area of history, social science and multi-lingual programs.

The extra money from the block grant, if signed by the governor, does not have to be spent, it can be carried over.

So we would have the option of revising the budget or carry it over.

Recommends voting on the current budget at this time and then if we want to we can consider modifications to the budget if the governor signs it.

Explained page 260-263 of the materials, which contains the details of the proposed budget.

Includes a \$100,000 in revenue from fundraising. This is based upon what we have in development. Believes this is a conservative enough number.

Librarians and Guidance & Welfare are included in the teacher budget number.

Incorporates the 2% salary increases in these numbers as well as step and column increases in continuing positions.

Salaries and benefits totals about \$26.2 million.

Does include a budget for one to one technology devices.

Ellen Pfahler made a motion to approve the 2017-2018 school budget.

Deanna Hamilton seconded the motion.

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

Roll Call

Emilie Larew	Absent
Rocky Montz	Absent
Emily Hirsch	Aye
Leslie Woolley	Aye
Deanna Hamilton	Aye

Roll Call

Andrew Paris Absent
Ellen Pfahler Aye
Dara Williams Aye
Susan Ackerman Absent

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

A. Executive Director / Principal Contract

Dara Williams asked about whether the yearly longevity bonus applied to all administrators. Amy Nguyen responded that it does apply to all administrators who are at the top of the salary scale.

Discussion regarding the added language underlined in paragraph 3 of the contract as being unnecessary and potentially problematic.

Dara Williams brought up that the use of the word solely is of concern.

Deanna Hamilton brought up that the language does not appear to be necessary.

Prior to the vote on the EDP contract, the following statement was made:

This item is on the agenda for this regular meeting of this Board, in accordance with the Brown Act. A new law, modifying the Brown Act and codified at Government Code section 54953, subdivision (c)(3), states that prior to taking final action on executive compensation, the Board must orally summarize the recommendation for final action on the salary, compensation, and/or fringe benefits that will be considered. The Evaluation Committee has completed the evaluation of the Executive Director/Principal. Based on the results of the evaluation and in accordance with her current contract, the Evaluation Committee recommended a one-year extension of Dr. Magee's employment contract.

This agenda item presents that recommendation as well as other changes to Dr. Magee's contract, in the form of a Third Amendment to the contract, and it contains the following terms regarding compensation:

1. Section 6 of the Contract, entitled Compensation/Salary is modified to reflect a two percent increase to Dr. Magee's current annual base salary. This will take effect starting with the 2017-2018 school year.
2. Section 6 of the Contract, entitled Compensation/Salary, is modified to add a provision reflecting Dr. Magee's entitlement to a longevity stipend based on her completion of six years of employment at PCHS at the end of the 2016-2017 school year. This entitlement is reflected in previously Board-adopted salary schedules for management employees, including the Executive Director/Principal. The Third Amendment also reflects, therefore, that Dr. Magee is entitled to and will also receive a Longevity Stipend of \$3,000 each year, starting with the 2017-2018 school year.

An inquiry was made as to whether there were any public comments on this action item for the EDP/Principal contract prior to Board members considering final action on this contract.

There were no public comments.

Deanna Hamilton made a motion to approve the amended contract with the underlined language in paragraph 3 stricken and extend the contract for one additional year.

Emily Hirsch seconded the motion.

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

Roll Call

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

IX. Consent Agenda

A. Approval of reimbursements for Executive Director / Principal

Returned from the break at 7:57 mileage approval for EDP and Cheer Camp approval.

Dara Williams made a motion to approve the consent agenda.

Emily Hirsch seconded the motion.

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

Roll Call

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

B. Approval of Field Trips

Approved as part of the consent agenda.

X. New Business / Announcements

A. Announcements / New Business

Next meeting is July 18th.

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

Went into closed session at 7:59 p.m.

XI. Closed Session

A. Public Employee Evaluation (Govt. Code 54957)

End of closed session at 8:21 p.m.

B. Conference w/Legal Counsel: Anticipated Litigation

Tabled.

C. Public Employee Discipline/Dismissal/Release

Tabled.

XII. Open Session

A. Return to Open Session

Back into open session at 8:26 p.m.

Nothing to report out.

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

XIII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:02 PM.

Respectfully Submitted,
Leslie Woolley

Coversheet

Human Resources Director (HR) Report

Section: II. Organizational Reports
Item: E. Human Resources Director (HR) Report
Purpose: FYI
Submitted by:
Related Material: II_E_Org Report HR_07_18_17.pdf



PALISADES CHARTER HIGH SCHOOL

More Than 50 Years of Innovation and Excellence

Human Resources Board Report

July 18, 2017

Elections/New Hires:

Name	Classification/Position	Funding	Effective Date
A. Shelby. Ladnier	Executive Assistant	General	July 1, 2017
Victor Casas	Teacher – CTE - STEAM	General	August 14, 2017
Alyssa Hacker	Teacher – Social Science	General	August 14, 2017
Khalil Hart	Teacher – Special Education, RSP	General	August 14, 2017
Ian Miller	Teacher - Social Science	General	August 14, 2017
Kevin Olivia	Paraprofessional - Math	General	August 14, 2017
Crystal Storey	Paraprofessional - Math	General	August 14, 2017
Todd Wilkinson	Teacher – English Teacher	General	August 14, 2017

Resignation/Retirement/Release:

Name	Classification/Position	Funding	Effective Date
Alice Dilanchian	Teacher - Math	General	June 30, 2017

Staffing and Recruitment:

POSITIONS IN HIRING PROCESS

Position

Status

Teacher – Special Education, SDP (2)

Candidates selected, in hiring process

Teacher – Math

Candidate selected, in hiring process

Database Manager

Candidate selected, in hiring process

Our Mission:

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



PALISADES CHARTER HIGH SCHOOL

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Human Resources Board Report – continued, page 2

OPEN POSITIONS 2017/2018

<u>Position</u>	<u>Status</u>
Classified – Special Education Assistant (2)	Posted
Teacher – Special Education, Transition Specialist	Will contract through LAUSD/Provider

Benefits: PCHS will continue all aspects of our medical, dental, vision and life insurance benefits through Self Insured Schools of California (SISC) for the 2017/2018 year.

Action Item:

Board Resolution:

Approve variable term waiver requests – English Language Learner Authorizations

(Board Resolution attached)

Approved Not Approved

Our Mission:

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

Coversheet

Director of Operations Report

Section: II. Organizational Reports
Item: F. Director of Operations Report
Purpose: FYI
Submitted by:
Related Material: II_F_Org Report Operations_07_18_17.pdf



PALISADES CHARTER HIGH SCHOOL

Board of Trustees Meeting Operations Report July 18, 2017

Transportation:

- Contract with Durham signed after last Board Meeting
- Registration Opened/Underway with 3 Options: Carpooling, Public Transportation & School Bus
- Registration Closes 7/31 – Number of Buses and Route Populations TBD after that
- Fall Athletic Buses Already Being Scheduled

Permits & Setups:

- Summer School, Extended School Year and Summer Camps All Proceeding as Usual
- Another film shoot scheduled for next week
- AYSO Soccer & Club Volleyball Summer Activity Slow
- Graduation & Senior Carnival happened and were very successful

Security/Safety:

- New Security Company started Wed 7/5 – All going well
- Perimeter fencing repairs being made to help secure campus
- Annual Fire/Life/Safety alarm testing conducted successfully
- Working on 2017-18 Drill Schedule at final 2016-17 Safety Meeting
- Classroom & Campus-Wide Emergency Supplies Have Been Inventoried and Being Restocked
- Safety/Security Fencing being considered for front and parking lot side of school
- Additional Safety/Evacuation Gates being contemplated for perimeter locations
- Additional Cameras for Video Surveillance System Pending Installation

MGAC/Pool:

- Waiting on Revised Bids for Possible Improvements of:
 - Shade for Bleachers on Temescal Side of Pool
 - Outdoor Showers Added under Scoreboard
- PCHS should start accruing/saving for major repairs in the 3-5 year timeframe as major pool components start to reach their useful life of 8-10 years.
 1. Replace Lochinvar High Efficiency Heaters (2) that serve all pools (~\$40-\$50k)
 2. Re-Plaster All Pools (~\$160-\$200k)
 3. Replacement Competition Pool Pump (~\$25-\$35k)

Operations/Facilities Activities/Issues:

- 2017-18 CapEx and Operations Dept. Budgets Finalized at June Board Meeting
- A Variety of Summer Projects Well Underway
- Gas Leak near the E101 corner of the E-Bldg has been repaired.
- Additional Restroom Renovations Underway
- Preparing for LAUSD Annual SARC Inspection scheduled for early September
- A detailed list of ongoing repairs conducted campus-wide is available upon request.



PALISADES

CHARTER HIGH SCHOOL

Facilities Projects:

- **Stadium Repair:**
 - Track & Field Demo Already Completed
 - Track Base Repairs Already Underway
 - Field Base Repairs Starting Next Week
 - Field Currently On-Schedule for 8/27 Completion and use for 8/31 Football Game
- **4th of July Events:**
 - Event successfully held for Concert & Parade in New Baseball Field Location
 - PAPA Staff seemed happy with the new location and setup/logistics
 - Community Feedback on New Location Seems Very Positive
- **Garden Gateway Phase 3** – On-Hold awaiting Suisman Architects & Landscape Architects responding to LAUSD requests for clarifications and refinements.
- **Security Fencing** – Security/Safety fencing being contemplated for front of the school and Teacher/Student Parking Areas
- **Various Summer Projects** – Well Underway

Coversheet

Director of Development Report

Section: II. Organizational Reports

Item: G. Director of Development Report

Purpose: FYI

Submitted by:

Related Material:

II_G_Org Report Development_Part 1_07_18_17.pdf

II_G_Org Report Development_Part 2_Communications_Procedures Guidelines_07_18_17.pdf



PALISADES

CHARTER HIGH SCHOOL



Board of Trustees Meeting Development Report July 18, 2017

Total Funds Raised to date \$148,882

- \$87,959 – Parent Donations
- \$20,000 – Foundation Grants
- \$1,929 – Board Donations
- \$1,632 – Faculty & Staff Donations
- \$12,515 – Net proceeds from Special Event
- \$24,850 – Donor Brick Campaign

Grants received:

- \$10,000 from the Joseph & Dorothy Goldberg Charitable Trust for Tech Equity.

Temescal Street Banners:

- 8 new Temescal Canyon street banners were installed prior to graduation. An additional 5 banners have been installed.
- \$1,838 remained in Boosters from the last campaign. We have received \$1,412 in donations to pay for the project.

Stadium Repair Campaign initial mailing to sports teams who use the track and field will be sent this week. Campaign brochures will be part of the registration packet for AYSO players. Pacific Palisades Chamber of Commerce is promoting the campaign on their website

The PCHS Fund Direct Mail campaign is slated to be mailed out by August 1st and will be promoted by follow-up emails, parent newsletter and at Back-to-School Night.

Recommended Communications Guidelines

- Consideration for a new policy specifying guidelines for communications to our public and families.



PALISADES CHARTER HIGH SCHOOL

Palisades Charter High School Communications Guidelines & Procedures

It is essential that each PCHS stakeholder form a communications plan at the beginning of the school year. This entails developing a specific timeline that takes into consideration what information you would like to communicate, what outlet(s) best serves that purpose, and what timing makes the most sense in terms of getting the information out to parents. Aside from advertising your event and bolstering attendance, you might also want to recruit volunteers, remind parents about upcoming deadlines, or provide a post-event thank you.

Securing Your Date & Location

Most events require a Facilities Use Request Form to secure the date and/or alert the Operations Liaison of specific setup needs. If your event is a new (not annually recurring) event which does not already appear on the school calendar and/or your event requires special setup from Facilities, you will need to fill out a Facilities Use Request Form as soon as possible. This form may be downloaded from the school website. Once submitted, Facilities will check to make sure there are no conflicts with other school events and will then enter it on the school's master calendar.

Sharing Your Communication Plan with the Communications Coordinator

Once you have created your timeline, share your communication plan with the Communications Coordinator. Specific content is not needed for the outline of your plan, just the date and communications outlet. In general, all electronic communication from you to parents should go directly to the Executive Director/Principal for approval.

PCHS eNewsletter & Website Guidelines

The PCHS eNewsletter is sent to parents in the form of a weekly email, distributed every Saturday. **This is the primary method stakeholders should use to communicate to parents.** Those who wish to include an item about their event in the weekly eNewsletter should send their write-up to the Communications Coordinator. He/She will then proofread and edit as needed and send all approved communications to the Communications Director.

It is important to submit your item at least 48 hours in advance and to carefully consider the timing of the eNewsletter which is weekly.

You should provide:

- Name of the event
- Date and time
- Location



PALISADES

CHARTER HIGH SCHOOL

- Who is it for\Title of the event
- A brief description
- RSVP if applicable with a valid email address

If there is additional information for your event (e.g. a volunteer sign-up sheet, photos, a longer description or event instructions), the item will direct parents to follow a link to a webpage to learn further details. **Please make sure your title is descriptive enough that people are inclined to click on the link.** You may want to include a sentence or two in addition to the subject so that people get a sense of what your event is about before clicking the link.

Schoology Postings

All Schoology postings should be proofread before submission to the Communications Coordinator. Please include the audience you wish to direct your posting towards.

Stand-Alone Emails

Some committees or groups will have the opportunity to advertise their event through a stand-alone email that goes out to the appropriate parent group. To be respectful of parents' email boxes, only a limited number of stand-alone emails will be sent.

When deciding whether your event merits a stand-alone email, please consider the following:

- Can the information be better conveyed through the eNewsletter?
- Is this form of communication necessary to bolster attendance, communicate key information, or summarize a series of upcoming events?
- Is there enough content to warrant a stand-alone email?
- Is this event one in a series?

All requests for stand-alone emails must be approved by the Executive Director/Principal **at least 3 weeks ahead** of delivery. This allows sufficient time for proofreading and editing.

Events featuring speakers and/or authors should use the following guidelines for stand-alone emails:

- Event Title
- Description
 - Speaker bio (if applicable)
 - Essential questions: Consider what is new about what attendees are going to hear.
 - Key takeaways. What are the 3 – 5 important ideas/facts/insights attendees will take away?
 - Event timing
 - Location of event
 - Contact info



PALISADES

CHARTER HIGH SCHOOL

- Food/Beverages?
- RSVP Instructions

PCHS Facebook & Twitter Accounts

The PCHS Facebook and Twitter accounts are for the exclusive use for the school for school-related purposes. Any outside postings to these accounts must have the prior approval of the Executive Director/Principal.

Flyers and Banners

Flyers may be printed and posted around campus or used electronically as a website link. Once you have created your flyer, submit it to the Executive Director/Principal for approval **2 weeks in advance** of your event.

Vinyl banners (large events only) must follow PCHS brand guidelines. Banner designed must be submitted to the Executive Director/Principal **6 – 8 weeks in advance of your event**. Upon approval, arrangements must be made with the Operations Liaison for installation, especially on Temescal fencing.

Coversheet

Chief Business Officer (CBO) Report

Section: II. Organizational Reports
Item: H. Chief Business Officer (CBO) Report
Purpose: FYI
Submitted by:
Related Material: II_H_Chief Business Officer CBO_07_18_17.pdf



Palisades Charter High School

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CBO REPORT

JULY 18, 2017

BOARD OF TRUSTEES MEETING

2016-2017

- Our Total Unrestricted Cash Balances at the end of June 2017 (Before Year end adjustments) was \$8.5 Million. Note: Fund 20-Lifetime Benefits Account has been set up with LACOE and is included in the amounts (\$4.8 million, excluding loan to Civic Center Permit) noted above.

Cafeteria

- We have received approval from the CDE on our new Food Service Company (Chartwell). They have been on-site and begun planning for the new school year.

Financials

- The Finance Department is working towards finalizing the financials and closing the books on the 2016-2017 School Year. The latest updates are attached. The Year-end Financial Report to the CDE "Unaudited Actuals" is due by September 15th. We will share this report when finalized.

PALISADES CHARTER HIGH SCHOOL
2016-2017 Estimated Actuals / 2017-2018 Approved Budget (06.19.17)

	2015-2016 Unaudited Actuals	2016-2017 Budget- Approved 06/7/16	2016-2017 Estimated Actuals (as of 7/14/17)	2017-2018 Budget- Proposed	Changes from 16/17 to 17/18	Fixed Expenditures	Discretionary Expenditures	Comments
ADA ESTIMATES/ACTUAL FUNDED	2,844.70	2,836.04	2,844.48	2,854.00				
LCFF FUNDING PER ADA	8,595.00	9,016.95		9,212.27				
LCFF HIGH NEEDS PER ADA								
EPA Funding-Prop 30	4,544,749	4,601,744	4,355,534	4,183,522				
LCFF Entitlement - State Aid - Current Year	14,430,199	15,587,654	15,236,889	16,428,863				
High Needs Grant (Included in LCFF Entitlements)								
LCFF PY Adjustments	5,494,861	5,382,983	6,037,267	5,677,956				
C S Funding In Lieu of PropTax - C S Funding In Lieu of PropTax - PY adjustments	100,364	-	-	-				
LCFF Funding-Total	24,442,065	25,572,391	25,629,690	26,290,340	660,651			
NCLB:T1, Basic School Support	247,363	247,363	254,804	256,834				
Special Ed: IDEA Basic Local Assistance								
Entitlement	540,503	552,711	549,554	555,461				
NCLB:TII, Teacher Quality	5,902	6,500	6,797	6,903				
MAA-Medical Reimbursements	24,027	45,000	37,343	37,926				
Perkins	444		28,120	24,736				
Child Nutrition Program	300,133	336,158	301,158	409,325				
Federal Revenues-Total	1,118,373	1,187,732	1,177,776	1,291,185	113,409			
Prop. 39 energy	123,596	102,004	108,501	110,194				
State Lottery: Non Prop 20 - Current Year	426,595.58	357,504	432,082	438,082				
State Lottery: Non Prop 20 - PY adjustments	19,650	28,416	28,416	35,662				
Child Nutrition: School Programs	26,093	119,113	119,478	119,478				
Mandated Costs Reimbursement	117,306							
Educator Effectiveness Grant (3 year grant)			99,449	100,000				
One Time Discretionary Grant (Common Core Focused)	1,478,258	672,140	610,339					No one time funding budgeted for 2017-2018. (Potential one time funds in 2018-2019)
State Lottery: Prop 20 Inst Mattis-Current Year	141,786.09	94,962	147,807	147,807				
State Lottery: Prop 20 Ins Mattis-PY adjustments	11,969							
Special Education- AB602	1,629,296	1,612,274	1,601,727	1,621,942				
Student ID/CAHSEE	8,850		5,636	4,992				
CTE Grant	917	239,300	376,130	368,012				
College Readiness Block Grant				133,494				
LAUSD-Sp Ed Grants	107,588	110,000	173,207	130,000				
Other State Revenues-Total	4,091,906	3,335,714	3,702,772	3,209,662	(493,110)			
Food Service Sales	145,425	170,306	135,306	194,907				
Leases & Rentals (POOLS/PERMIT/CVIC CENTER ETC.)	1,059,516	997,841	990,000	1,059,686				
Interest	54,524	45,000	80,662	80,000				
Lease Revenue- iPad Rentals	16,954	5,000	1,865					
Fundraising	150,263	150,000	193,398	300,000				
Other Local Revenues-Total	1,426,683	1,368,147	1,401,251	1,634,593	233,342			
Total Revenue	31,079,026	31,463,984	31,911,488	32,425,780	514,292			
Teachers	11,606,993	12,045,976	11,897,168	13,324,423		13,324,423		Amounts for auxiliaries included in total, some potentially variable costs
School Admin	738,131	733,531	748,202	765,000		765,000		
Librarians	120,846	104,060	123,867					
Guidance, Welfare	749,833	495,244	768,579					
Other Support/Impact of / Step and Column		108,945	111,669	107,235		107,235		

PALISADES CHARTER HIGH SCHOOL
2016-2017 Estimated Actuals / 2017-2018 Approved Budget (06.19.17)

	2015-2016 Unaudited Actuals	2016-2017 Budget- Approved 06/7/16	2016-2017 Estimated Actuals (as of 7/14/17)	2017-2018 Budget- Proposed	Changes from 16/17 to 17/18	Fixed Expenditures	Discretionary Expenditures	Comments
ADA ESTIMATES/ACTUAL FUNDED	2,844.70	2,836.04	2,844.48	2,854.00				per b/cf committee on 16/17 - increase ADA by 5 (from 2,849 to 2,854) for Temescal
LCFF FUNDING PER ADA	8,595.00	9,016.95		9,212.27				
LCFF HIGH NEEDS PER ADA								
New Periods & Teachers (Master Budget- Other)								
Certificated Salaries	13,215,803	13,671,910	13,225,812	14,506,085	580,273	14,216,658	289,427	committee to look at decreasing auxiliaries (start at 3.5 auxiliaries - non classroom based auxiliaries) per b/cf 6/7/17, reduce aux by \$80K- Done by Admin/Attrition savings on New hires (\$54000)
Inst'l Aides	857,960	868,513	868,513				289,427	
Admin. Sal	351,521	344,944	355,521	369,631		369,631		
Clerical/Office	1,832,242	1,803,424	1,932,948	3,900,370		3,900,370		
Maint./Oper (incl. in Clerical/Office)	121,333	66,885	123,718					
Food Services	43,432	46,799	43,432					
Other Classified	842,827	850,830	850,830					
Impact Step and Column & (Retro 3% 2015-16 Budget year only)		35,000	35,000	60,171		86,171		Revised Step & column updated for continuing Positions
Proposed New Positions/Hours	4,049,315	3,993,395	(23,000)	92,872			92,872	
Classified Salaries	17,265,118	17,665,305	18,112,774	18,929,129	236,082	4,356,172	92,872	
Total Salaries	1,375,220	1,719,926	1,730,867	2,093,228	816,355	18,572,830	382,299	
STRS - Certificated (ER 14.43%)	406,653	449,228	471,003	556,424		556,424		
PERS - Certificated (ER 15.531%)	13,579	12,500	14,079	15,000		15,000		
OASDI Regular - Certificated	247,657	247,590	260,010	274,229		274,229		
OASDI Regular - Classified	187,859	191,407	194,961	210,338		210,338		
OASDI Medicare - Certificated	58,164	55,908	59,036	64,134		64,134		
OASDI Medicare - Classified	2,012,766	2,133,274	2,145,299	2,186,100		2,186,100		health benefits are negotiable, amounts could change if negotiated
Health & Welfare Benefits - Certificated	923,017	903,678	984,839	1,021,221		1,021,221		health benefits are negotiable, amounts could change if negotiated
Health & Welfare Benefits - Classified	7,401	7,890	10,064	7,253		7,253		
Unemployment Insurance - Certificated	3,154	2,775	4,313	2,212		2,212		
Unemployment Insurance - Classified	145,185	137,950	139,186	132,394		132,394		
Workers' Compensation - Certificated	50,511	52,141	49,351	56,740		56,740		New Contract
Workers' Compensation - Classified								New Contract
Other Employment Benefits - Certificated (LT Benefits)	483,000	483,000	525,000	441,000			441,000	While PCHS has committed to fund lifetime benefits amount, total reflects build-up & not actual payments made to retirees (as recommended by b/cf committee - increase contribution in 16/17 by \$60K total, decrease by \$60K in 17/18)
Other Employment Benefits - Classified (LT Benefits)								While PCHS has committed to fund lifetime benefits amount, total reflects build-up & not actual payments made to retirees (as recommended by b/cf committee - increase contribution in 16/17 by \$60K total, decrease by \$60K in 17/18)
Employee Benefits	208,000	208,000	226,000	190,000			190,000	
Total Salary & Benefits	6,122,166	6,605,267	6,814,008	7,250,273	436,264	6,619,273	631,000	
Textbooks	23,387,284	24,270,571	24,926,782	26,179,402	1,252,619	25,192,103	1,013,299	
Instructional Materials	374,231	258,088	228,984	186,578		186,578		
Non-capitalized Equipment	249,793	254,000	248,092	227,611		227,611		
Other Supplies	40,000	50,000	50,000	51,555			51,555	
Food Service Supplies	168,882	112,500	134,088	130,694			130,694	
Books & Supplies	215,139	296,273	246,273	256,421		256,421		
Personnel Services-Mileage	1,048,046	970,861	907,437	852,859	(54,578)	670,610	182,249	
Travel/Conference	5,990	6,526	6,526	6,500		6,500		includes special ed mileage
Due/Memberships Insurance	65,042	60,000	63,537	75,250		41,214	34,036	\$41K of conferences tied to revenue sources includes subscriptions to infrastructure related items (i.e networking) (as recommended by b/cf committee on 6/6/17 - reduce subscriptions by \$13K)
Operation and Housekeeping Services	218,936	218,066	235,126	205,066		218,066		
Rentals/Leases/Repairs&Noncapitalized Improvements	155,867	136,385	166,675	143,029		143,029		per b/cf committee (amounts potentially reduced w/energy saving initiatives)
	553,775	602,550	622,528	650,000		650,000		
	308,028	298,334	414,958	400,000		336,287	63,713	\$63K in emergency, one time repairs

PALISADES CHARTER HIGH SCHOOL
2016-2017 Estimated Actuals / 2017-2018 Approved Budget (06.19.17)

	2015-2016 Unaudited Actuals	2016-2017 Budget- Approved 06/7/16	2016-2017 Estimated Actuals (as of 7/14/17)	2017-2018 Budget- Proposed	Changes from 16/17 to 17/18	Fixed Expenditures	Discretionary Expenditures	Comments
ADA ESTIMATES/ACTUAL FUNDED LCFF FUNDING PER ADA LCFF HIGH NEEDS PER ADA	2,844.70 8,595.00	2,836.04 9,016.95	2,844.48	2,854.00 9,212.27				per b/c committee on 6/6/17 - increase ADA by 5 (from 2,849 to 2,854) for Tennessee
Professional Consulting Services & Operating Exp (5800, 5810, 5821, 5850, 5860)	2,676,091	2,304,690	2,401,630	2,277,698		1,330,464	947,234	fixed costs include LACOE PeopleSoft, LACOE fees, recruitment, legal, & fingerprinting, cafeteria contract (as recommended by admin & b/c committee - \$40K reduction in consulting services)
Pupil Transportation	47,528	434,777	617,060	576,570		70,051	506,519	b/c recommends \$576K as transportation placeholder costs (scholarships, athletics transport, fundraising campaign) 6/1/17 - total expenditures allocated between legally required spend (\$70K) & all other transportation (\$506K)
Communications and Other Expenses	310,227	203,883	229,043	190,756		51,982	138,774	keep at 16/17 levels - postage/communications are fixed, other expense are variable. Some of the variable expenses have revenue offsets
Services, Other Operating Exp	4,341,485	4,263,686	4,757,083	4,524,869	(232,214)	2,847,593	1,690,275	
Capital Outlay (6100-6500) -Total (Detail Below)		1,506,976	1,005,788	983,000	66,408	316,000	667,000	
Sites & Improvement (6100)		81,000	60,000	105,000		105,000		Prop 39 has revenue stream
Bldgs & Improvement (6200)		294,676	344,328	247,000		25,000	222,000	\$25K funded by CTE
Equipment-Technology (6400)		1,050,250	520,460	550,000		186,000	364,000	\$186K funded by CTE
Equipment/Furniture Replacement (6500)		81,050	81,000	81,000			81,000	
Depreciation Expense	471,117	689,645	550,000	574,000		574,000		add \$24K for depreciation 17/18 (purchases against depreciation already made)
Interest	47,528	33,314	33,314	33,314		33,314		interest is fixed
Indirect Cost (Total charter school supervisory oversight fees only)	244,500	265,722	256,297	257,947		257,947		indirect cost is fixed
Total Expenses-Financial Reporting Basis	29,539,960	30,493,798	31,430,913	32,422,390	1,241,409	29,575,567	2,885,823	
Total Expenses-Cash Reporting Basis		31,311,129	31,866,701	32,831,390	1,275,467	29,317,567	3,552,823	
Financial Reporting Basis-Adjusted for Depreciation	1,539,067	970,186	480,575	3,390	(646,769)			Balanced Budget for Financial Statement Reporting Purposes 2017-2018
Net Reserve Fund Increase(Reduction)-Cash Basis		152,855	24,787	(405,610)	(680,827)			

Coversheet

Executive Director/Principal (EDP) Report

Section: II. Organizational Reports
Item: I. Executive Director/Principal (EDP) Report
Purpose: FYI
Submitted by:

Related Material:

II_I_Org Report_Executive Director Prinicipal EDP Part_2_07_06_17_Annual BdOBPost.pdf
II_I_Org Report_Executive Director Prinicipal EDP Part_3_07_06_17_Kids First Resolution.pdf
II_I_Org Report_Executive Director Principal EDP Part_1_07_18_17.pdf

**BOARD OF EDUCATION OF THE CITY OF LOS ANGELES
Governing Board of the Los Angeles Unified School District**

ANNUAL MEETING ORDER OF BUSINESS

Ramon C. Cortines School of Visual and Performing Arts Concert Hall
450 N. Grand Ave. Los Angeles, CA 90012 and
LAUSD Headquarters
333 South Beaudry Avenue, Board Room
10:00 a.m., Thursday, July 6, 2017

*(Administration of Oath of Office Ceremony will commence
at 10:00 a.m. at the Ramon C. Cortines School of Visual and Performing Arts Concert Hall.
The meeting will reconvene following the ceremony,
at the LAUSD Headquarters.)*

Call to Order

Roll Call of Members

Pledge of Allegiance

Administration of Oath of Office to New Board Members

<u>Board Members</u>	<u>Oath of Office to be Administered By</u>
Ms. Monica Garcia	Hon. Antonio R. Villaraigosa Ms. Maya García-Brower
Mr. Nick Melvojn	Mr. Judd Wexler
Ms. Kelly Gonez	Mr. Manny Gonez Ms. Mercy Fitzpatrick Ms. Alijah Hernandez Mr. Jacob Aguilar

Election of Board President

Appointment of Vice President

Adoption of Board Meetings Schedule

Election of Board Member Representative to the Los Angeles County School Trustees Association

Election of Board Member Representative to Vote in Electing Members to the County Committee on School District Organization (Education Code 35023)

Appointment of Board Representative to the Council of Great City Schools

Appointment of Board Representative to the National School Boards Association

Board Member Resolutions For Action

1. Dr. Rodriguez - Los Angeles Unified Learning, Leading, and Succeeding for Students (Res-001-16/17) (Noticed July 6, 2017) (Waiver of Board Rule 72)

Whereas, Academic achievement of all students is the primary function of schools and school Districts, and Boards of Education;

Whereas, Los Angeles Unified School Districts five main goals are student-centered and student-focused: (1) 100% graduation; (2) Proficiency for all; (3) 100% Attendance; (4) Parent and Community Engagement; and (5) School Safety;

Whereas, In order to meet LAUSD's goal that every single student graduate, and graduate with the skills they need to succeed in college and life, the Superintendent and the Board must evaluate, first and foremost, the impact that any action, resolution, policy, contract, etc. would have on student achievement;

Whereas, LAUSD serves a student population of 734,641 students of which 24.9% are English Learners, 12.3% are Special Education Students, 74% are Latino, 8.4% are African American, and 84% are foster youth or low income students during the 2016-17 school year;

Whereas, LAUSD students were, as a cohort, at a 74% graduation rate and a reclassification rate of 16.8% during the 2016-17 school year;

Whereas, During the 2016-17 school year, 35% of students met or exceeded standards in English Language Arts and 27% of students met or exceeded standards in Math;

Whereas, In November 2015, L.A. Unified commissioned an Independent Financial Review Panel to “ensure that the education of the children is the first priority of the District as reflected in its budget” and “provide the Superintendent with an independent assessment of financial challenges and potential responses for the LAUSD.” This report also recommended that an attendance task force be created, comprised of school, city law enforcement, and judicial representatives, that could potentially save the District \$45 million and have a positive effect on academic performance;

Whereas, In 2010, the Board adopted the “Parents as Equal Partners in the Education of their Children” resolution that called for collaboration with families as a strategy to improve academic success for students; and, in 2011, adopted an amendment to the Facilities Services Strategic Execution Plan to allocate \$20 Million for the Development of Parent and Family Center Upgrade and Improvement Projects in order to engage parents and improve student achievement; and

Whereas, The 2016-2019 LAUSD Strategic Plan states that accelerating learning with quality curriculum and instruction is a key initiative through professional development and the use of data to monitor student achievement; now, therefore, be it

Resolved That, We are a District that puts kids first. The Board directs the Superintendent to develop a “Student Impact Statement” to be completed before the Board of Education is expected to discuss and vote on any item that come before the Board, which should also disaggregate impact and outcomes by Low Income students, English Learner students, Foster Youth, African American students, and Special Education students;

Resolved That, We are a District that engages parents. The Board directs the Superintendent to ensure that 100% of parents and guardians are enrolled in and are utilizing the LAUSD Parent Access Support System Portal (PASSport) by the end of the 2017-18 school year;

Resolved Further That, We are a District that invests in teachers The Board directs the Superintendent to create a fund of \$7.5 million through philanthropic support to provide high-quality and coherent teacher-led professional development, as well as classroom-based action research projects that seek to improve outcomes in literacy, math, and science;

Resolved Further That, We are a District that is ready to learn. The Board directs the Superintendent to publicly certify that schools and classrooms are "ready to learn" for the first day of school and that air conditioners are working, schools have been deep cleaned, student schedules have been finalized with appropriate placements and classes, textbooks and classroom supplies are available and accessible by teachers and students, and Parent Centers are up and running with a schedule of fall workshops. Additionally, the Board directs the Superintendent to certify that all schools are fully staffed, which includes having qualified teachers and administrators, among others, fully placed at their respective school sites; and, be it finally

Resolved That, We are a District that prioritizes fiscal health. The Board directs the Superintendent to tackle and solve the long-term debts and short-term structural deficits through innovative strategies and to provide the Board with weekly updates on this progress. The Superintendent must also continue to implement the Independent Financial Review Panel’s recommendations, including immediately creating the attendance task force, as envisioned by the panel. Additionally, the Board directs the Superintendent to focus the District’s legislative agenda on avenues that increase funding and resources for the District.

Public Comment on Items to be Discussed at this Meeting

The public can address the Board prior to action on any item that will be approved by the Board at this meeting.

Adjournment

Please note that the Board of Education may consider at this meeting any item referred from a Board Meeting five calendar days prior to this meeting (Education Code 54954.2(b)(3)). The Board of Education may also refer any item on this Order of Business for the consideration of a committee or meeting of the Board of Education.

Requests for disability related modifications or accommodations shall be made 24 hours prior to the meeting to the Board Secretariat in person or by calling (213) 241-7002.

Individuals wishing to speak at a Board meeting must sign up at the meeting. There will be no sign ups in advance of the meeting. Speakers must sign up prior to the item being acted upon by the Board. Speakers should plan to arrive early as items with no speakers may be acted on at the beginning of the meeting.

If you or your organization is seeking to influence an agreement, policy, site selection or any other LAUSD decision, registration may be required under the District’s Lobbying Disclosure Code. Please visit www.lausd.net/ethics to determine if you need to register or call (213) 241-3330.

Materials related to an item on this Order of Business distributed to the Board of Education are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, and at:
<http://laschoolboard.org/07-06-17AnnualBd>

Items circulated after the initial distribution of materials are available for inspection at the Security Desk.

**REGULAR BOARD MEETINGS SCHEDULE 2017-2018
PROPOSED**

Wednesday	July 6, 2017	Annual	10:00 a.m.
SUMMER RECESS			
Tuesday	August 22, 2017	Regular (Closed Session)	9:00 a.m.
Tuesday	August 22, 2017	Regular	1:00 p.m.
Tuesday	September 12, 2017	Regular (Closed Session)	9:00 a.m.
Tuesday	September 12, 2017	Regular	1:00 p.m.
Tuesday	October 10, 2017	Regular (Closed Session)	9:00 a.m.
Tuesday	October 10, 2017	Regular	1:00 p.m.
Tuesday	November 14, 2017	Regular (Closed Session)	9:00 a.m.
Tuesday	November 14, 2017	Regular	1:00 p.m.
Tuesday	December 12, 2017	Regular (Closed Session)	9:00 a.m.
Tuesday	December 12, 2017	Regular	1:00 p.m.
WINTER RECESS			
Tuesday	January 9, 2018	Regular (Closed Session)	9:00 a.m.
Tuesday	January 9, 2018	Regular	1:00 p.m.
Tuesday	February 13, 2018	Regular (Closed Session)	9:00 a.m.
Tuesday	February 13, 2018	Regular	1:00 p.m.
Tuesday	March 13, 2018	Regular (Closed Session)	9:00 a.m.
Tuesday	March 13, 2018	Regular	1:00 p.m.
Tuesday	April 10, 2018	Regular (Closed Session)	9:00 a.m.
Tuesday	April 10, 2018	Regular	1:00 p.m.
Tuesday	May 8, 2018	Regular (Closed Session)	9:00 a.m.
Tuesday	May 8, 2018	Regular	1:00 p.m.
Tuesday	June 12, 2018	Regular (Closed Session)	9:00 a.m.
Tuesday	June 12, 2018	Regular	1:00 p.m.
Tuesday	June 19, 2018	Regular - Budget and LCAP Adoption	4:00 p.m.
Tuesday	July 10, 2018	Annual	10:00 a.m.



Our mission is to transform the public school system so that all district and charter students have access to high-quality public schools.

July 5, 2017

Honorable Board Members and Superintendent Michelle King
Los Angeles Unified School District
Board of Education
333 S. Beaudry Ave., Floor 24
Los Angeles, CA 90017

Dear Honorable Board Members and Superintendent King:

On behalf of the Los Angeles Advocacy Council (LAAC) and the Los Angeles charter community, we are writing to express our support for Resolution 001-16/17 “Los Angeles Unified Learning, Leading, and Succeeding for Students”.

As members of the Los Angeles education community, we share a common goal to transform our public school system so that every student has access to a high-quality public school.

We are united in supporting the spirit of this resolution: ensuring every student, including English Language Learners, Special Education students, foster youth and low-income students graduates with the skills to succeed in college and life. We are encouraged by the resolution’s focus on improving academic outcomes, increasing parental engagement, and stabilizing the District’s fiscal state by implementing recommendations from the Independent Financial Review Panel.

We congratulate the board on its swearing-in and look forward to working collaboratively to deliver on the promise of this resolution by putting kids first.

Sincerely,

Emilio Pack
CEO, STEM Prep Schools
Chair, Los Angeles Advocacy Council

Cristina de Jesus
CEO, Green Dot Public Schools
Vice-Chair, Los Angeles Advocacy Council



PALISADES CHARTER HIGH SCHOOL

PALISADES CHARTER HIGH SCHOOL BOARD OF TRUSTEES MEETING EXECUTIVE DIRECTOR AND PRINCIPAL REPORT JULY 18, 2017

Summer planning and training for the 2017-18 school year

Adaptive Schools Foundations Training July 10, 11, 17, and 18

PCHS leadership including administrators, coordinators, and academic coaches participated in the Adaptive Schools Foundation training led by John Matich from UCLA's Center X.

"This foundational professional development is specially designed to support site administrators, teachers, district and agency personnel and staff developers who convene and manage work teams, site councils, shared decision making groups and faculty committees.

Participants develop:

- *An increased capacity to initiate, develop and sustain high functioning groups*
- *An expanded repertoire of practical facilitation tools*
- *Skills to move groups beyond consensus to common focus*
- *Ways to value and use dissension, argument and conflict*
- *Strategies for keeping group members on track, on topic, energized and resourceful*

Participants will receive a certificate of completion at the end of the four days."

<https://centerx.gseis.ucla.edu/event/adaptive-schools/>

Museum of Tolerance Professional Development – July 26A group of more than 30 teachers, staff, and administrators will participate in a training at the Museum of Tolerance focused on creating a positive and inclusive school climate. This program will include content on cultural proficiency, addressing equity, bullying prevention, restorative justice, hate and bias, and leadership development.

Voluntary Professional Development Days – August 7 and 8

Personalized PD based on teacher needs and requests.

Mandatory PD Days – August 14 and 15

Topics: Human Relations/Hidden Bias, Safety and WASC

New Teacher Training – Aug 1

Link Crew Training - Aug 3 & 4- 8-1pm

Orientation Week Aug 8-11 (Starting with 12th grade)

9th grade Orientation on Aug. 11th will be from 7:30-1:30. ID pictures will be from 7:30-8:45am. The Orientation will start in the gym at 9am. Students can then take ID pictures, go on a tour, pick up schedules, cafeteria/thumb print, lockers. The Link Crew student leaders will distribute instruction to the participants. Parents who are on campus will meet in Gilbert Hall.

First Day of School – August 16 (all classes meet)



PALISADES

CHARTER HIGH SCHOOL

Campus Unification Plan

An ongoing goal for our school is the development and implementation of a cohesive plan to bring all members of the school community together regardless of gender, ethnicity, socio-economic status, position, and background. Feedback from multiple groups including the Culture and Climate Committee, end of year all staff meeting, and survey responses have noted the need for a systemic, ongoing plan that embeds community building strategies into the fiber of all elements of PCHS. To ensure that PCHS meets this important objective, we will pilot a position specifically dedicated to formalizing and implementing the community unification plan. SMART goals will be established to measure school progress. A provisional summer position has been established to initiate the preliminary steps of the unification plan. A full-time position will be posted and flown in the coming weeks. A committee interview will be held in early August. We are working to fund the position through fundraising and grants.

Columbia Stakeholder Survey Results – *(Survey attached)* The Columbia Stakeholder Survey results are included in the materials for this meeting. A presentation of the highlights of the report will be provided as part of the August agenda. The results of this survey are an important component of the annual Board of Trustees goal setting process in August.

LAUSD Charter Schools Division Annual Report *(Report included in meeting materials)*

Each year the LAUSD Charter Division conducts an oversight visit. This year the team visited PCHS on May 16 and 19. This report 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: 1) Governance; 2) Student Achievement and Educational Performance; 3) Organizational Management, Programs, and Operations, and 4) Fiscal Operations. The report includes areas of demonstrated strength and/or progress and areas noted for further growth and/or improvement.

Los Angeles Advocacy Committee letter of support *(Letter and agenda included in meeting materials)*

The new LASUD board was sworn in on Thursday, July 6. One of the board's first actions was the adoption of the resolution "Los Angeles Unified Learning, Leading, and Succeeding for Students". The Los Angeles Advocacy Council (LAAC) sent a letter of support commending the initiative the board is taking to put the District on a course that puts students

The Los Angeles Advocacy Council (LAAC) is a member council comprised of 17 charter school leaders representing Los Angeles charter schools. PCHS is one of the founding member schools. The purpose of the group is to advise and guide the scope and goals of the California Charter School Association.

AB 808 update

Senator Ben Allen will postpone the Senate Education Committee's hearing on charter school authorization until the fall and may move the venue from LA to Sacramento. There will no longer be an August 14 hearing in Los Angeles.

Coversheet

Survey Committee Update

Section: IV. Board Committees (Board Members Only)
Item: A. Survey Committee Update
Purpose: FYI
Submitted by:
Related Material:
IV_A_Board Committees Board Member Only Columbia Surveys_06_2017_2.pdf

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

June 26, 2017

Pamela Magee, Executive Director
Palisades Charter High School

Submitted By:

Priscilla Wohlstetter, Ph.D.
Director, Survey Research Initiative
Teachers College, Columbia University

Rachel L. Gorsky
Graduate Assistant, Survey Research Initiative
Teachers College, Columbia University

Sara R. Sands
Graduate Assistant, Survey Research Initiative
Teachers College, Columbia University

For information, contact:
sri@tc.columbia.edu

Table of Contents

Introduction	4
Design of the Survey	4
Organization of the Report.....	4
Overall School Ratings	5
Staff Survey Results	6
School Culture	6
Working Conditions.....	8
Administrator Effectiveness	10
Academic Program	11
Parent Survey Results.....	13
School Culture	13
School Environment	15
Administrator Effectiveness	16
Academic Program	18
Teacher Effectiveness.....	20
School Support Services	28
Student Survey Results	29
My School.....	29
Administrator Effectiveness	31
My English Teacher & Class.....	32
My History Teacher & Class.....	35
My Math Teacher & Class	38
My Science Teacher & Class	41
My Foreign Language Teacher & Class.....	44
My Physical Education Teacher & Class	47
My Visual & Performing Arts Teacher & Class	50
My Elective Teacher & Class.....	53
Bus Services.....	56
School Support Services	58
Study Center.....	58
Teachers	59
Math Lab	60
College Courses	61
Parental Support.....	62
Staff Professional Development	66
Open-Ended Responses: Strengths.....	67

Teachers College | Columbia University | Survey Research Initiative

Staff	67
Parents	69
Students	71
Open-Ended Responses: Improvements.....	73
Parents	73
Students	75
Open Ended: Comments on School Environment	77
Staff	77
Conclusion: Comparing Stakeholder Responses.....	79
Academic Program	79
School Environment & Working Conditions	80
Teacher Effectiveness.....	80
Administrator Effectiveness	81
Moving Forward	81
Appendix: Respondent Demographics	82
Staff	82
Parents	84
Students	88

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.

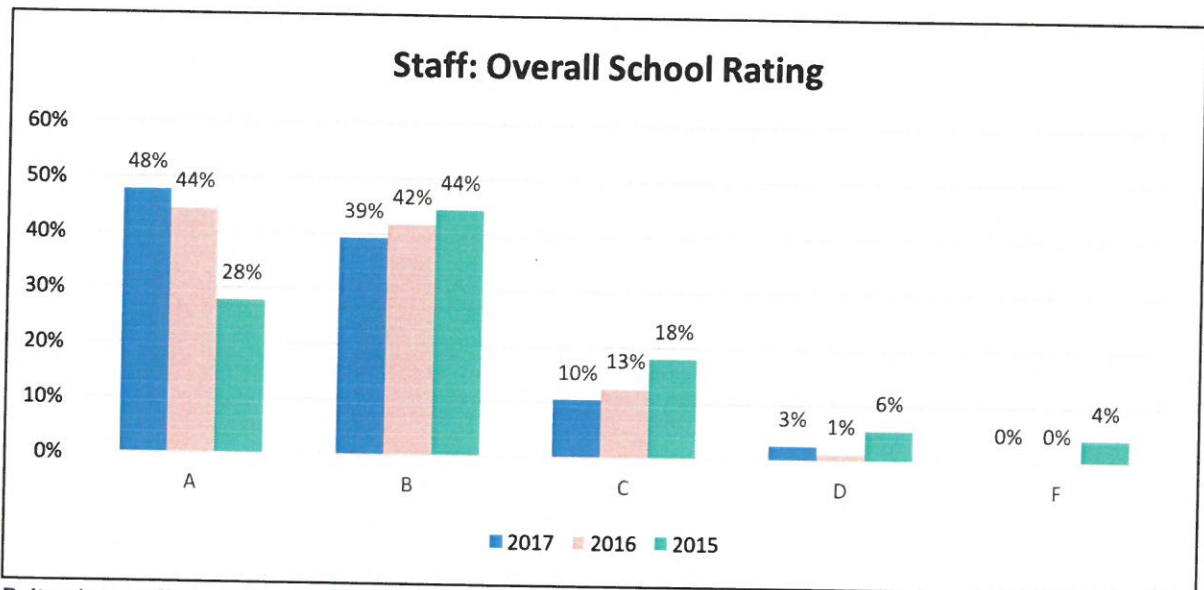
Stakeholder Responses			
	2015	2016	2017
Staff	74	79	175
Parents	360	294	292
Students	274	311	2,133

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.

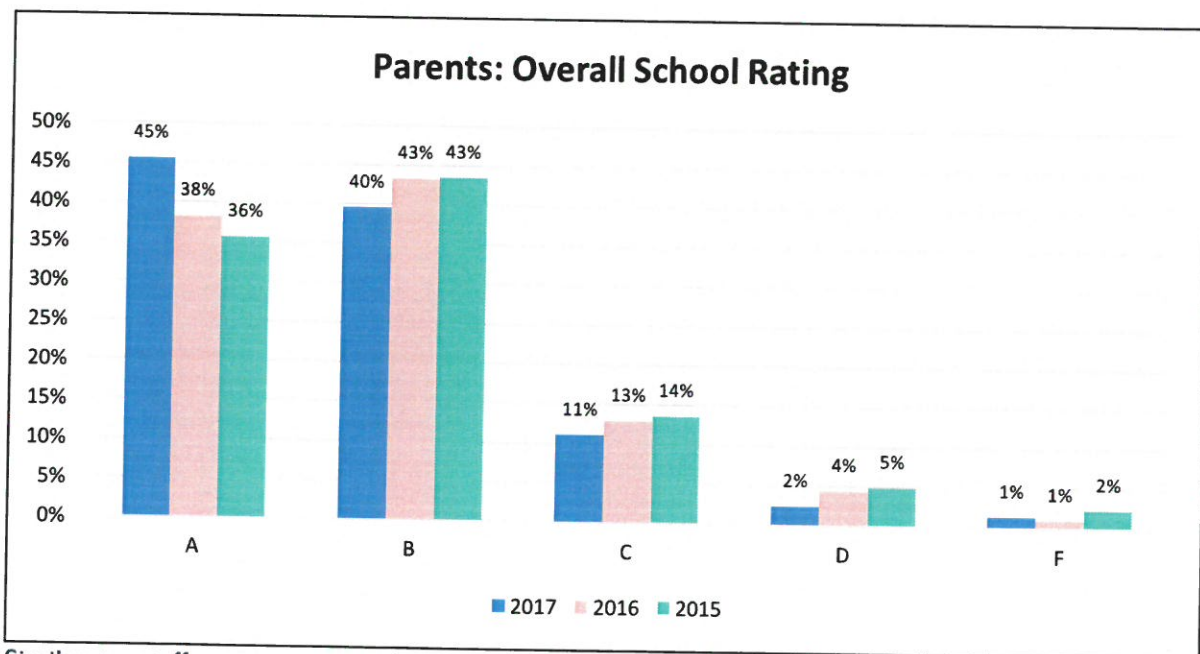
Organization of the Report

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



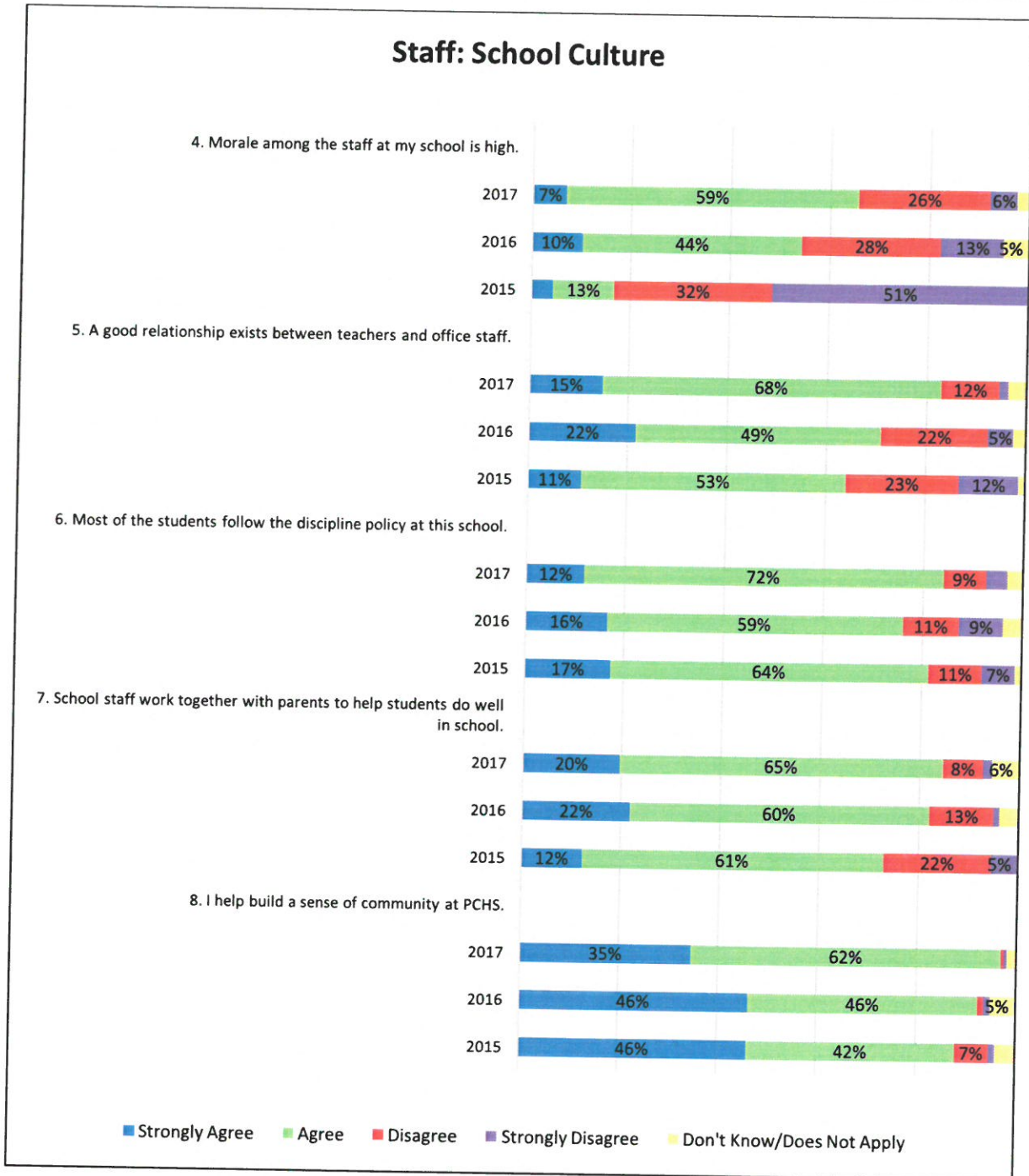
Palisades staff, in general, felt positively about their school. Nearly half of staff respondents gave the school an “A” rating (48% / 73 responses), and 39% gave the school a “B” rating (60 responses). This positive response is similar to that from 2016, but a significant increase from 2015 when only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

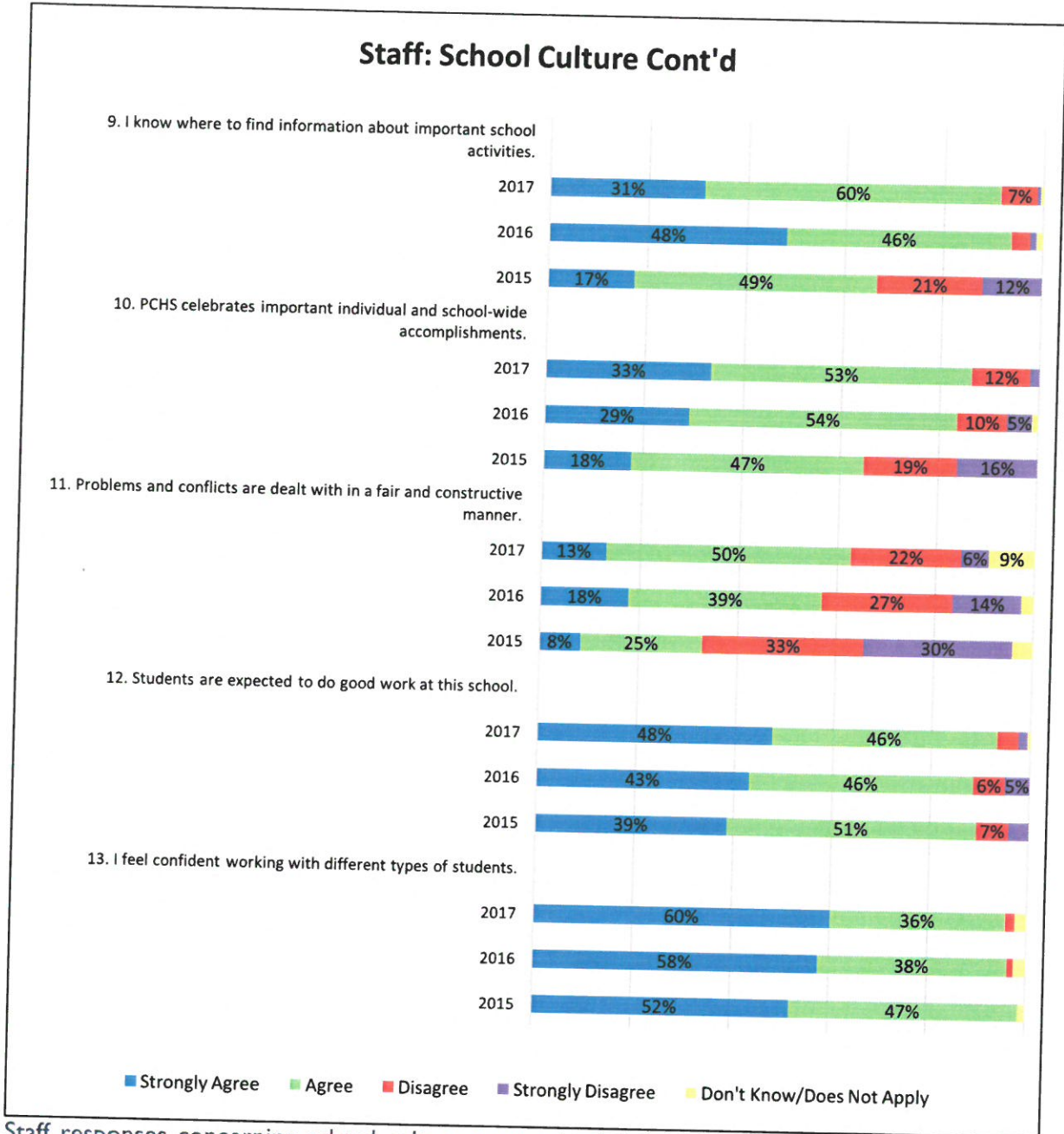


Similar to staff, parent respondents to the 2017 survey gave Palisades very high ratings. Most parents gave the school a “B” rating or higher (85% / 245 responses). This is a slight increase from 81% in 2016, and 79% in 2015.

Staff Survey Results

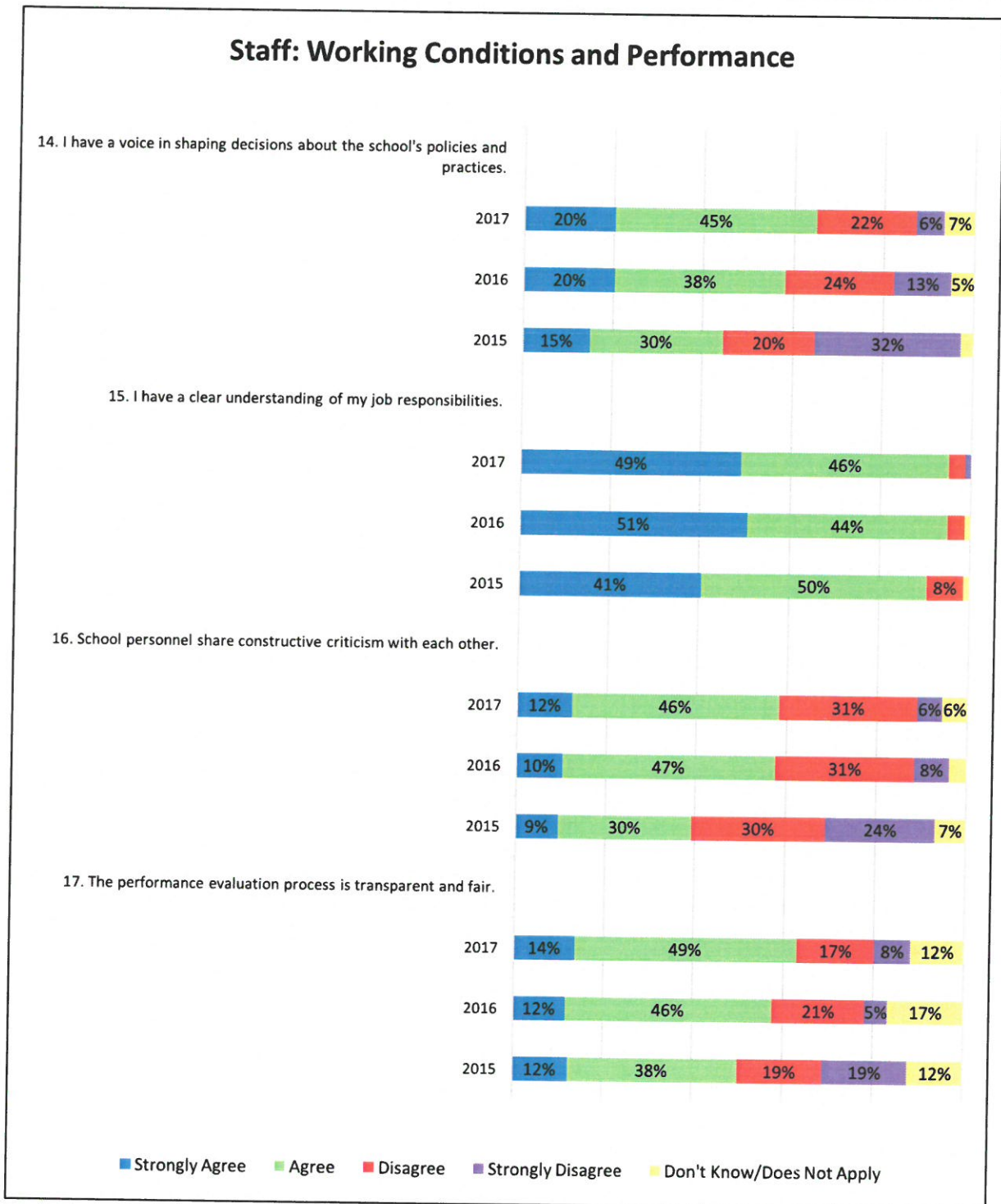
School Culture

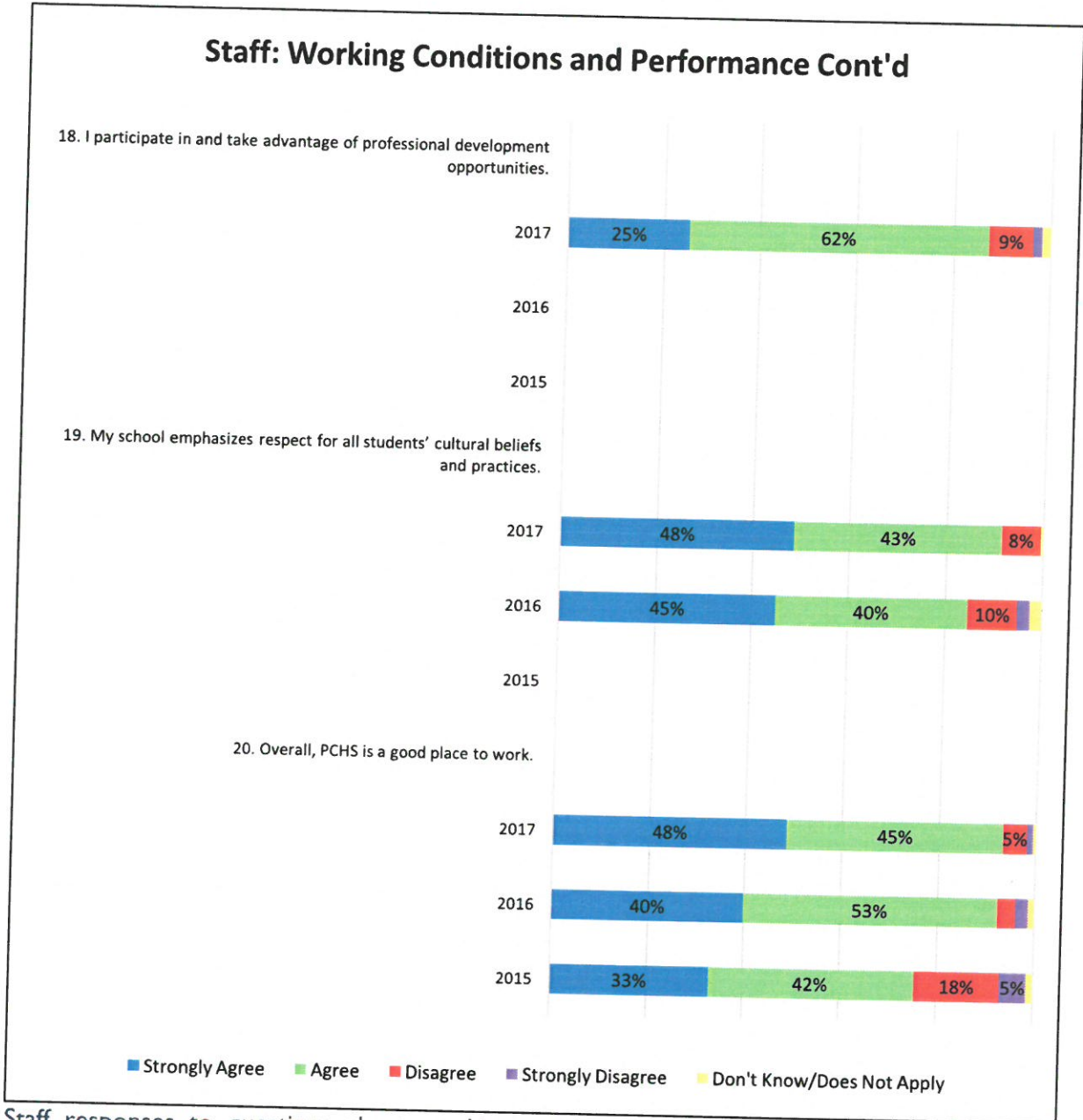




Staff responses concerning school culture were mixed, but have become increasingly positive since 2015. A comparison of staff responses show that, over the course of three years, morale has increased at PCHS. In 2017, 66% of staff respondents agreed morale was high (107 responses), compared with 54% 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%).

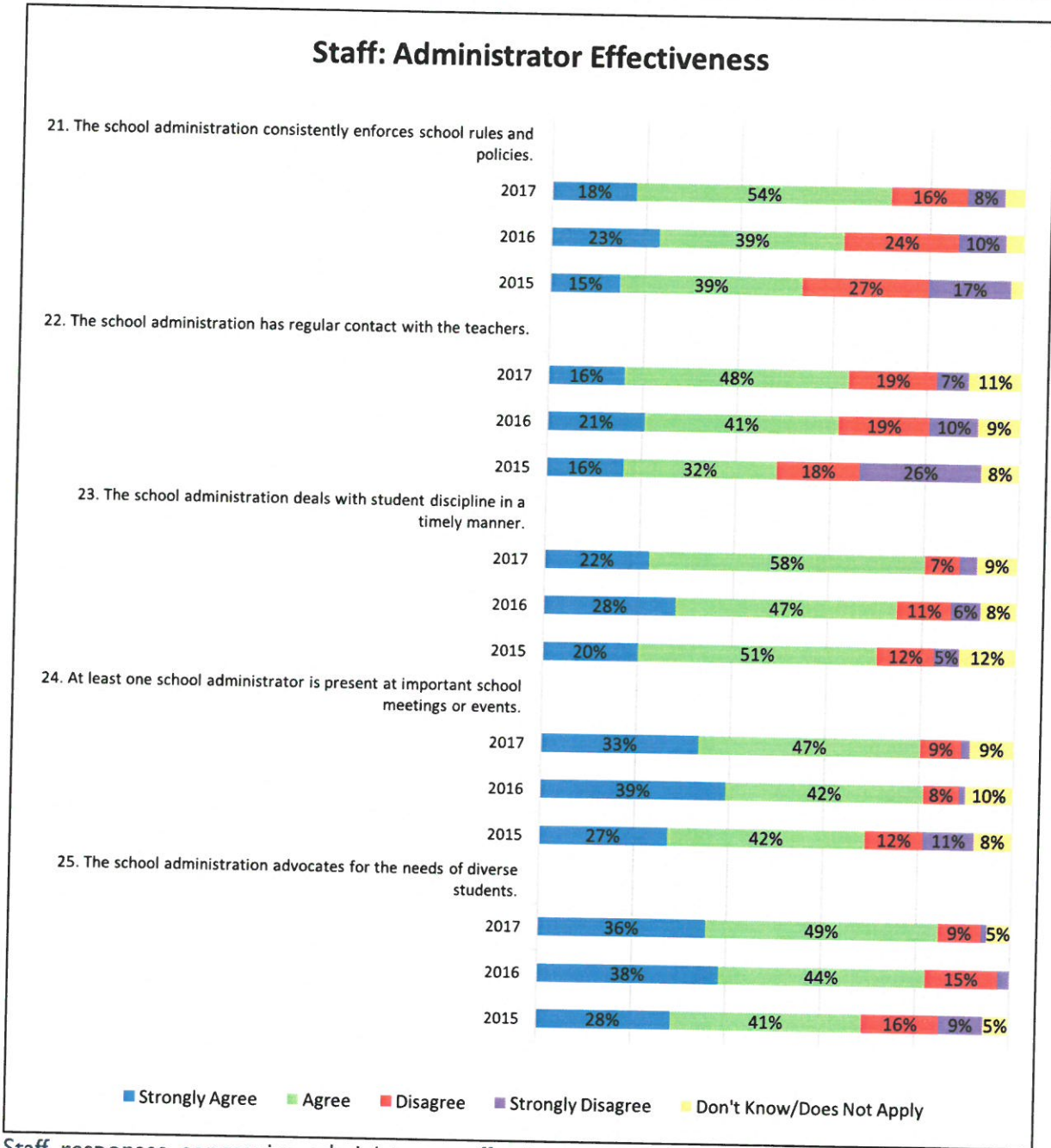
Working Conditions





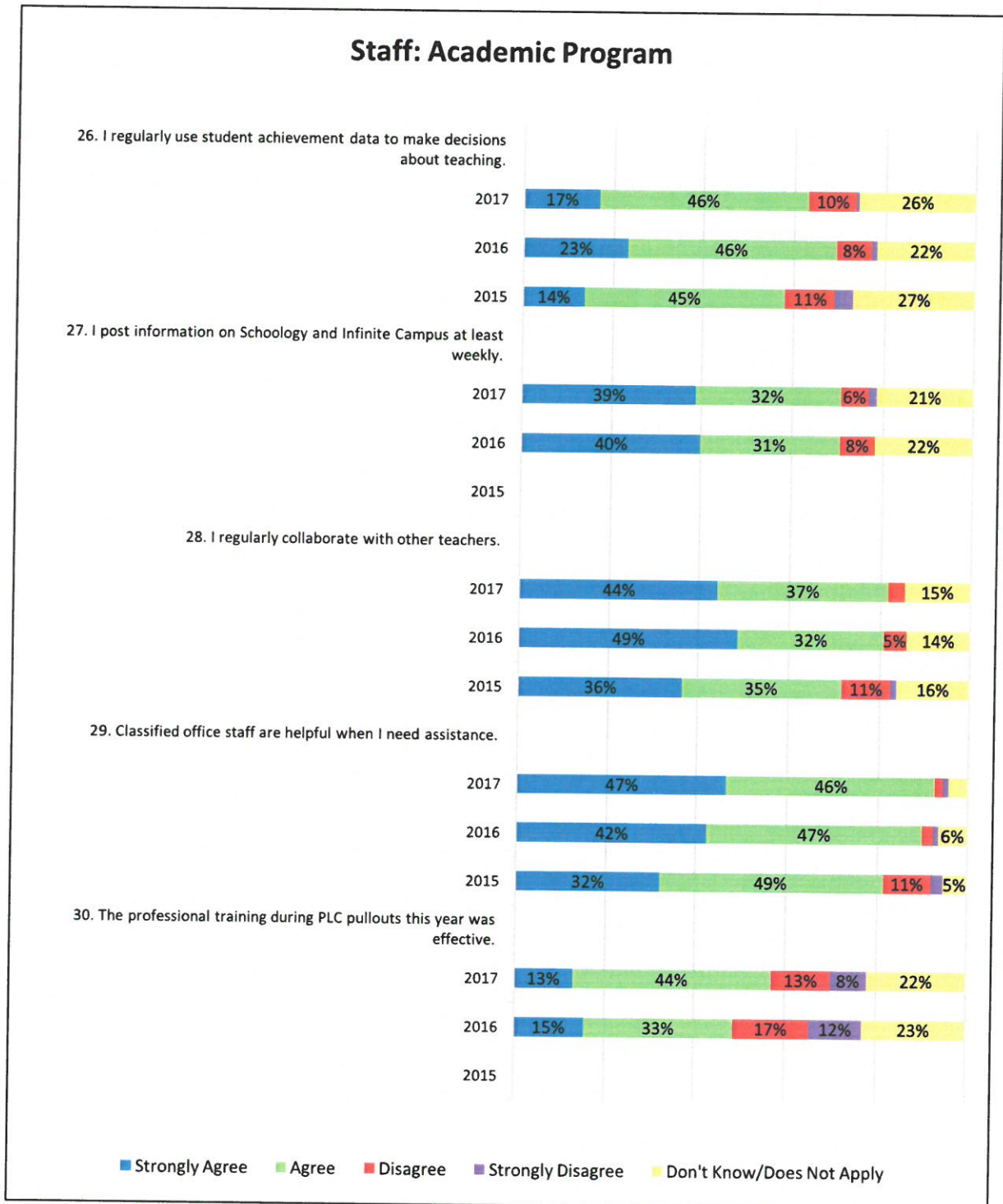
Staff responses to questions about working conditions and performance were also mixed across the three years the survey has been conducted. Since 2015, staff have felt increasingly included in the decision-making process at PCHS, with 65% of staff in 2017 feeling included compared to 45% in 2015. A higher 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).

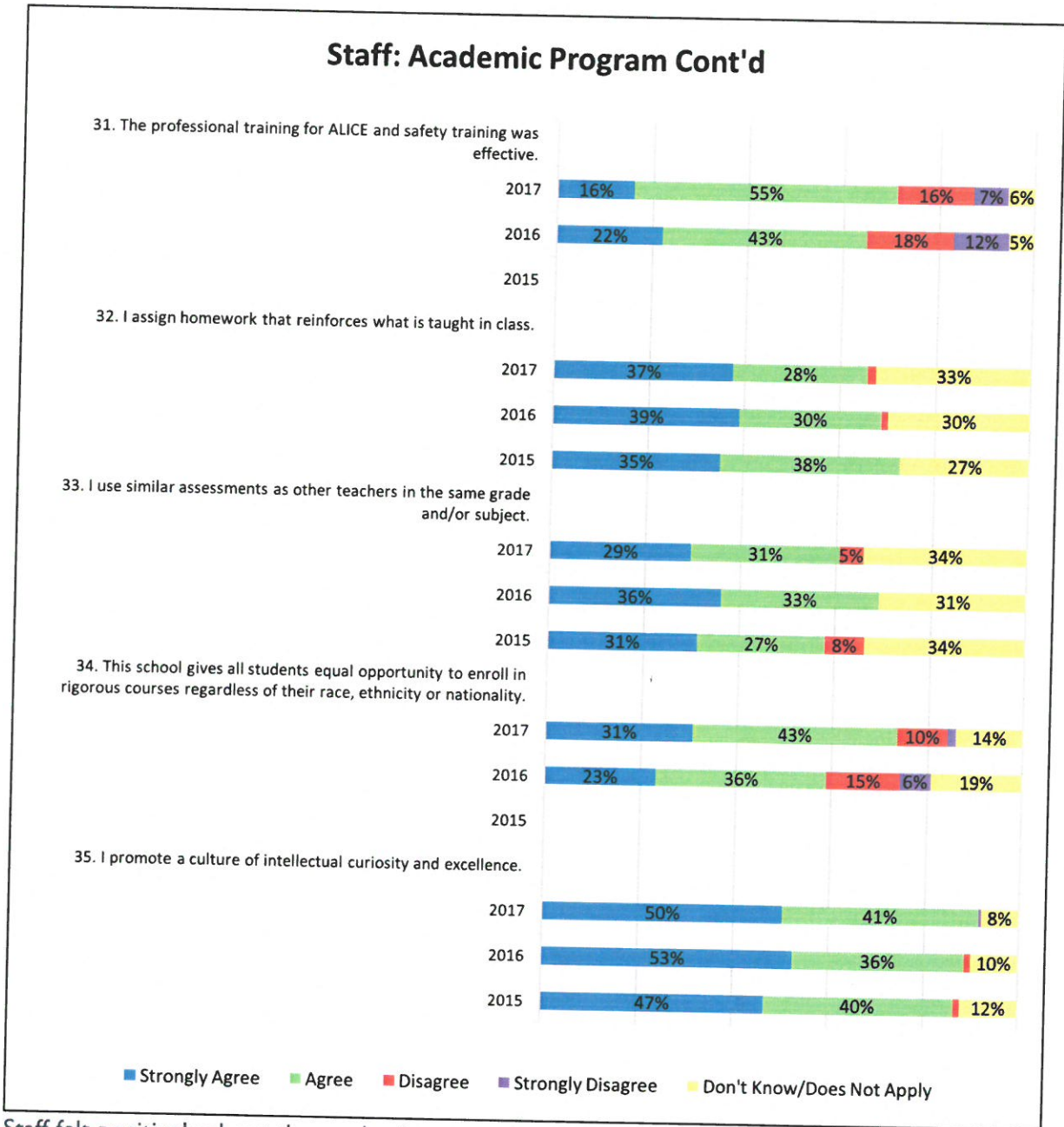
Administrator Effectiveness



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

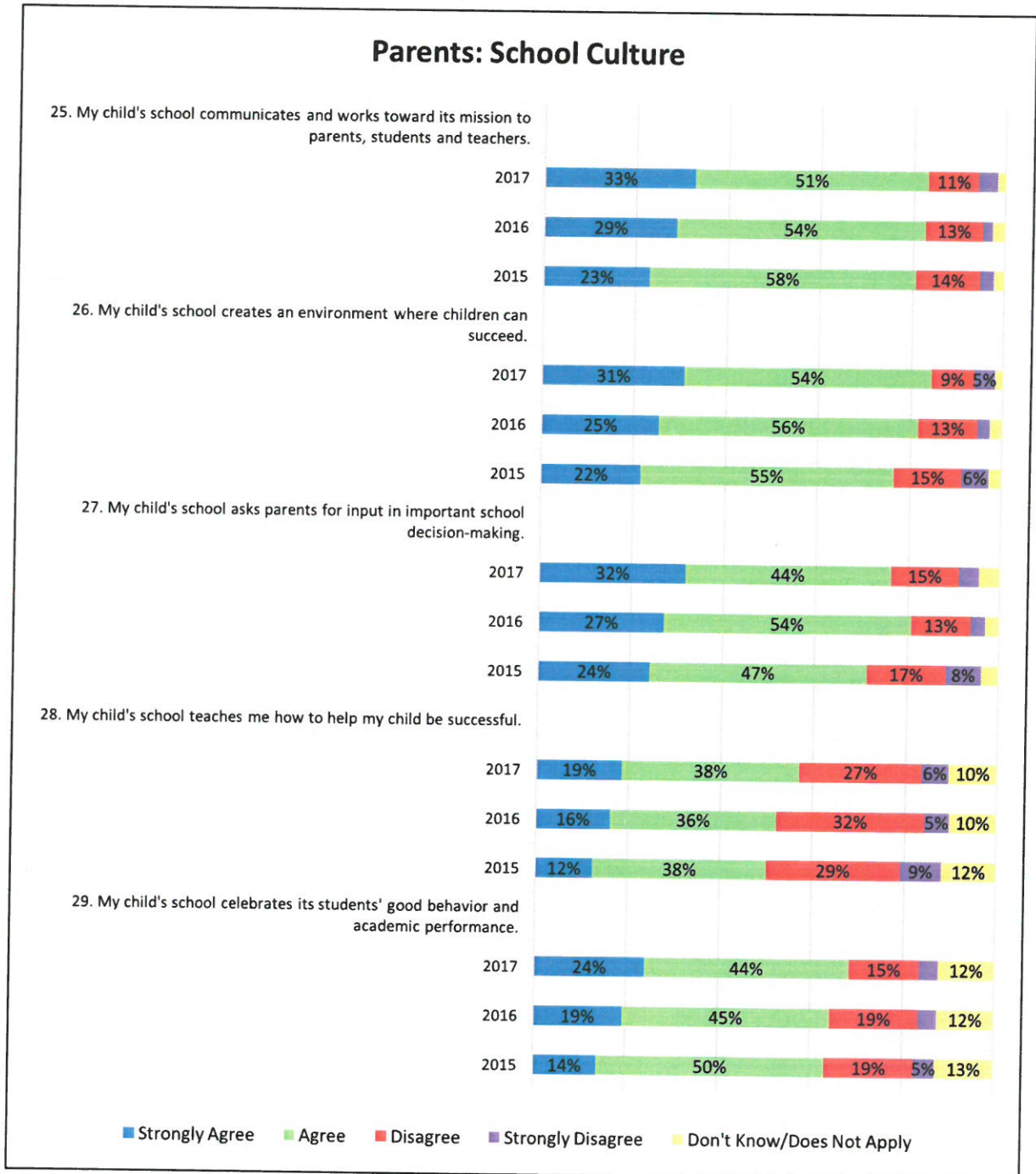


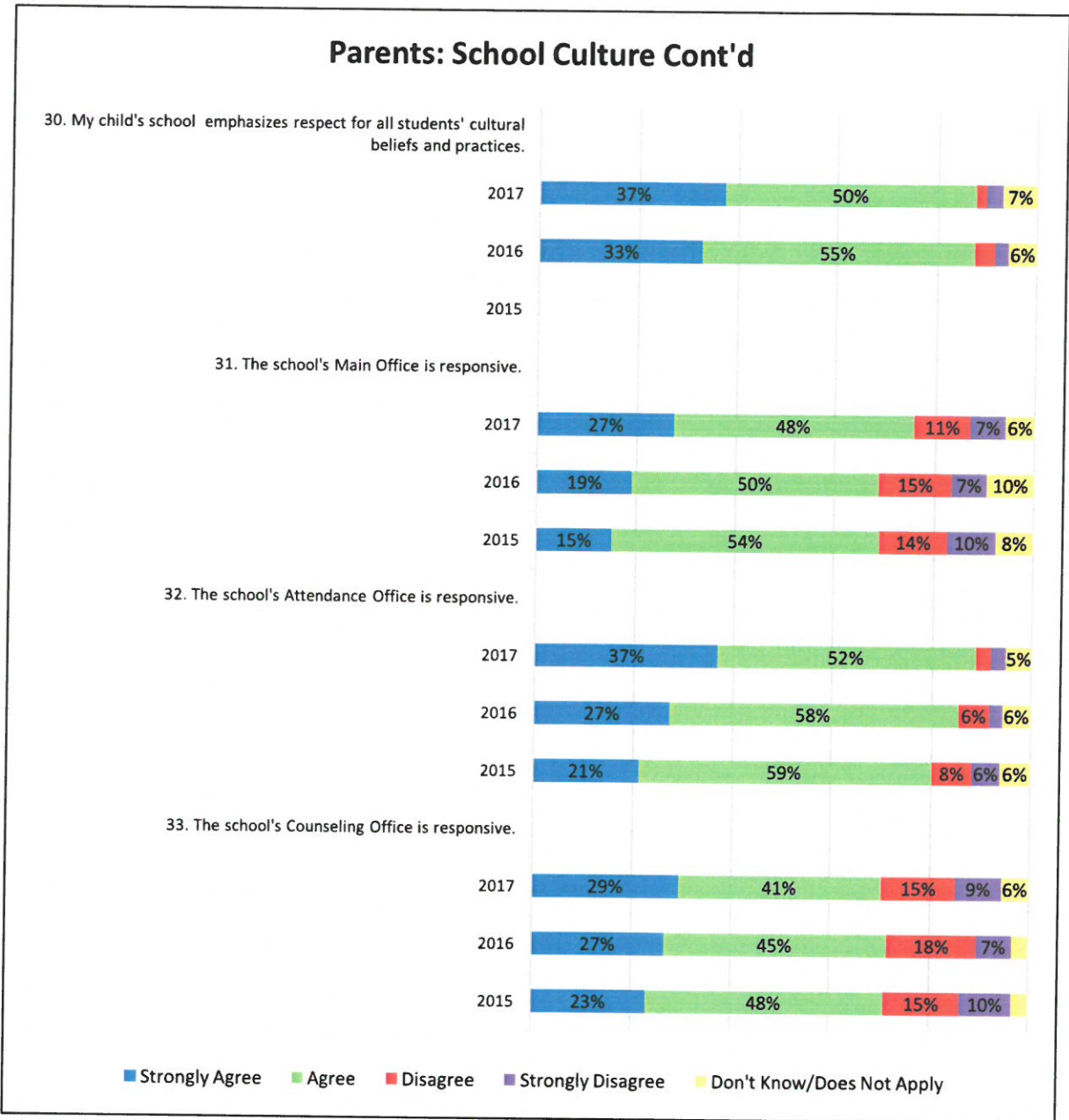


Staff felt positively about the academic program at PCHS across all three years. However, while most staff respondents agreed they regularly used student achievement data to make decisions about teaching, there was a decrease in this percentage since 2016 (63% compared to 69%). However, this year a higher 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

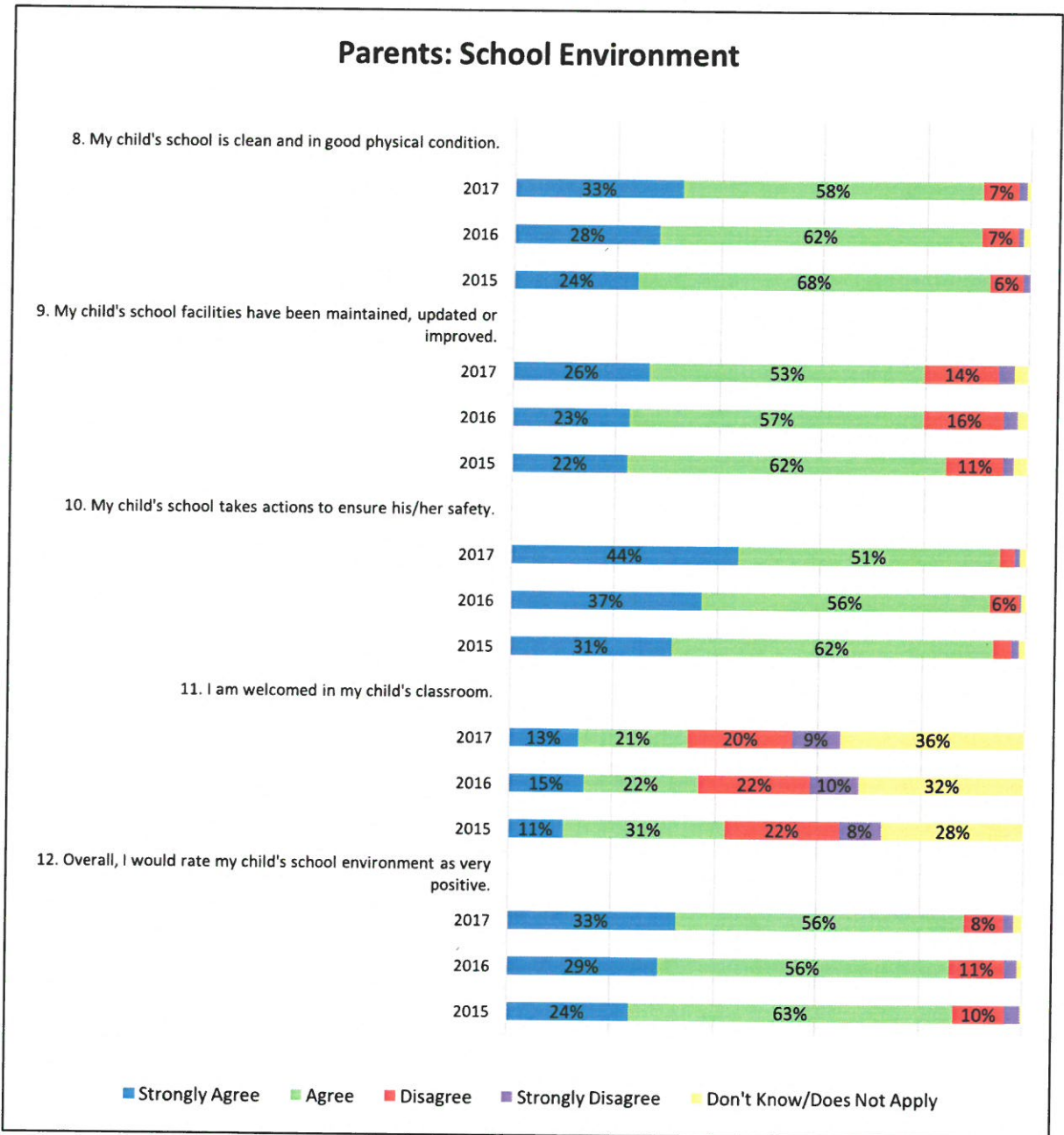
School Culture





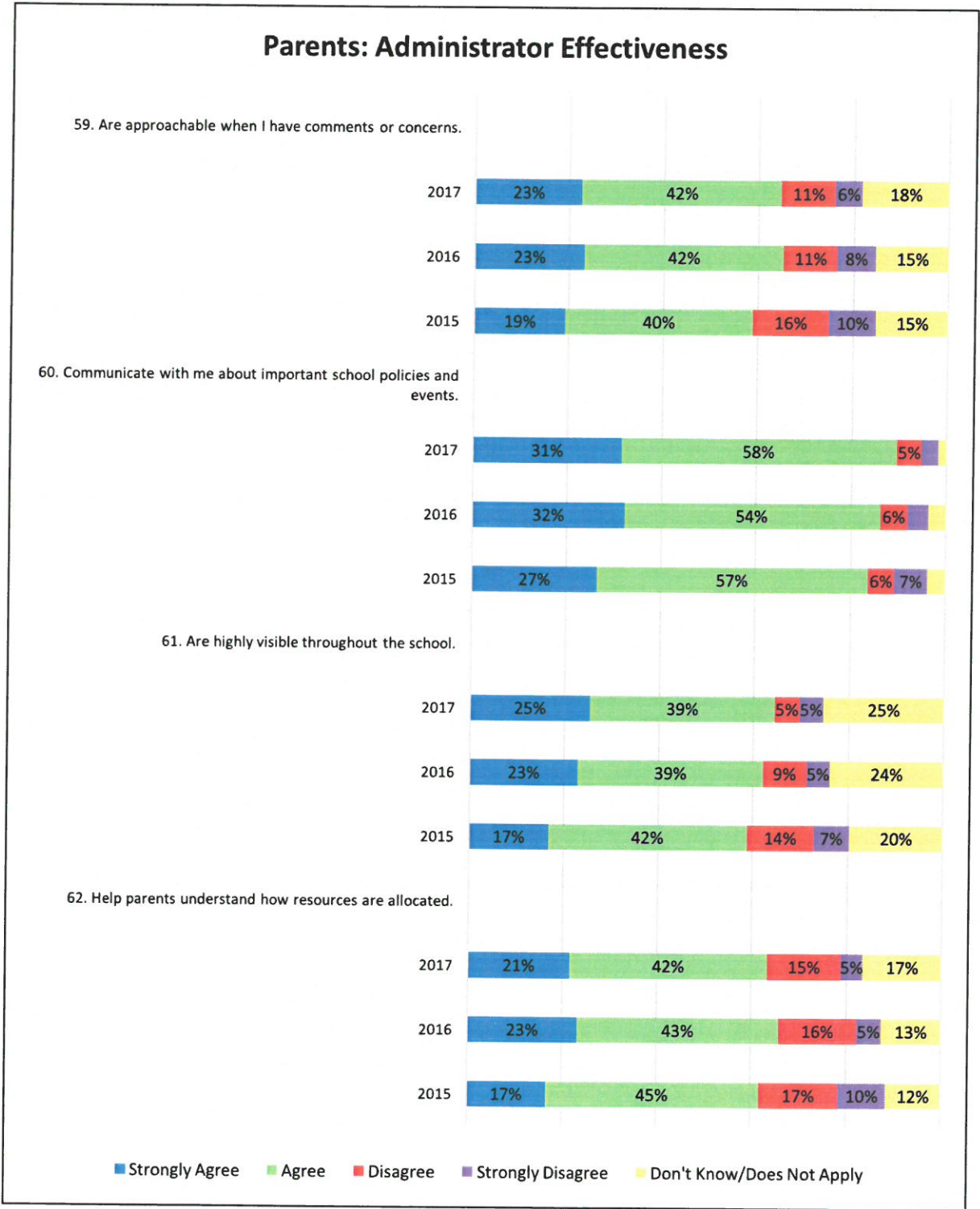
In contrast to staff responses, parents have felt positively about the culture at PCHS since 2015. In addition, parents have felt increasingly positive about certain aspects of the school's culture throughout the past three years. For instance, a higher percentage of parents agreed the Main Office was 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).

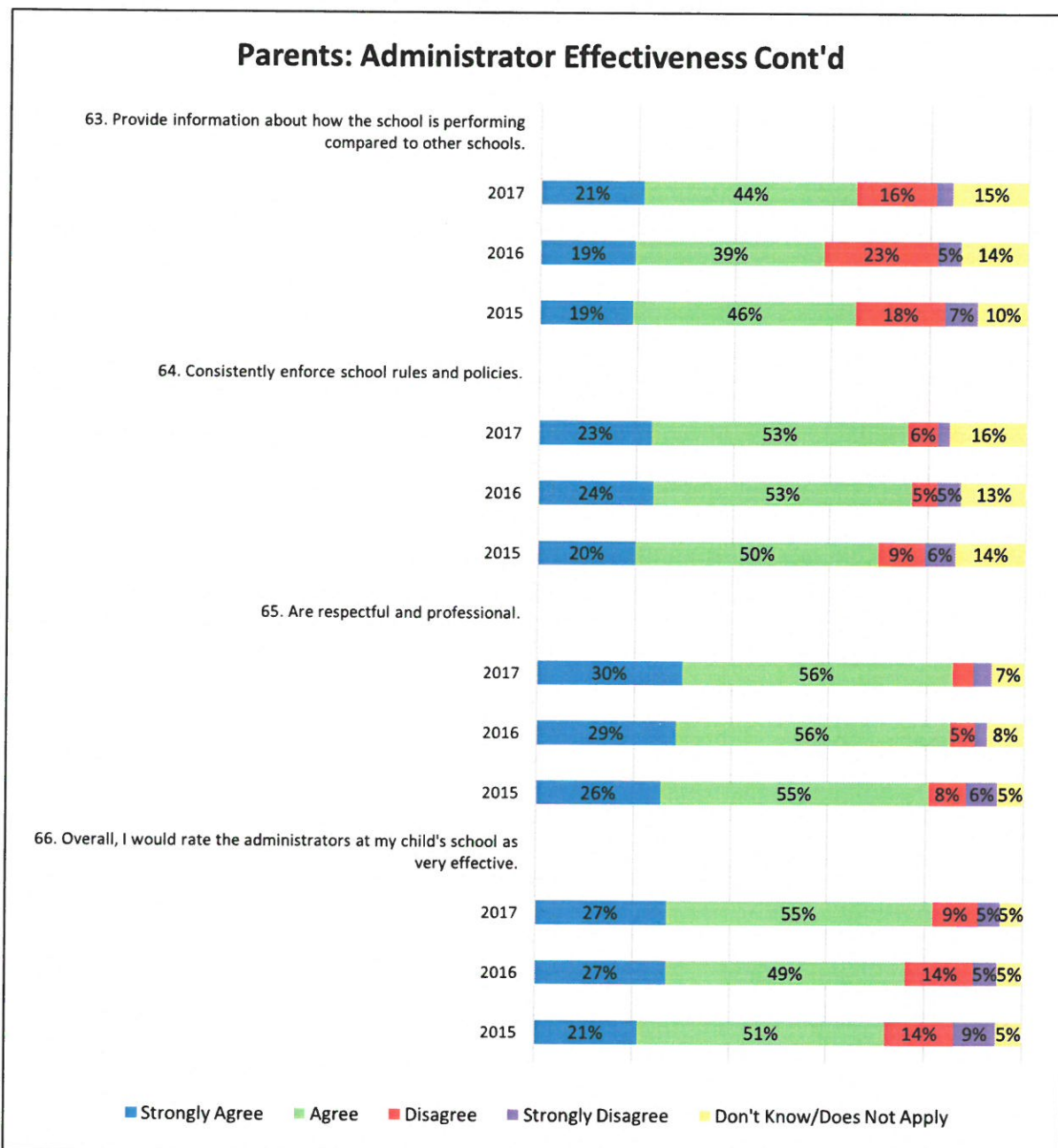
School Environment



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).

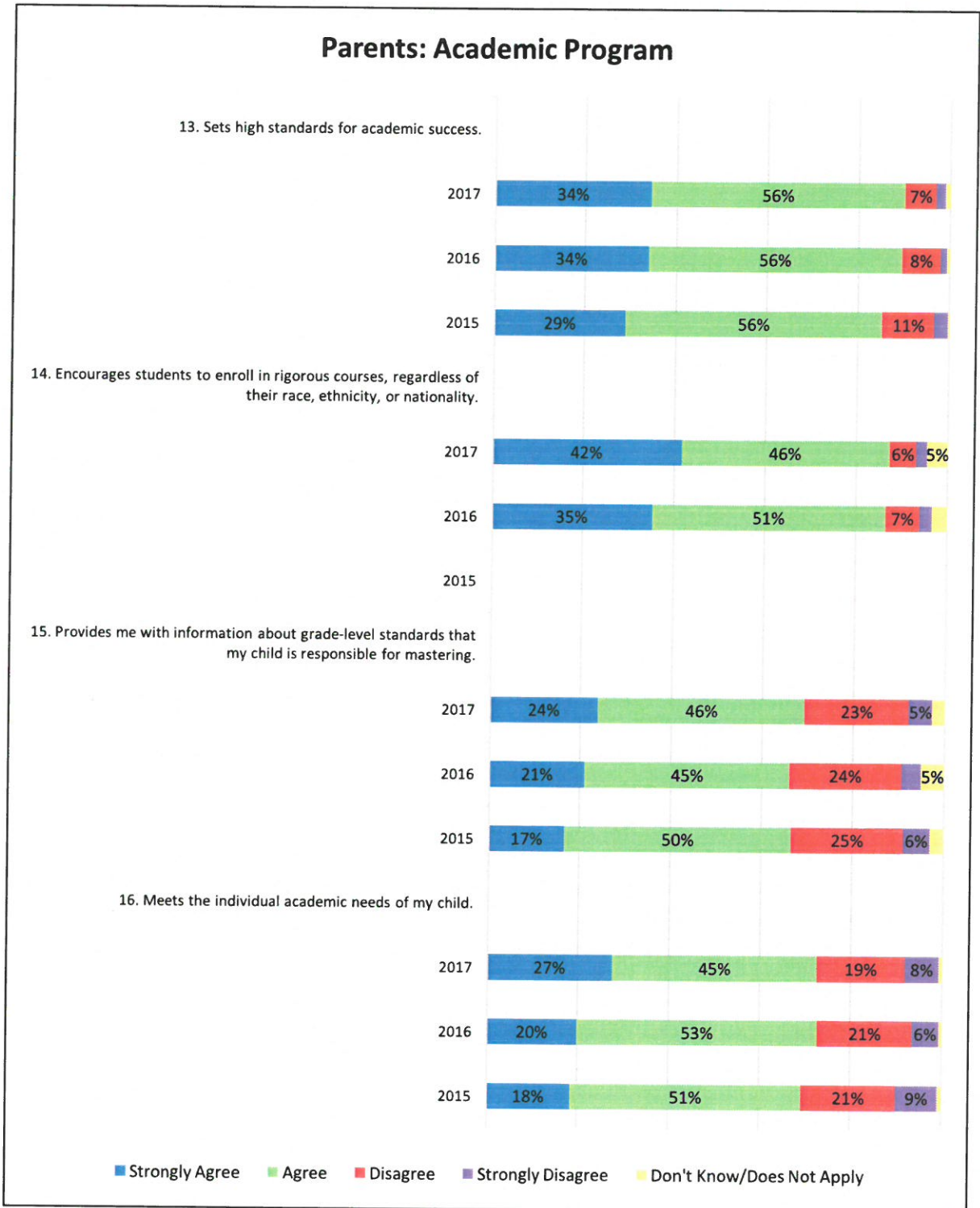
Administrator Effectiveness

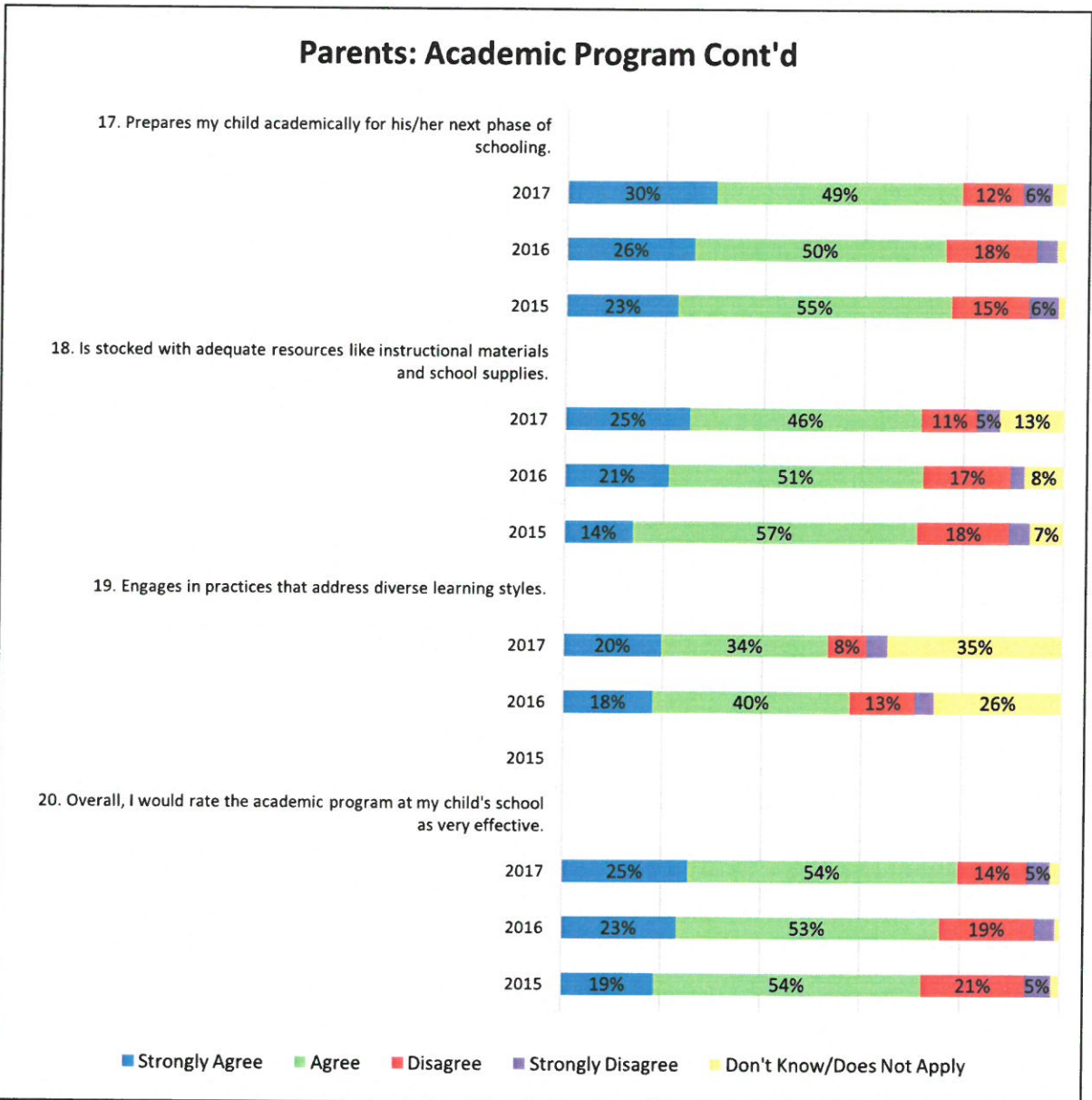




In general, parents responded very positively about the administration at Palisades Charter High School. Across all three years included in this report, parents agreed the administration was respectful and professional (86% / 244 responses), and consistently enforced school rules and policies (76% / 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).

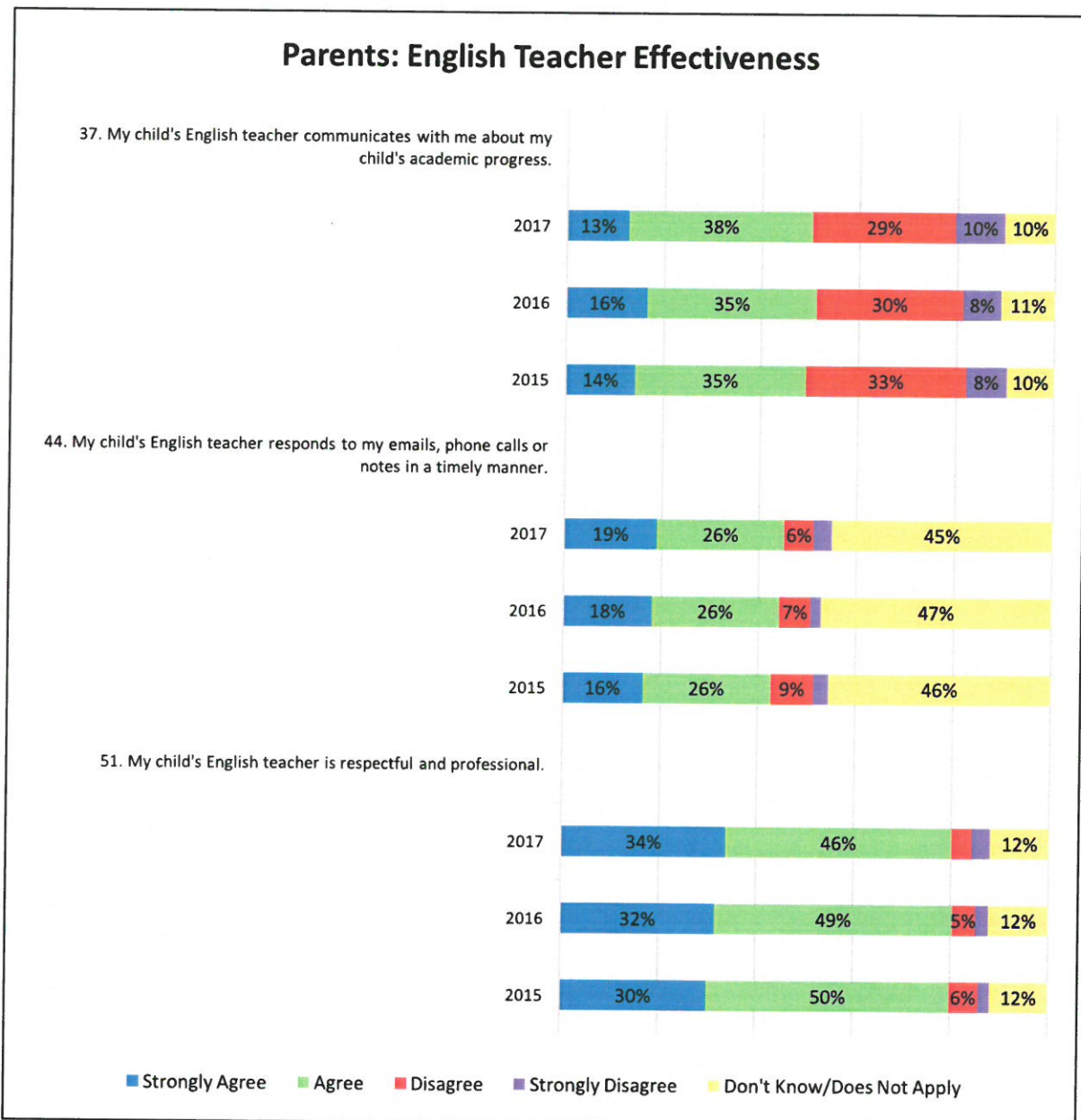
Academic Program



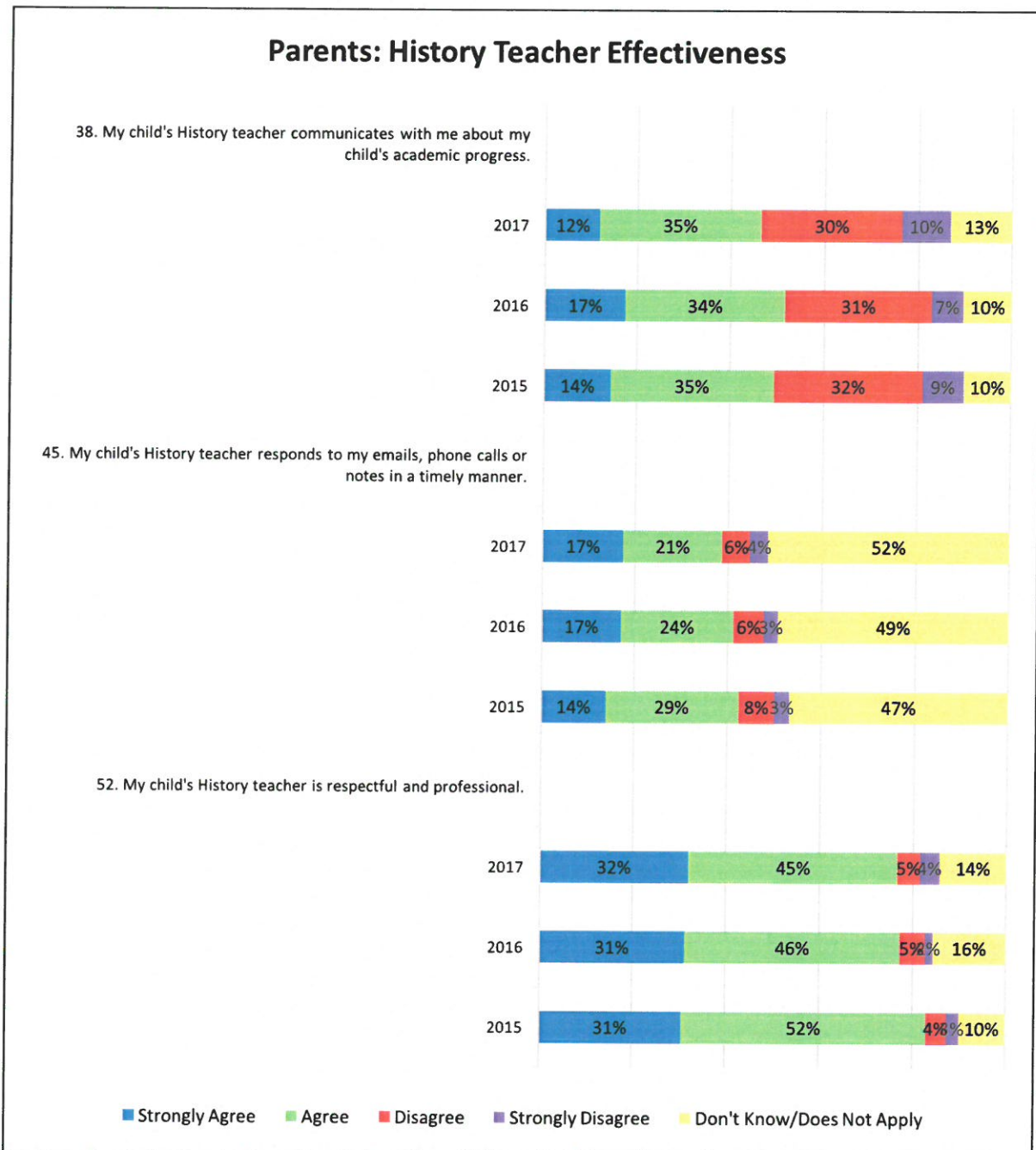


In general, parents responded positively to questions regarding the academic program at PCHS. However, a few indices show room for improvement. For instance, 28% of parents *did not agree* teachers provided them with information regarding the grade-level standards their child was responsible for mastering (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).

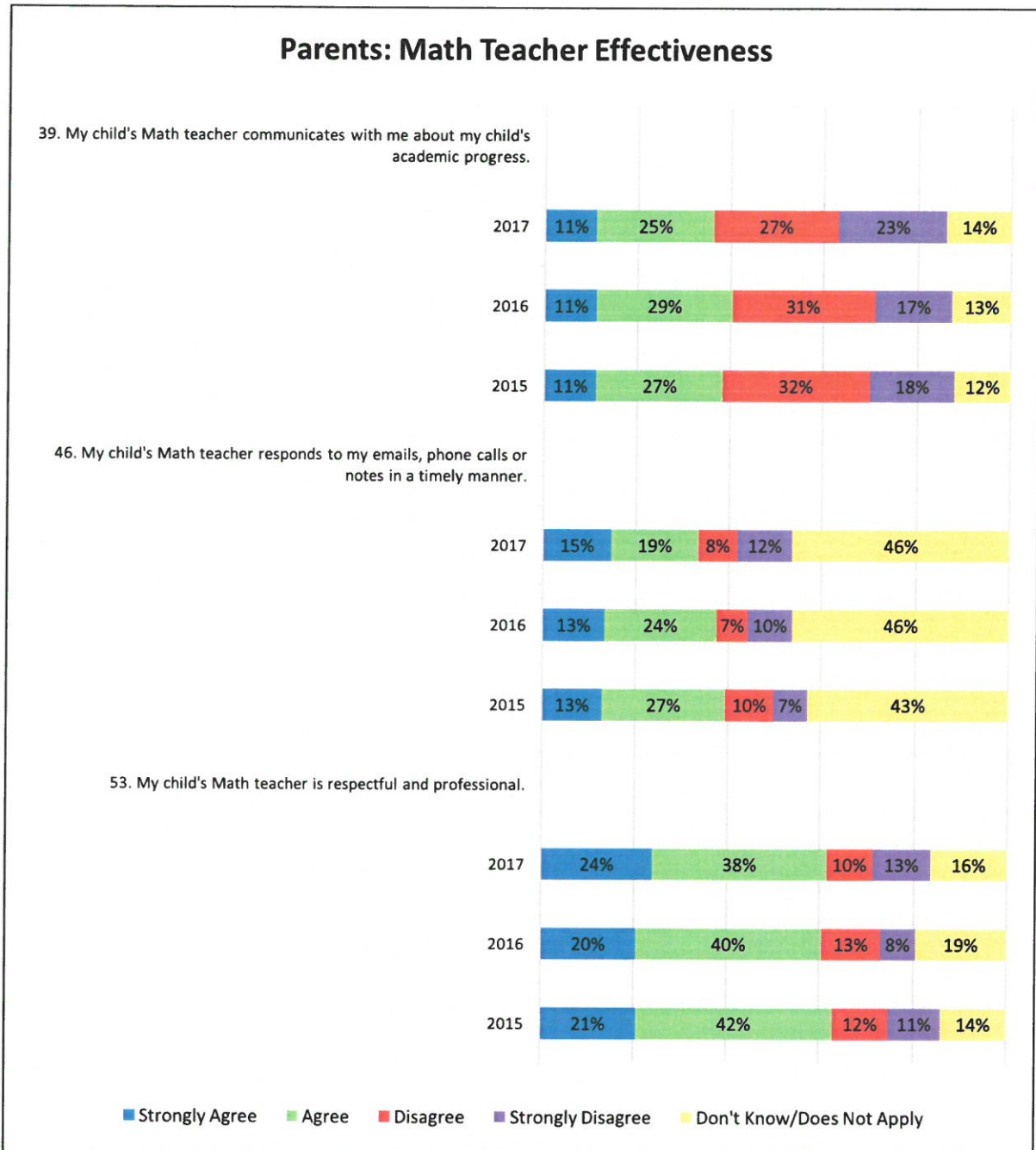
Teacher Effectiveness



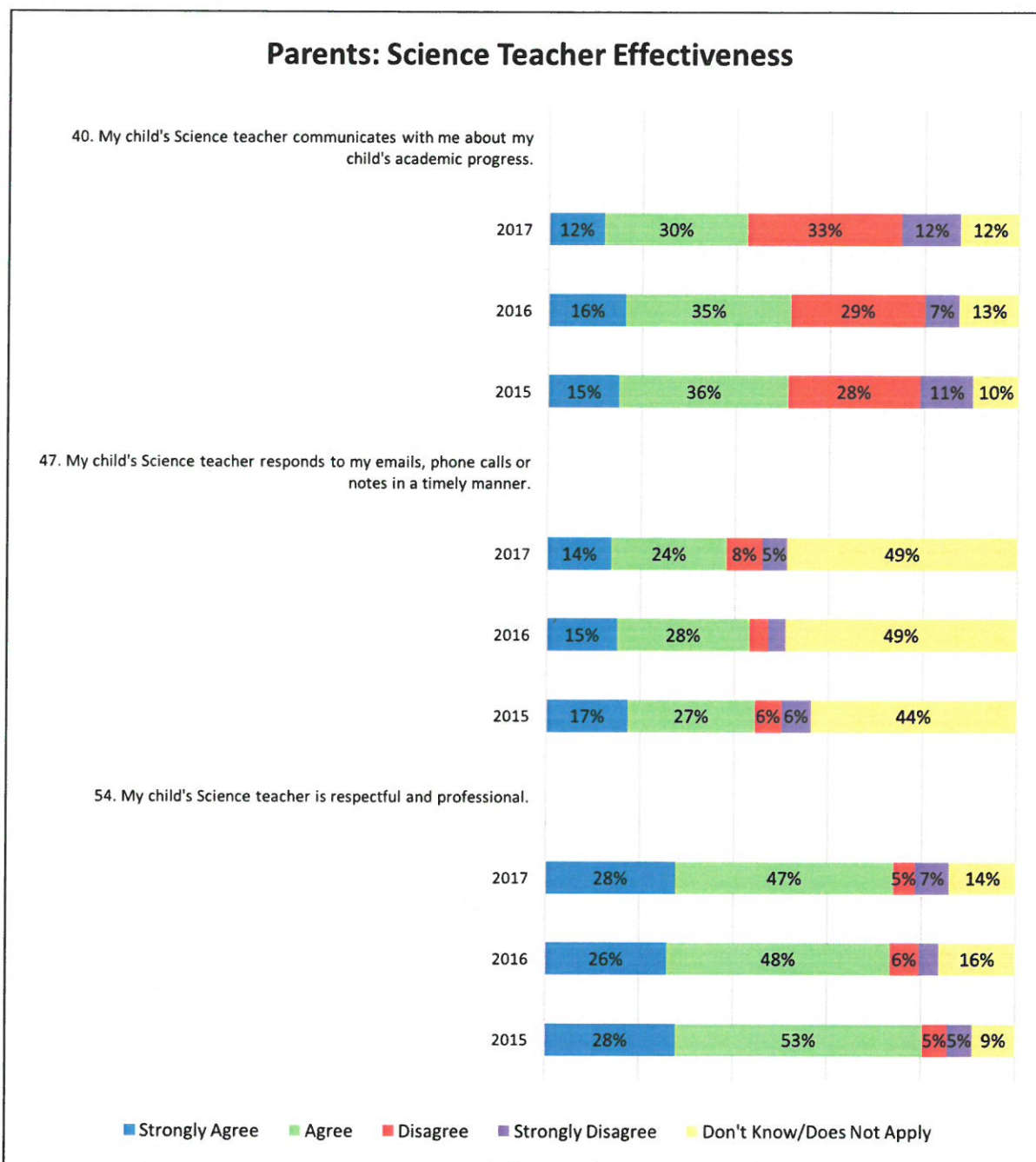
Parent responses regarding their child's English teacher have been consistent since 2015. Parents generally agreed the English teacher was respectful and professional (80% / 228 responses). However, roughly half of parent respondents did not know if the English teacher responded to emails, phone calls, 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).



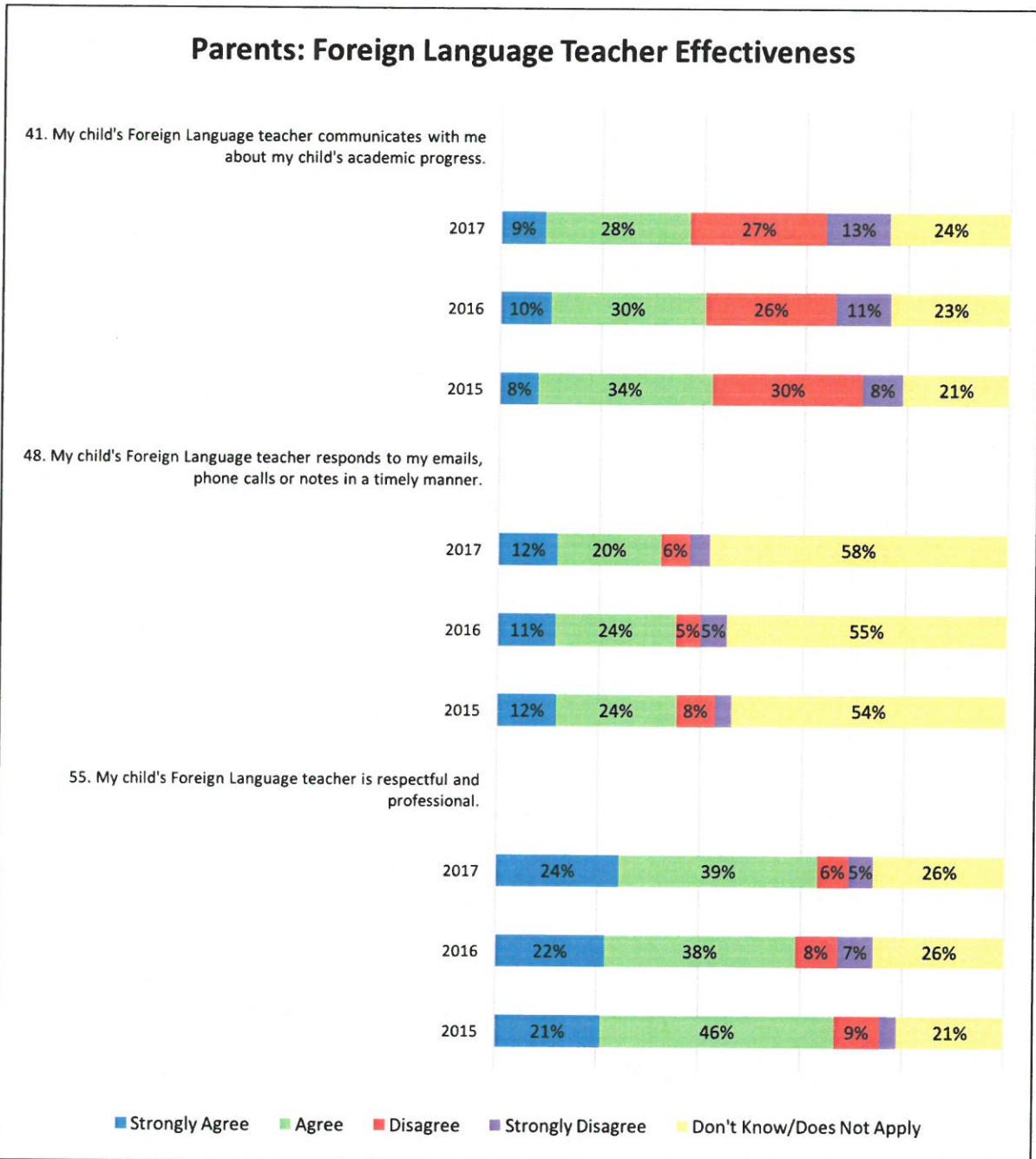
Parent responses regarding their child's history teacher were similar to responses about the English teacher. Parents agreed the history teacher was respectful and professional (77% / 221 responses). Roughly half of parent respondents did not know if the history teacher responded to emails, phone calls, 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).



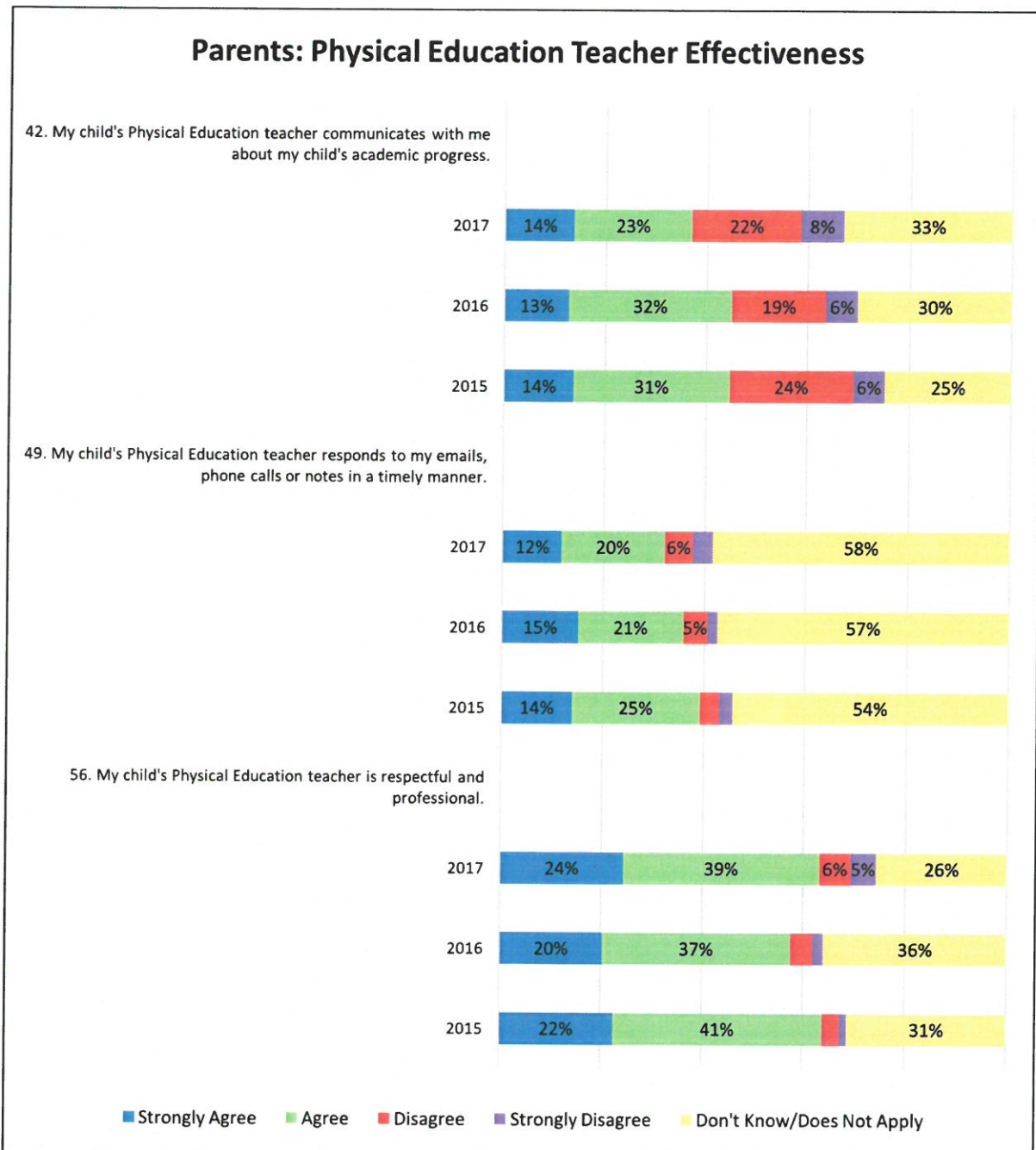
Parents responses to their child’s math teacher were relatively negative. Only 62% of parents agreed the math teacher was respectful and professional (177 responses). Additionally, 34% of parents agreed the math teacher responded to emails, phone calls, or notes in a timely manner (96 responses), while 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.



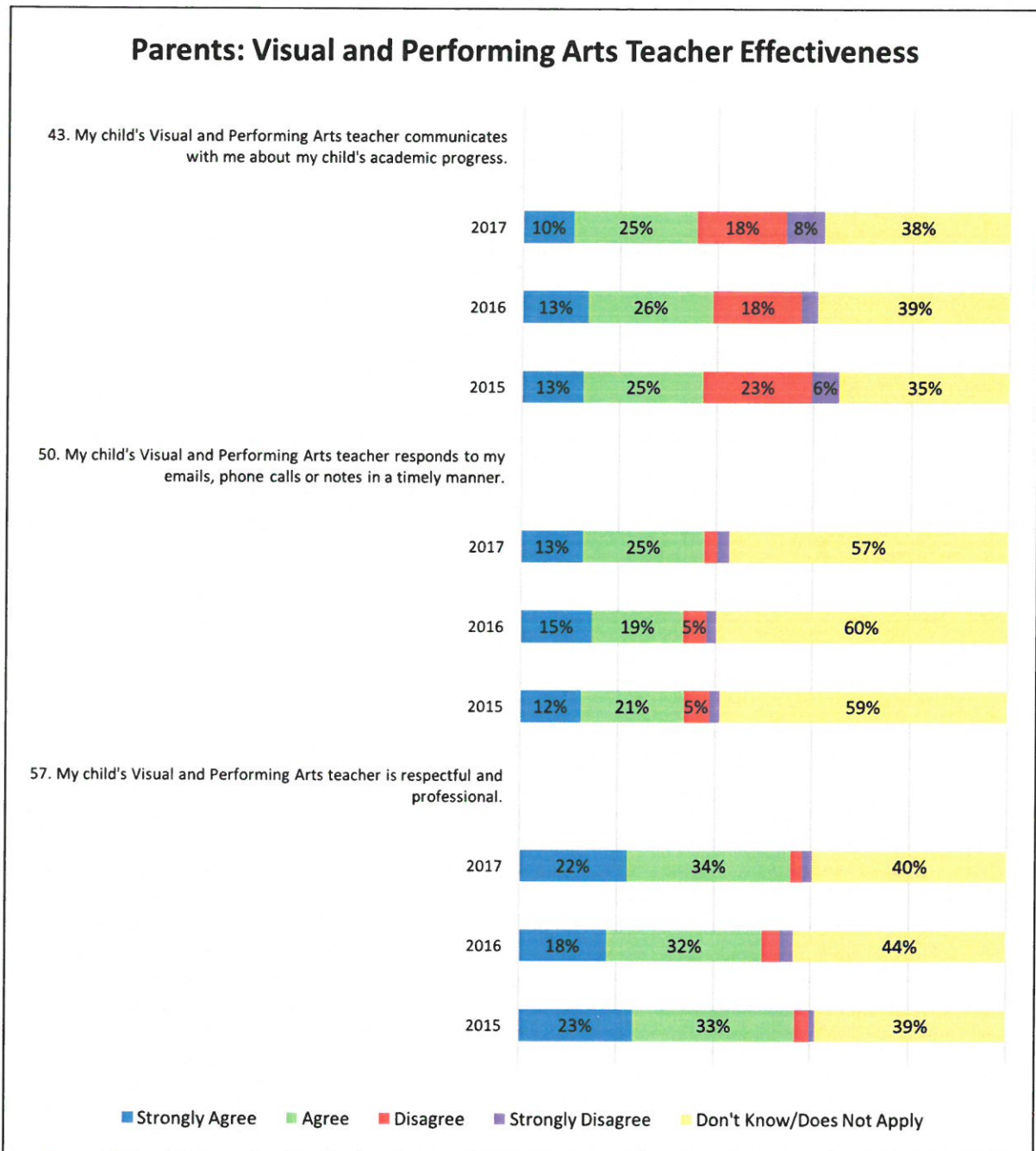
Parent responses regarding their child’s science teacher were similar to those regarding the English and history teachers. Three-quarters of parents agreed the science teacher was respectful and professional (212 responses). Additionally, 38% of parents agreed the science teacher responded to emails, 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%).



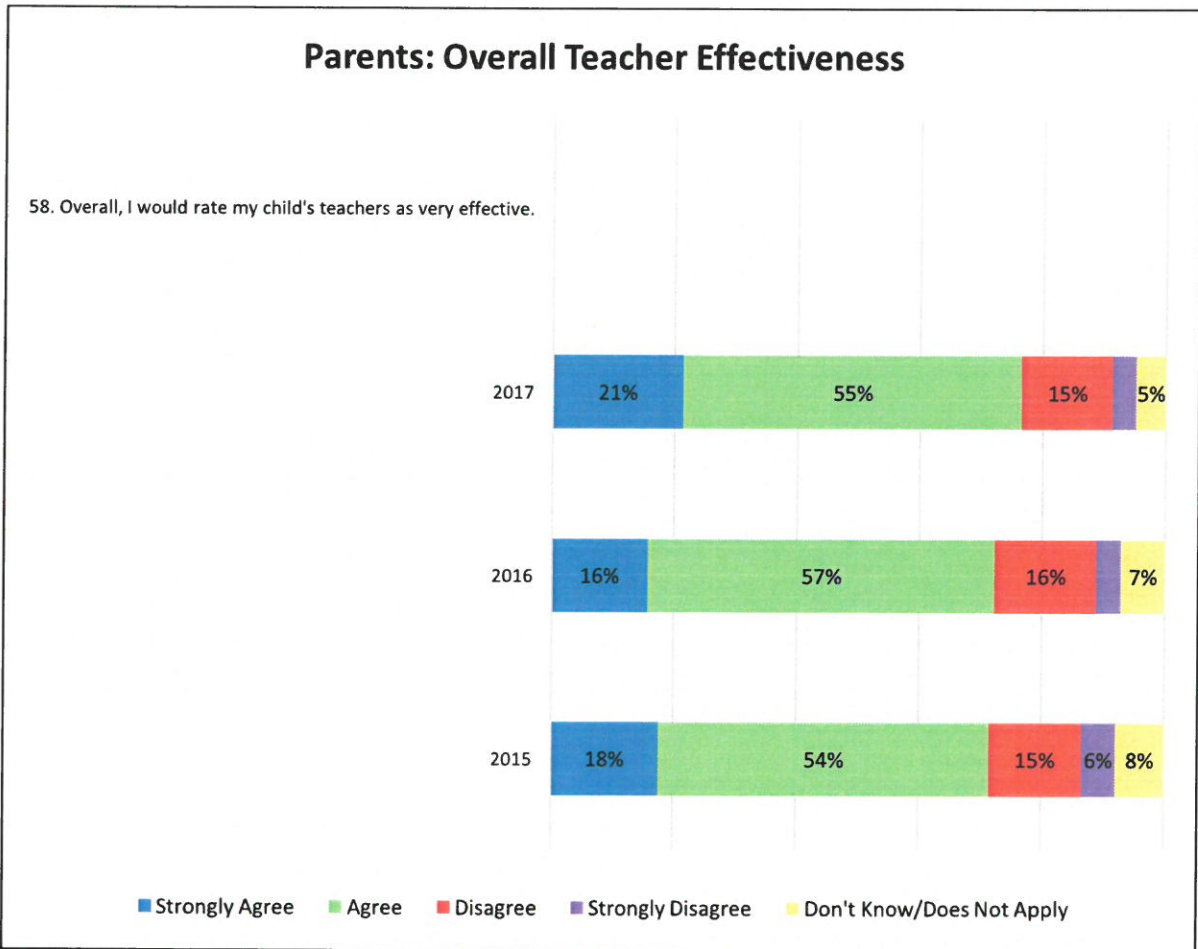
Parents were less sure how to respond to questions about their child's foreign language teacher. Of those who responded, parents agreed the foreign language teacher was respectful and professional (63% / 177 responses). Thirty-two percent of parents also agreed the foreign language teacher responded 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).

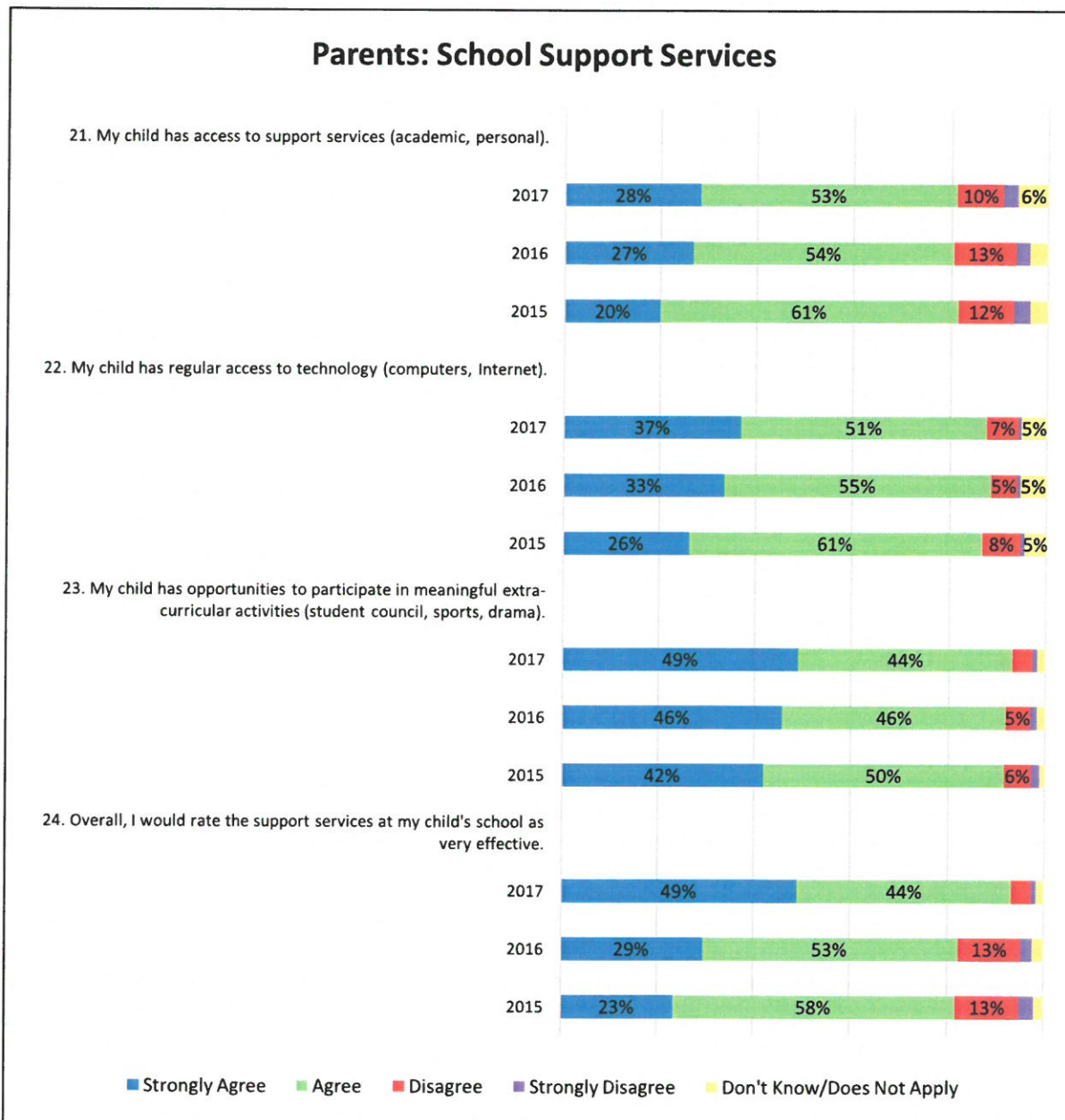


Parents also did not know how to respond to questions about their child's visual and performing arts teacher. However, this year a larger percentage of parents agreed the visual and performing arts teacher was respectful and professional than in 2016 (56% compared to 50%). Additionally, 38% of parents 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).

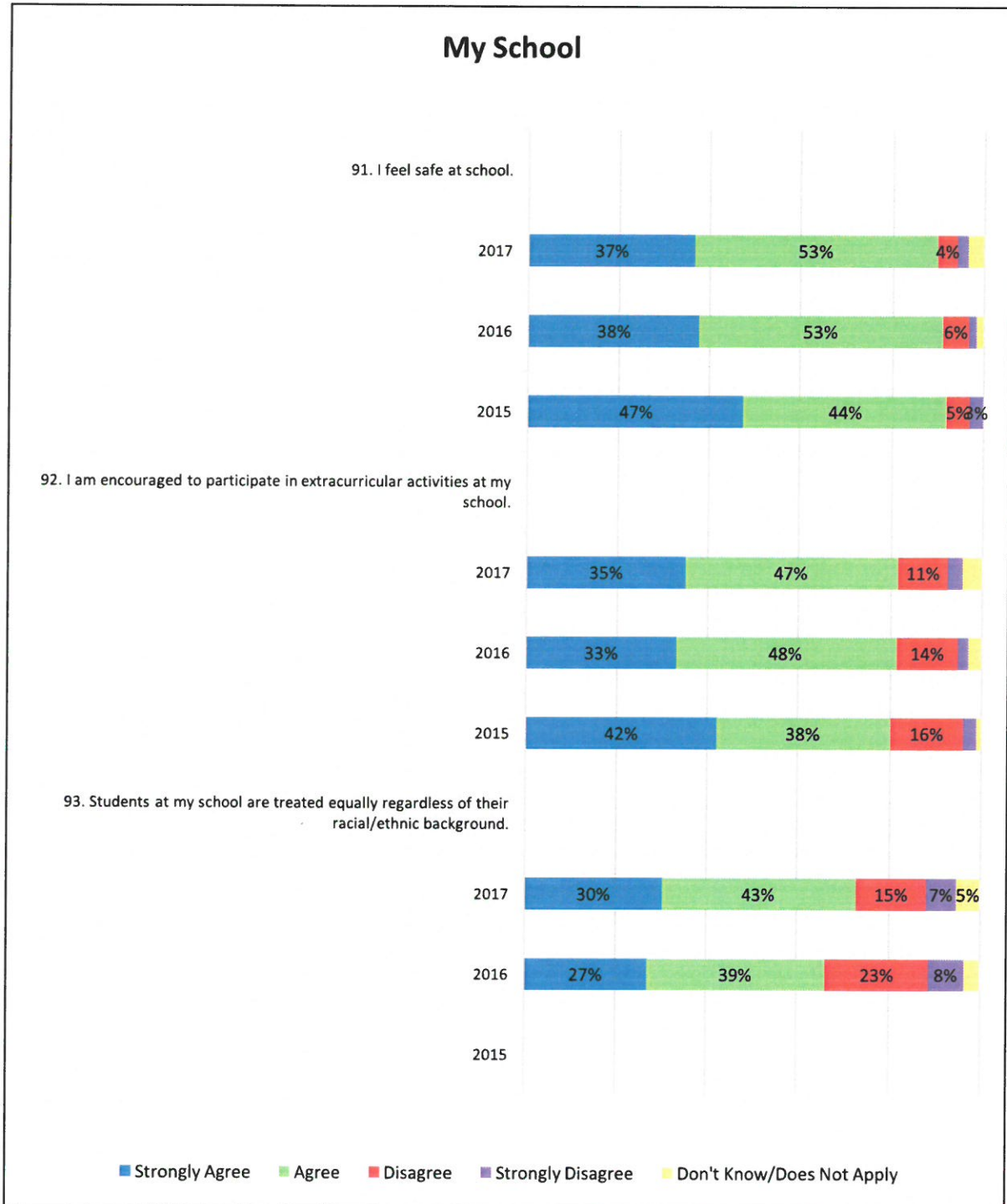
School Support Services

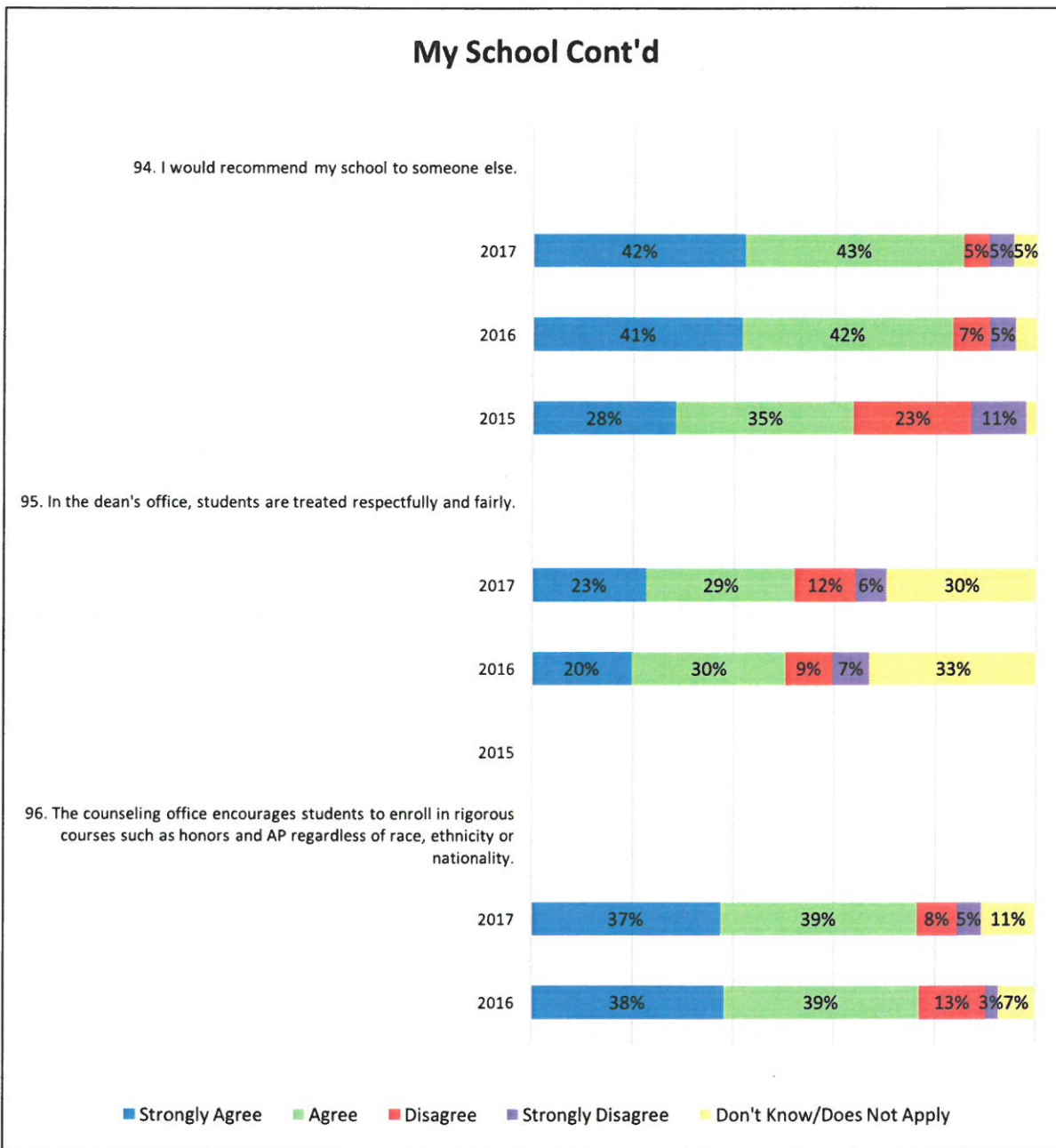


Since 2015, parents have responded very positively about the support services provided by PCHS. A clear majority of parents agreed their child had access to support services (81% / 235 responses), and regular access to technology (88% / 252 responses). Additionally, nearly every parent agreed their child 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

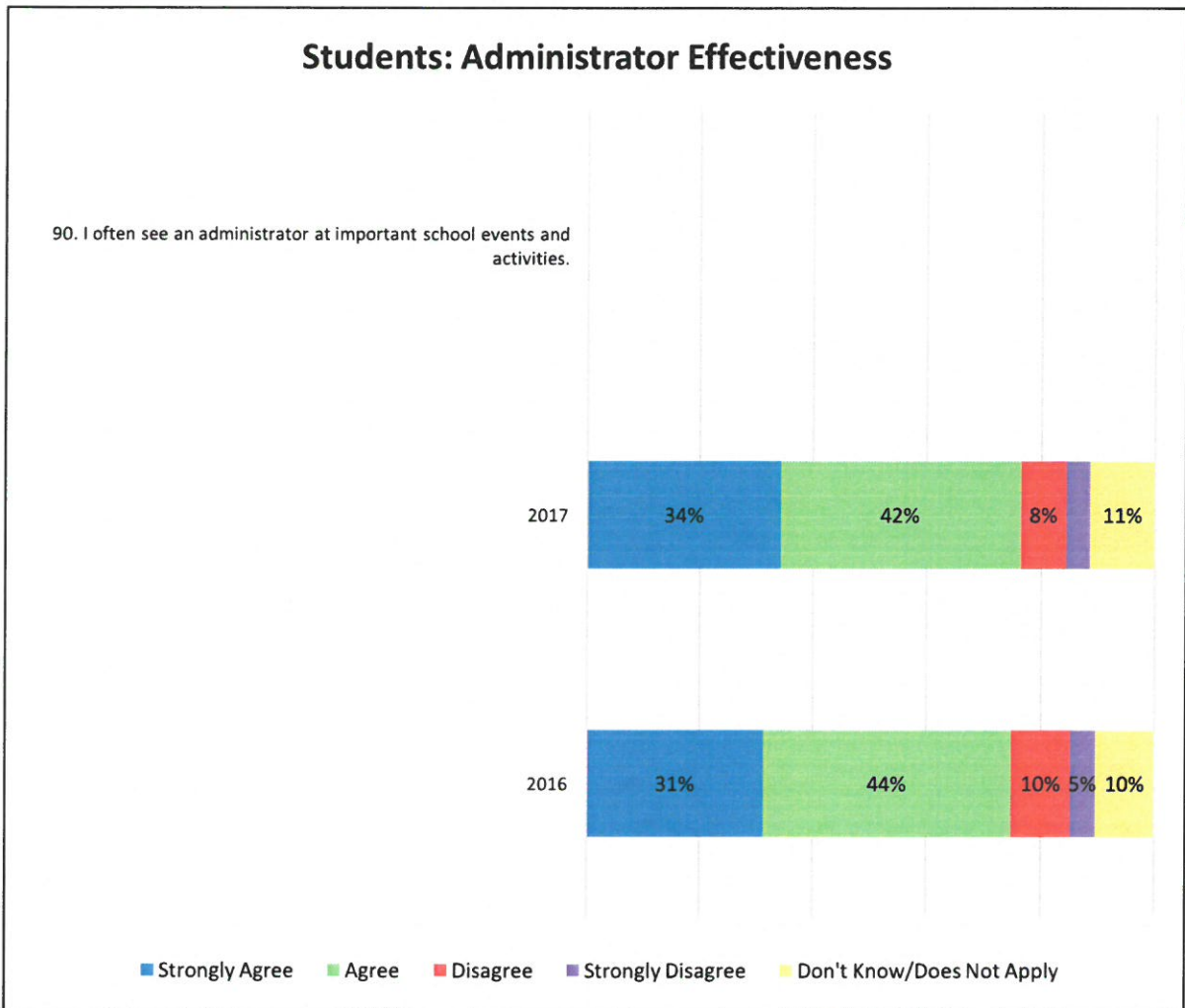
My School





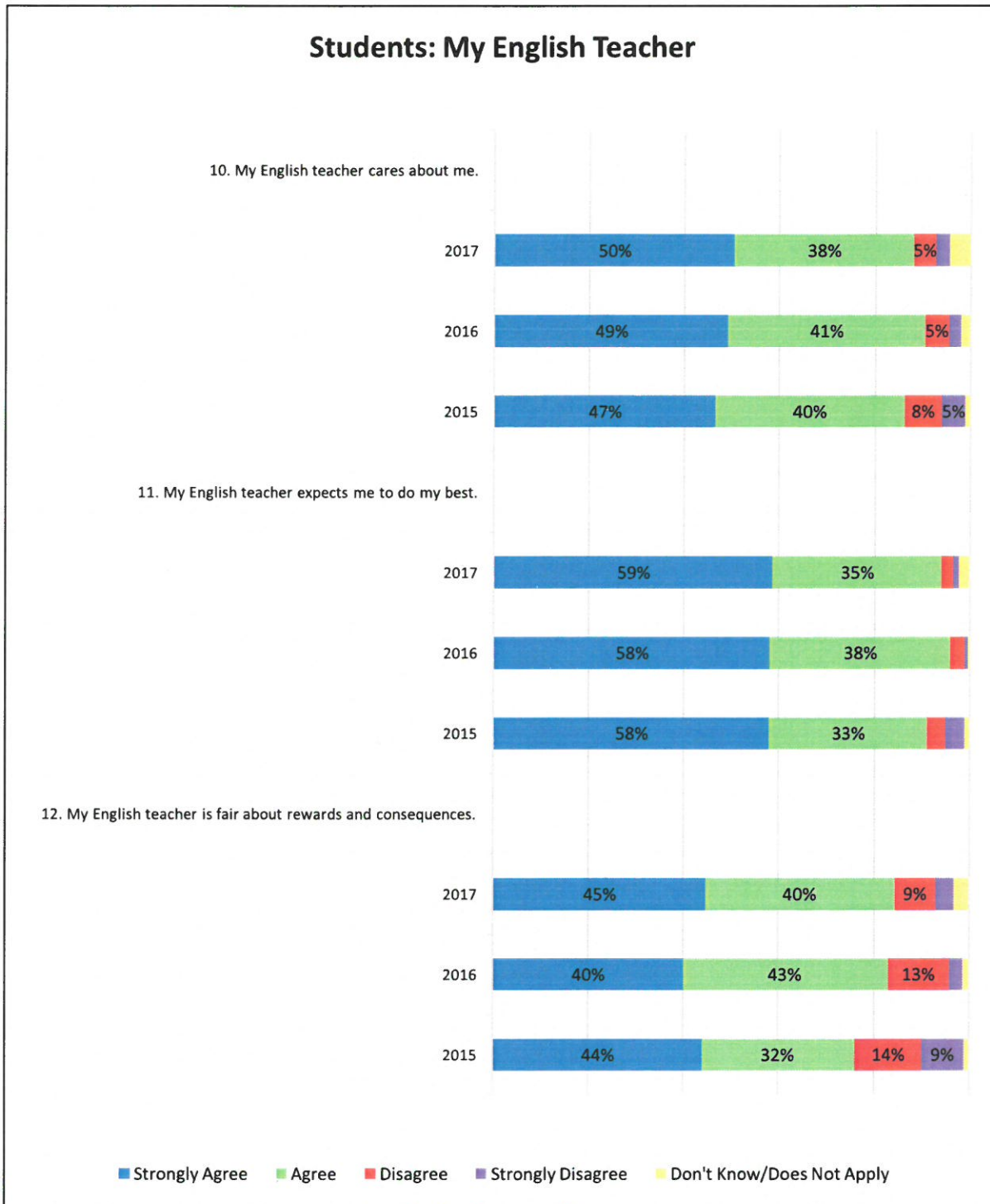
Student respondents have felt quite positively about Palisades Charter High School for the past three years. Students agreed they felt safe at school (90% / 1,241 responses), and were encouraged to participate in extracurricular activities (82% / 1,126 responses). Interestingly, in 2017, a larger percentage 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).

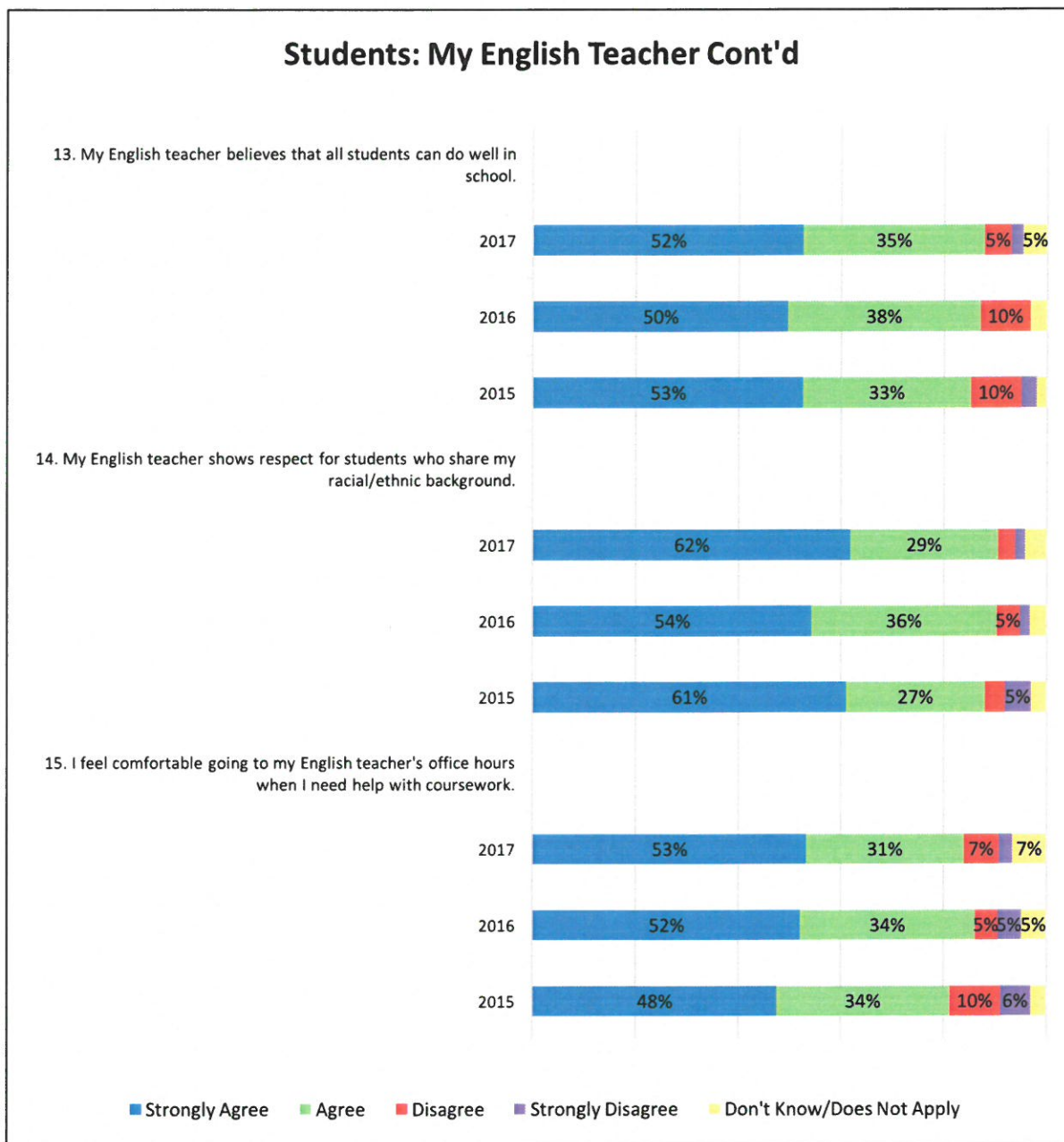
Administrator Effectiveness



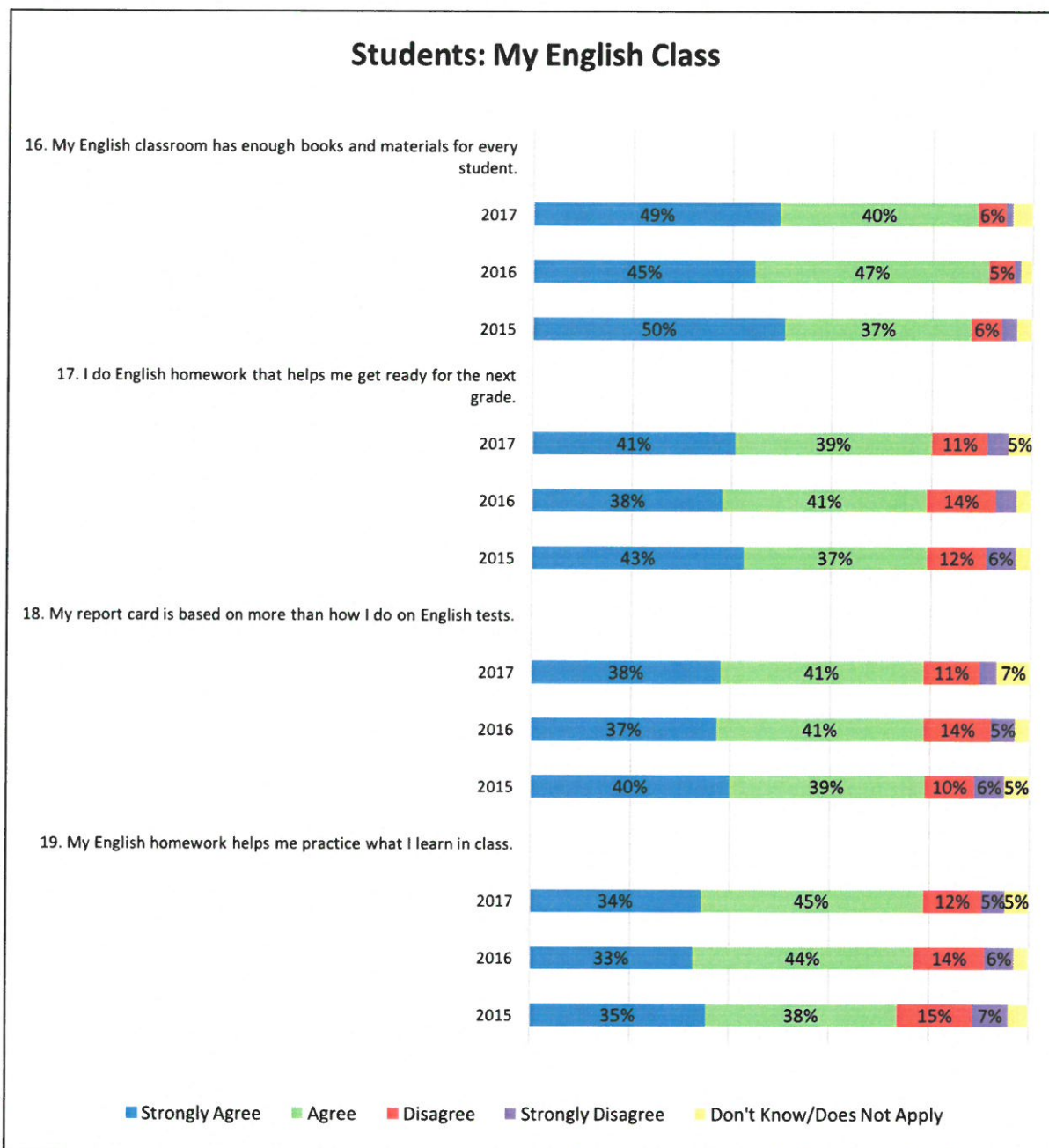
In both 2016 and 2017, roughly three-quarters of students agreed they often saw an administrator at important school events and activities (76% / 1,047 responses).

My English Teacher & Class



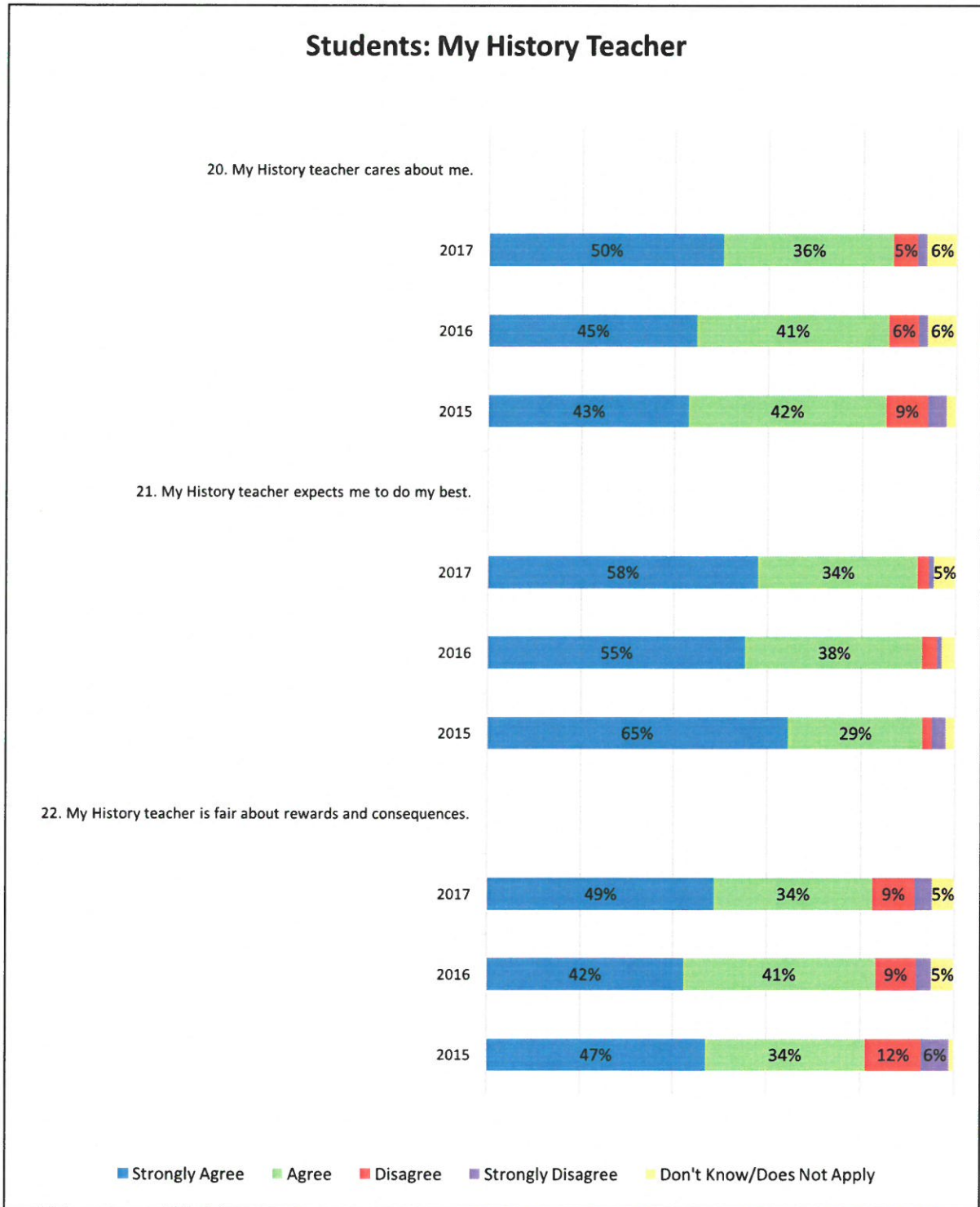


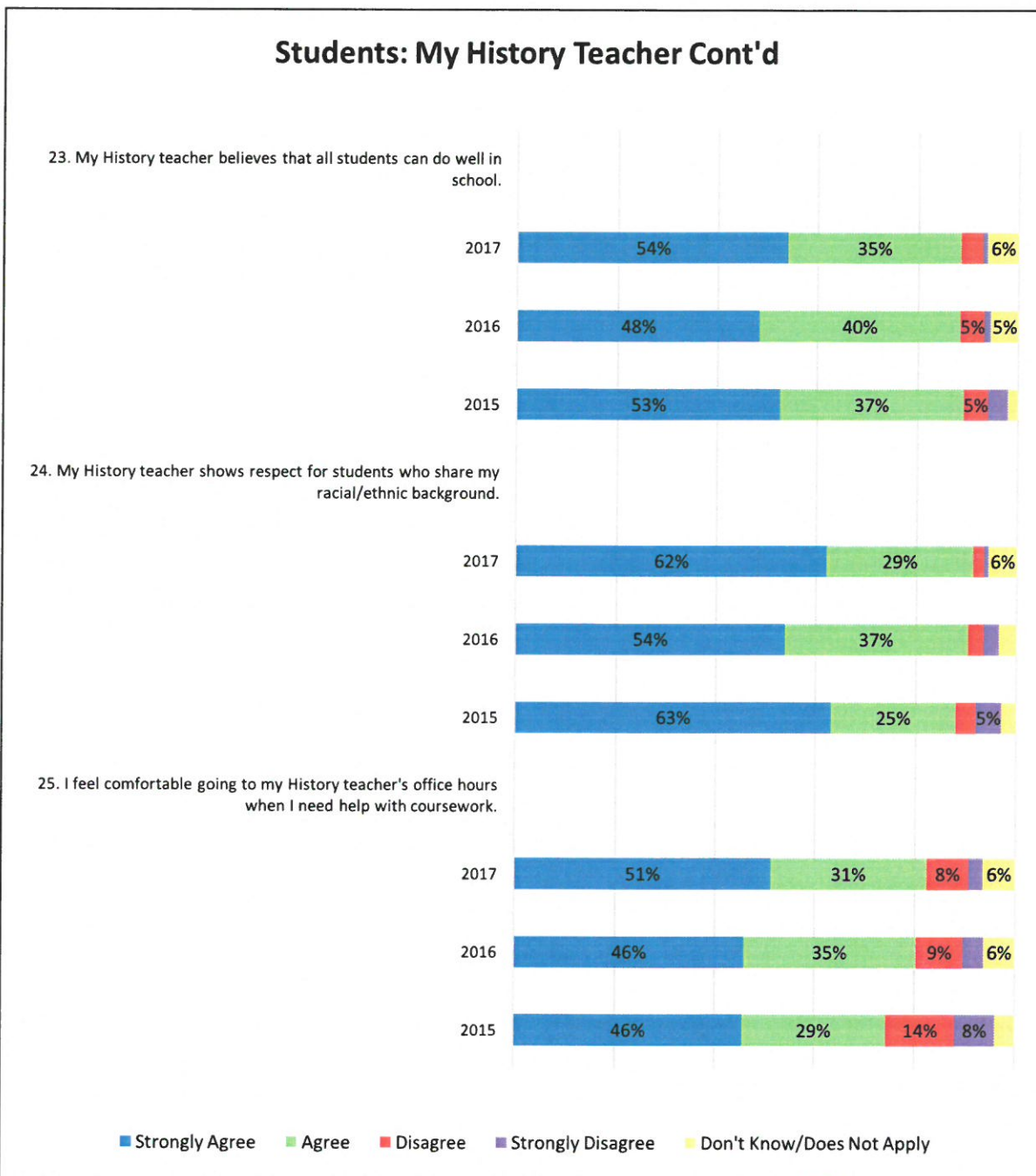
Student responses regarding their English teacher were overwhelmingly positive across all three years included in this report. Students believed their English teacher cared for them (88% / 1,236 responses), expected them to do their best (94% / 1,315 responses), and believed all students can do well 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).



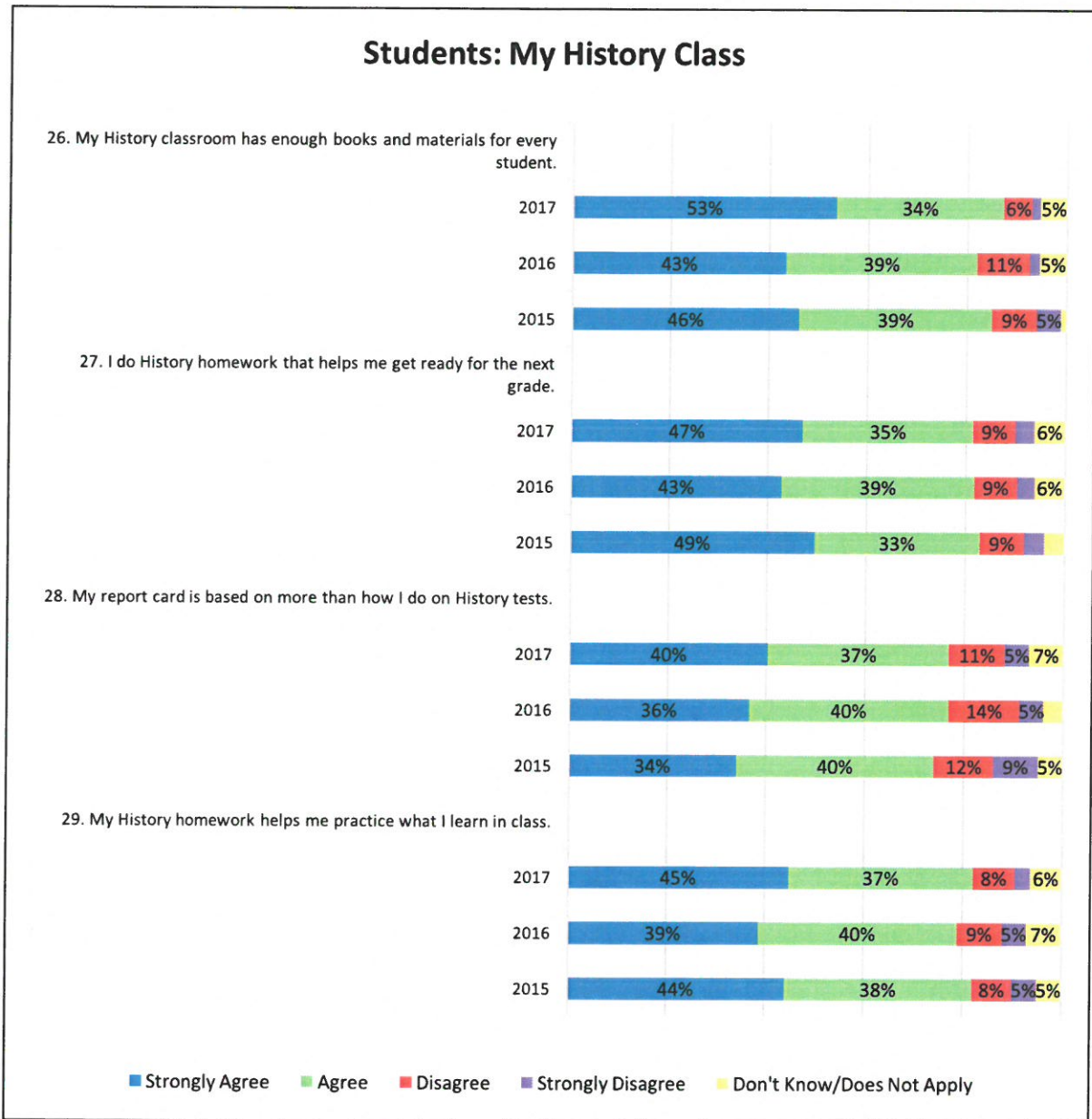
Students responded positively about their English class, which was common across all three surveys. Nearly every student agreed their classroom had enough books and materials for everyone (89% / 1,248 responses). Additionally, eighty percent of students felt their English homework helped them get ready 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



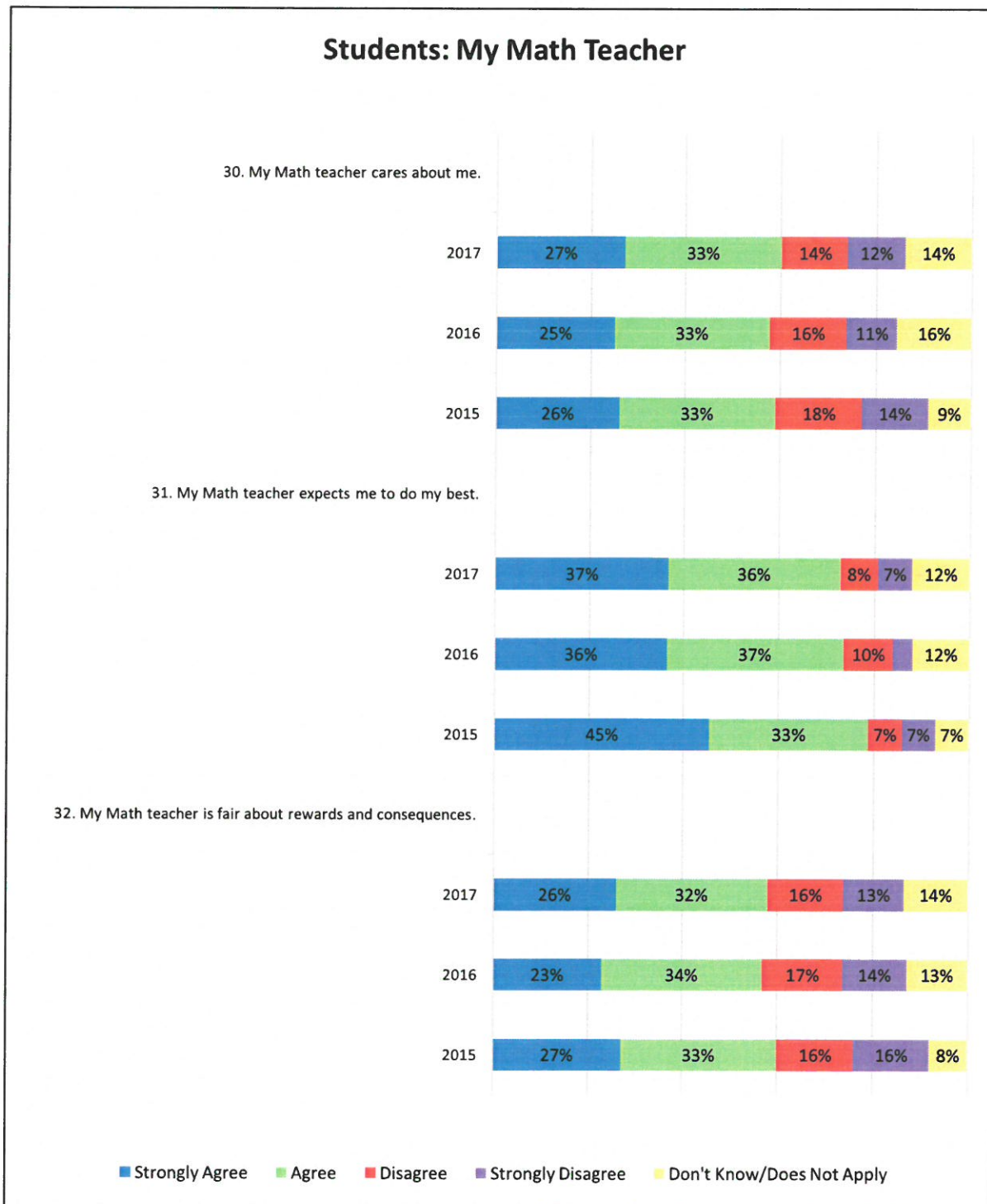


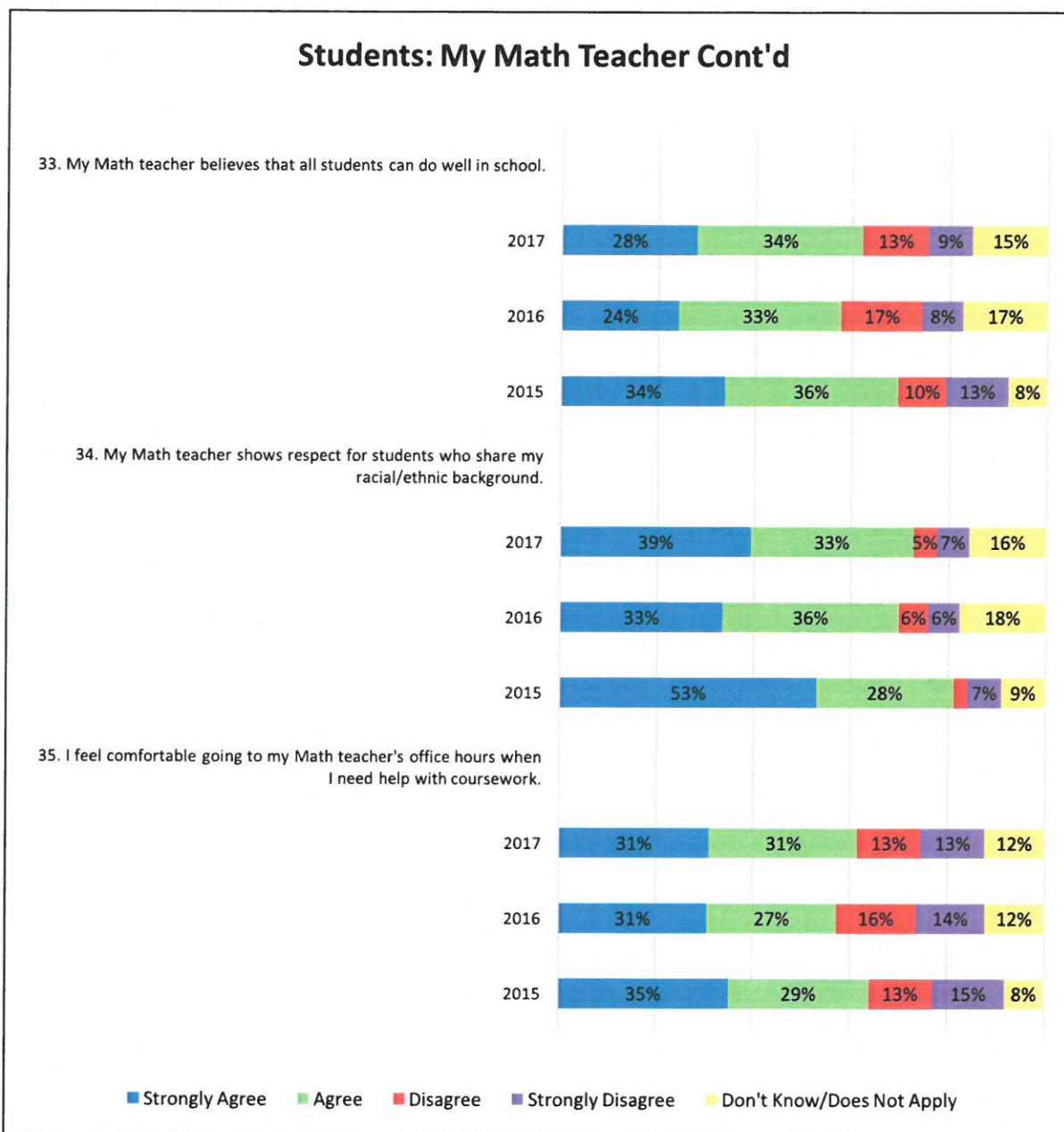
Student responses to their history teacher were also quite positive across all three years. Students believed their history teacher cared about them (86% / 1,2091 responses), expected them to do their best (92% / 1,284 responses), and believed all students can do well in school (89% / 1,234 responses). 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.



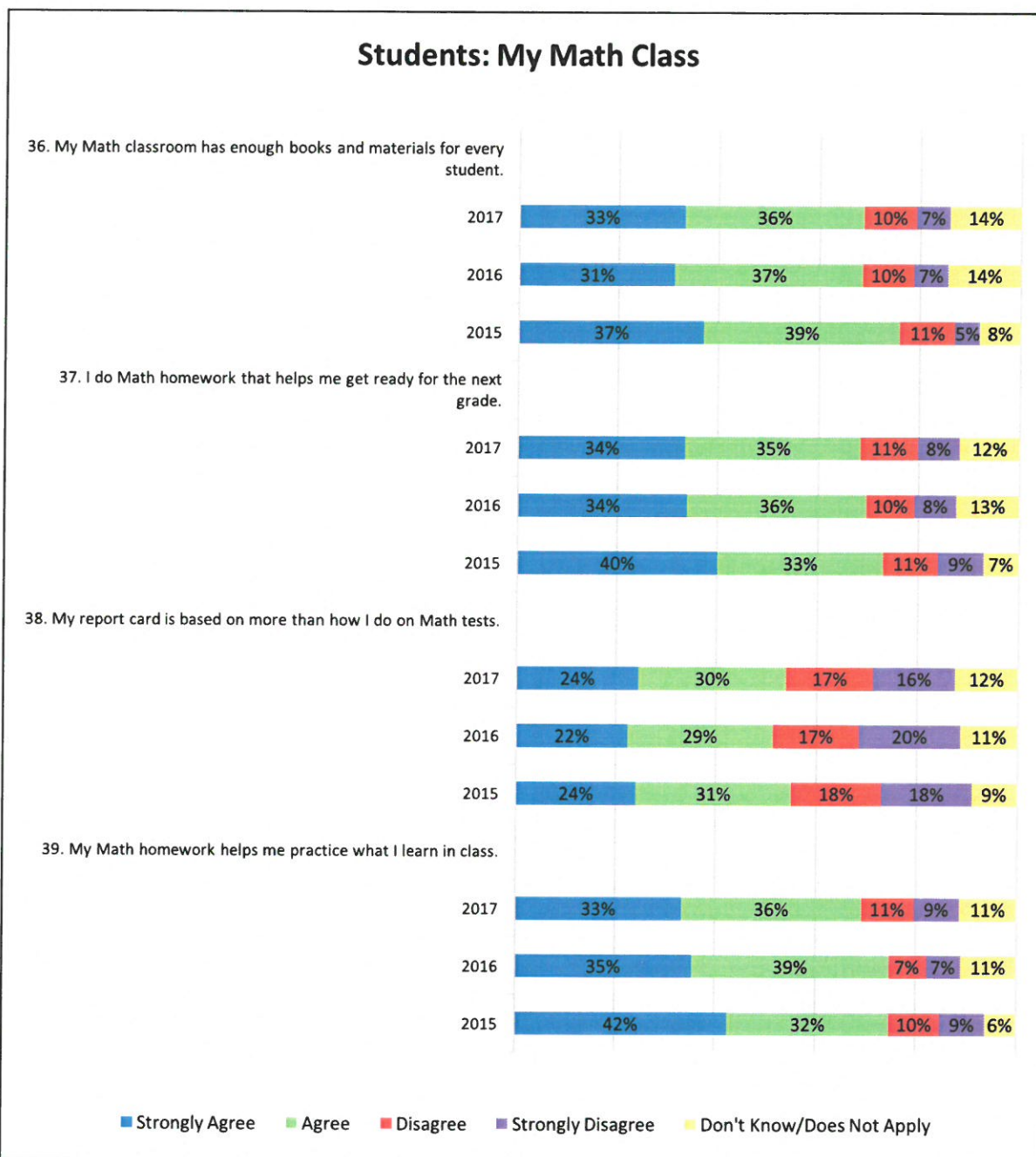
Students also responded positively to questions regarding their history class. Students believed their history homework helped them get ready for the next grade (82% / 1,136 responses), and their homework helped them practice what they learned in class (82% / 1,137 responses). However, 16% of students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

My Math Teacher & Class



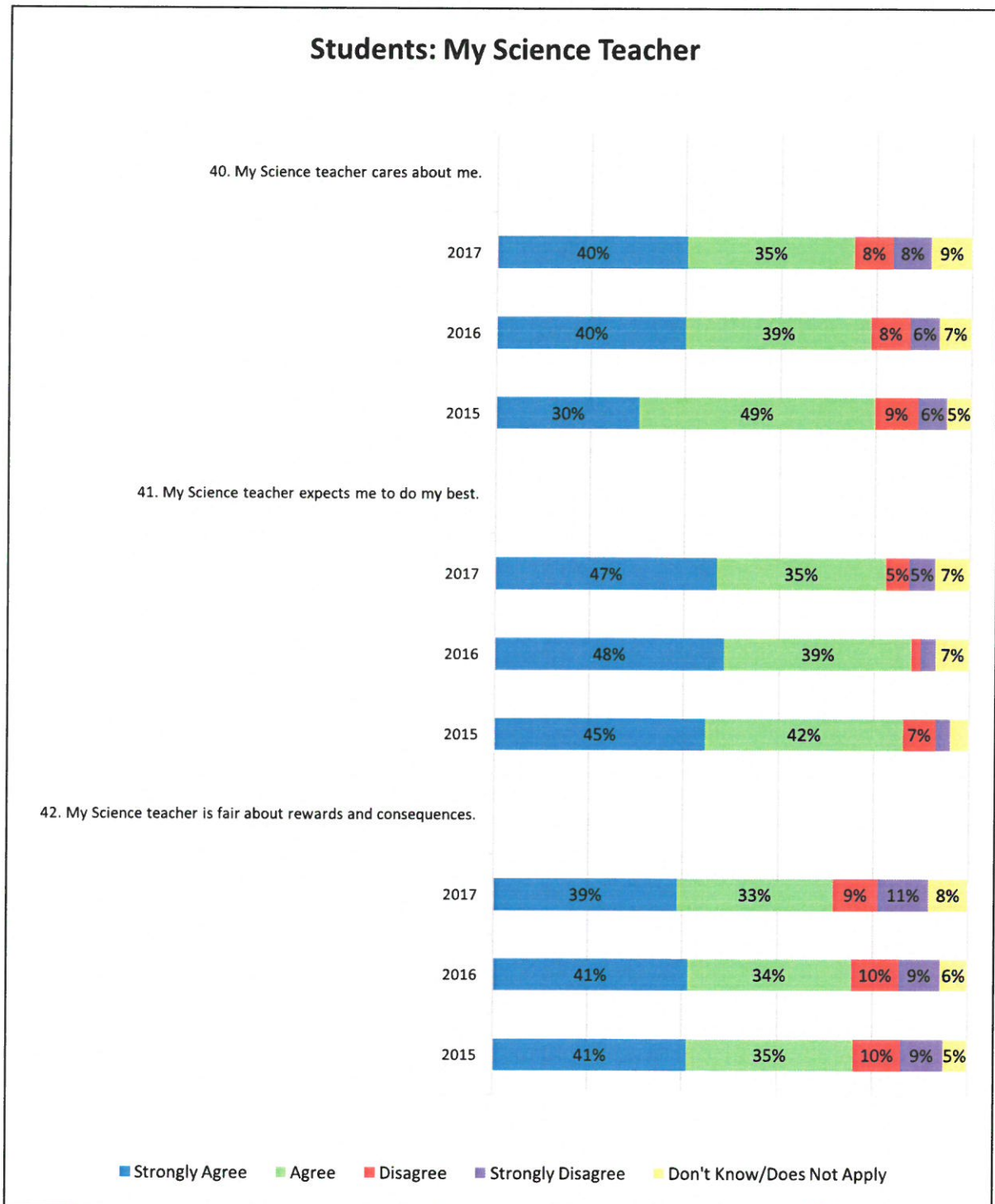


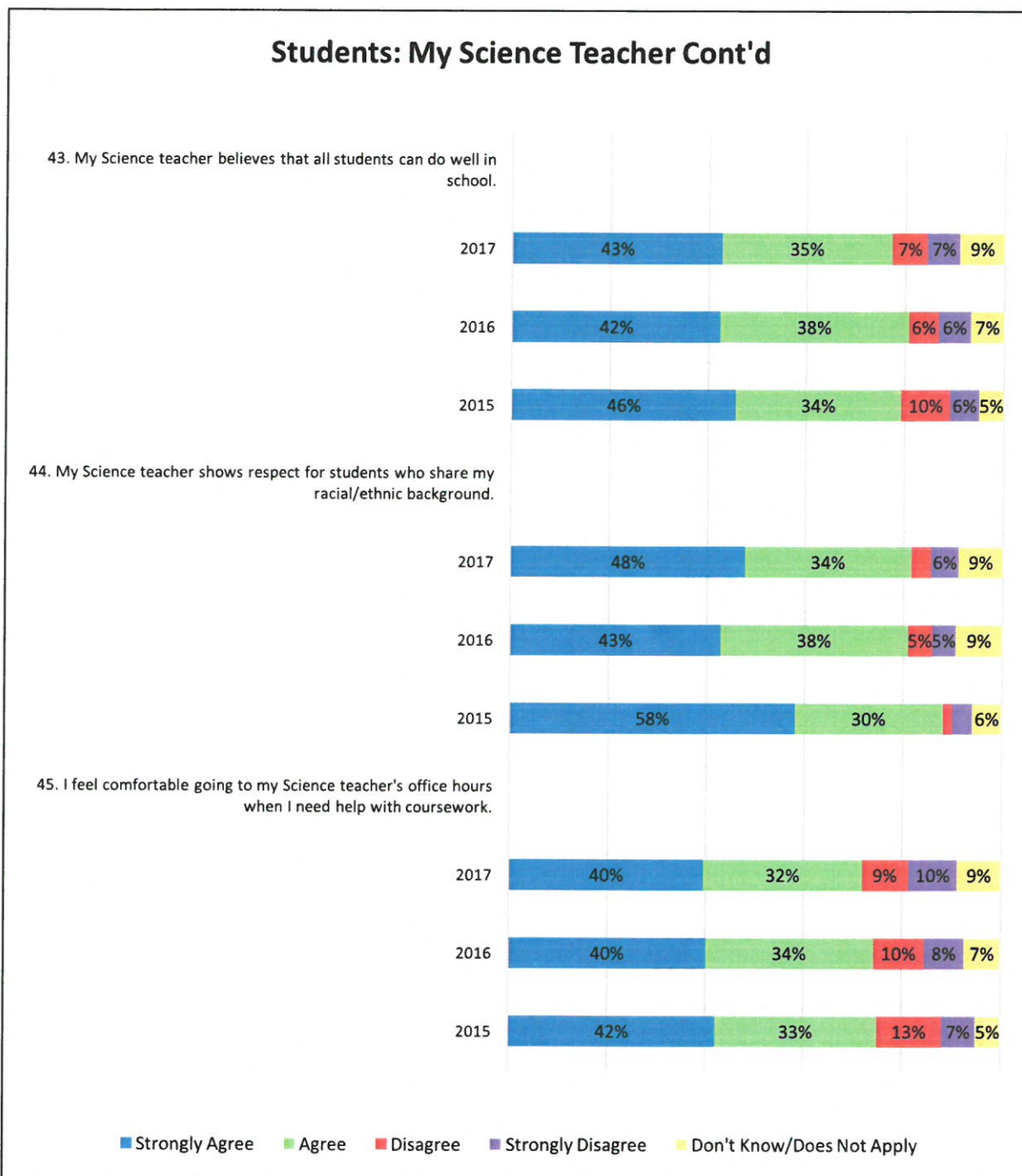
Student responses to their math teachers were less positive than responses to teachers of other required courses. While a majority of students agreed their math teachers cared about them (60% / 845 responses), roughly a quarter *did not* agree (26% / 361 responses). Similarly, 29% of students *did not 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.



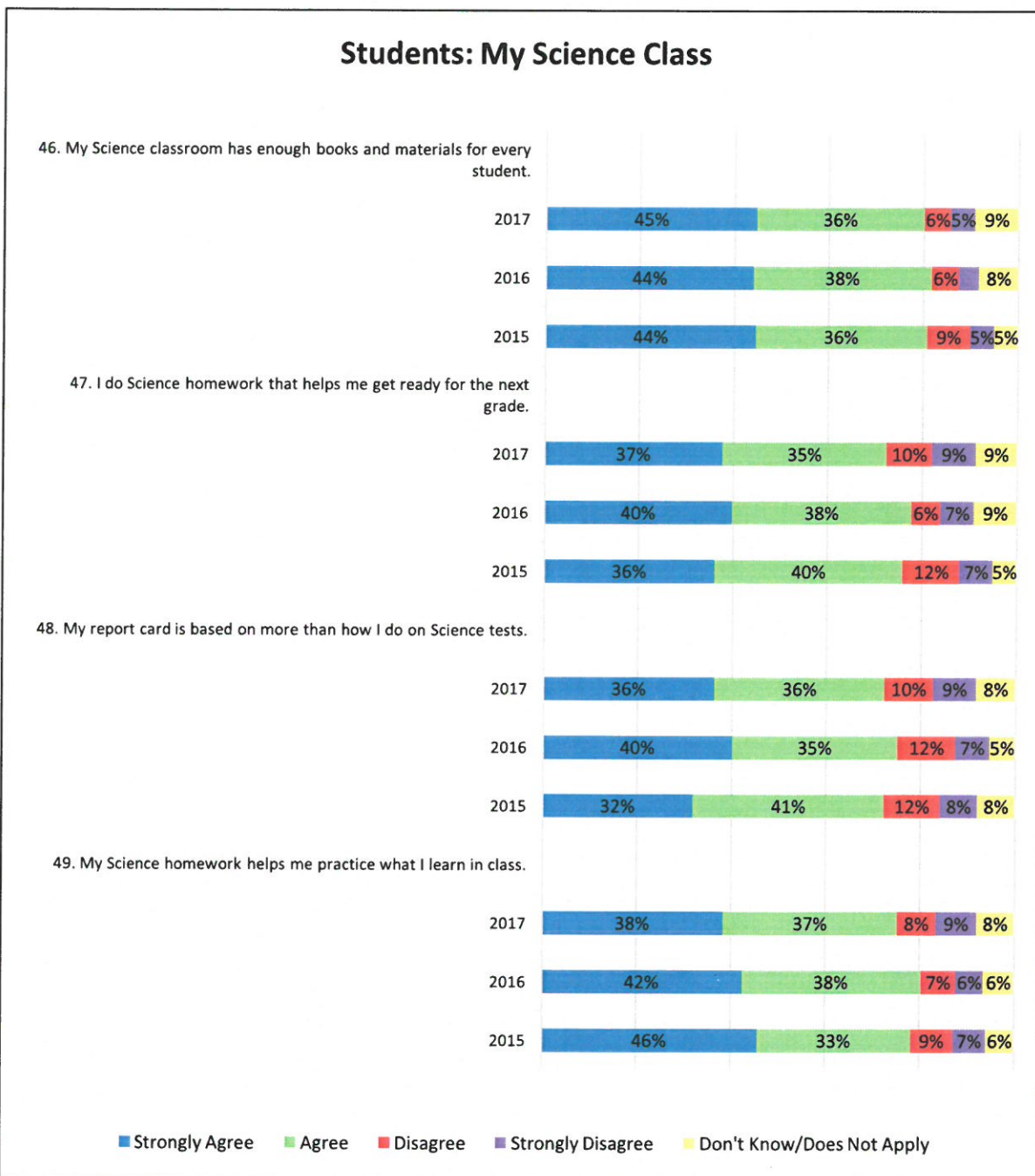
Positive student responses to their math class have decreased since 2015. In 2017, fewer students agreed their math classroom had enough books and materials for every student (69% compared to 76%). Additionally, fewer students felt their math homework helped them practice what they learned in class (69% 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



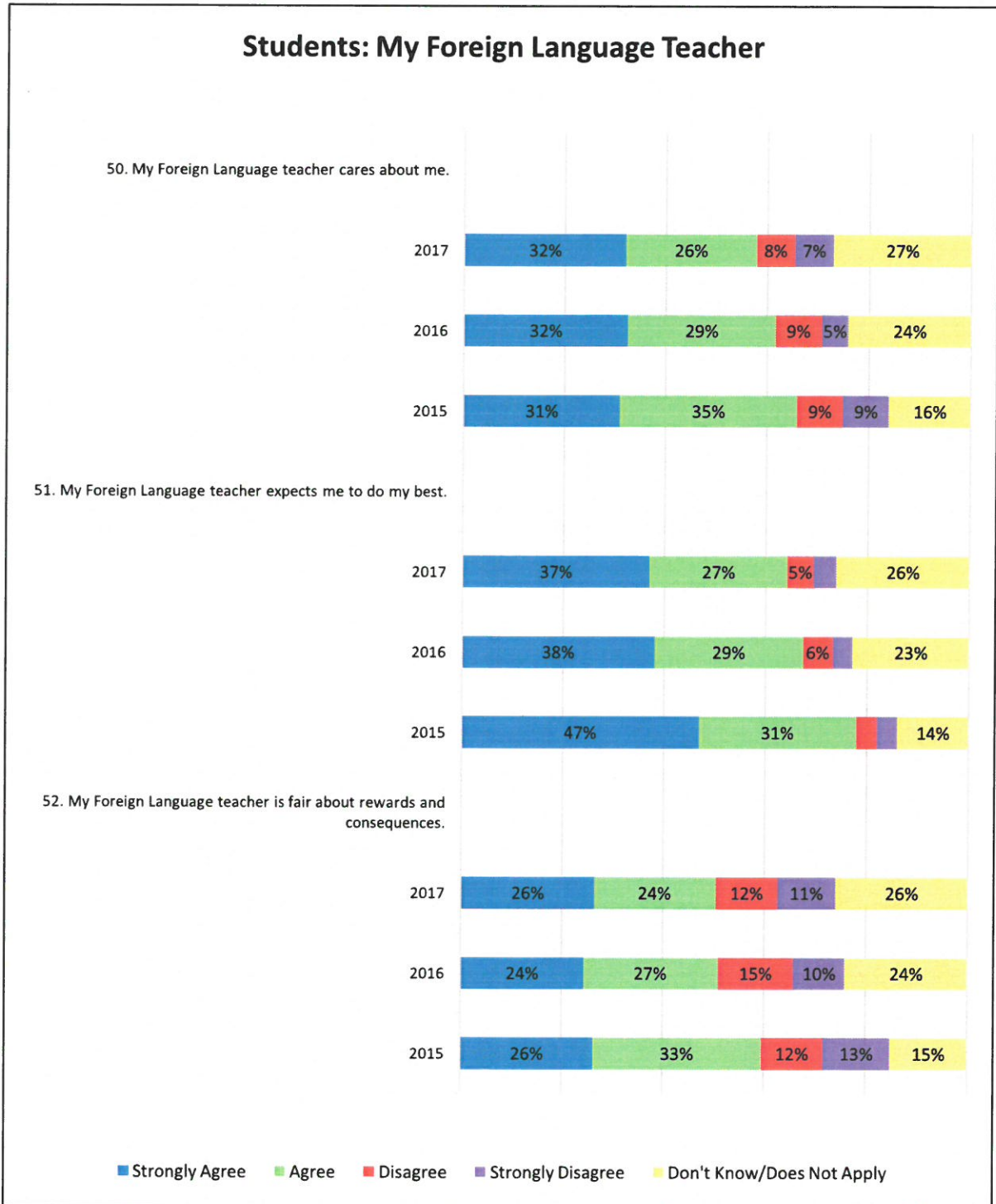


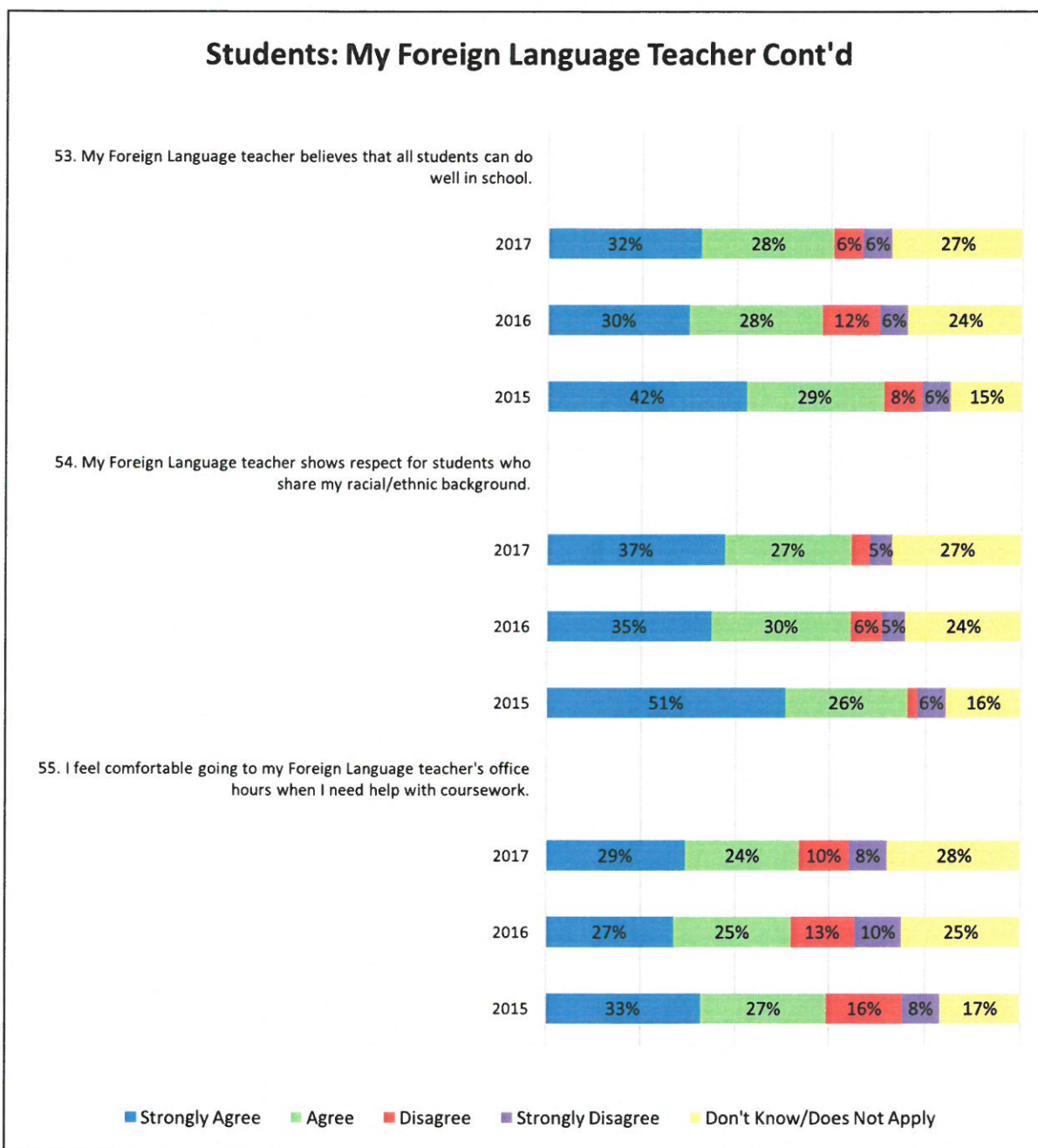
Similar to student responses to their English and history teachers, students felt positively about their science teachers across all three years. A majority of students believed their science teacher cared for them (75% / 1,052 responses), expected them to do their best (82% / 1,148 responses), and showed 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).



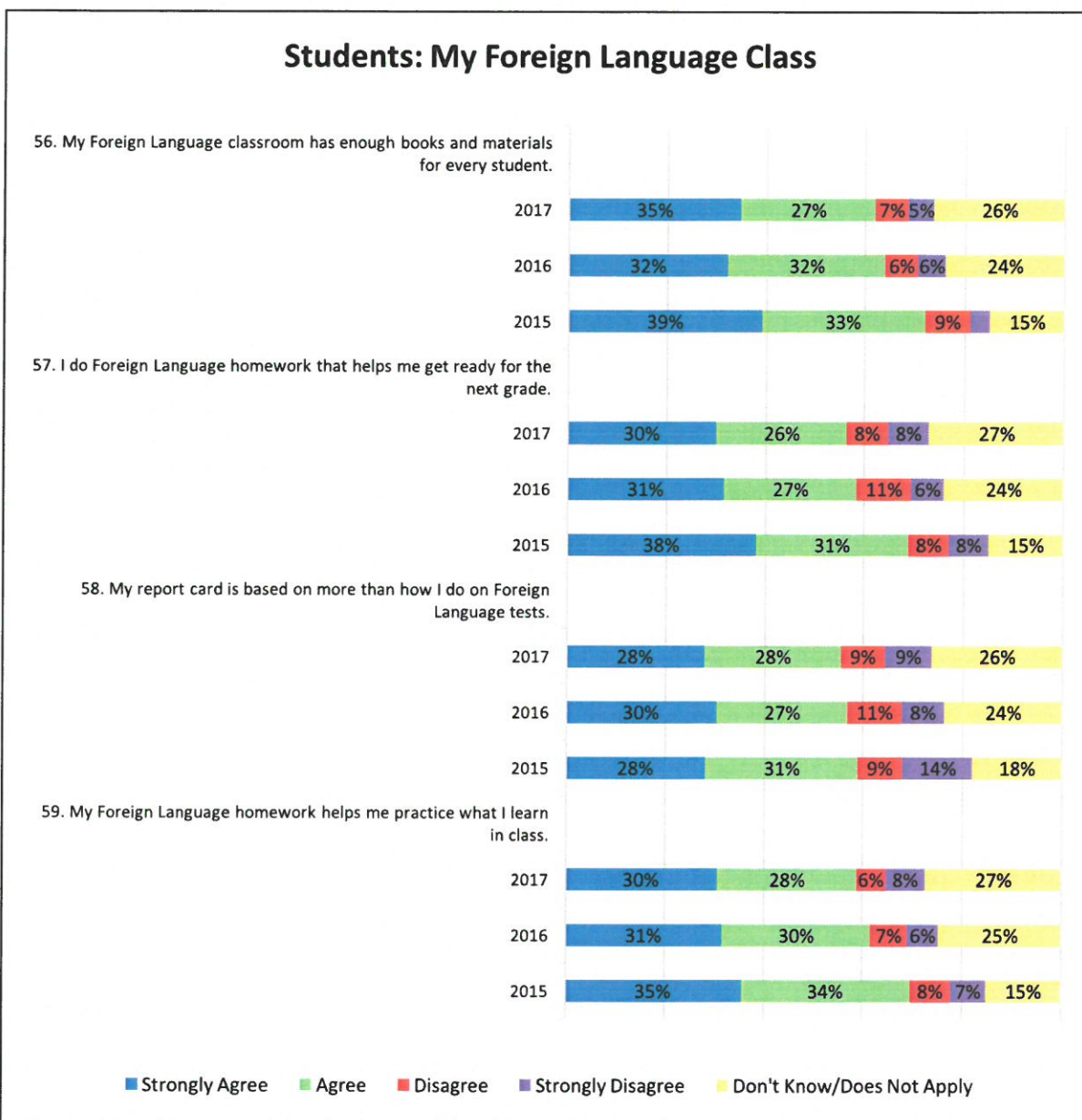
Student responses regarding their science class were quite positive from 2015 to 2017. Students generally agreed their science classroom had enough books and materials for every student (81% / 1,123 responses), and their science homework helped them practice what they learned in class (75% / 1,049 responses). 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



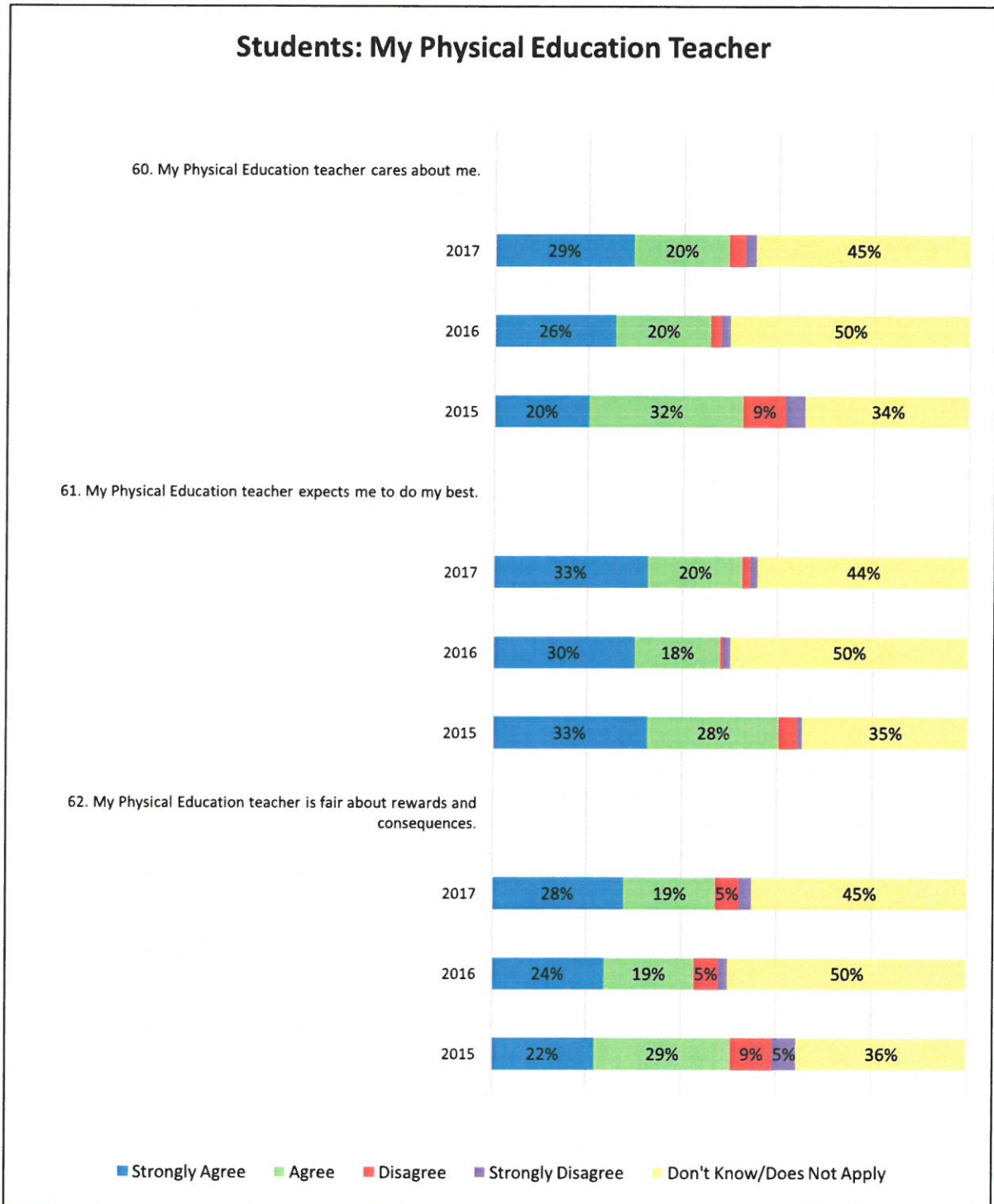


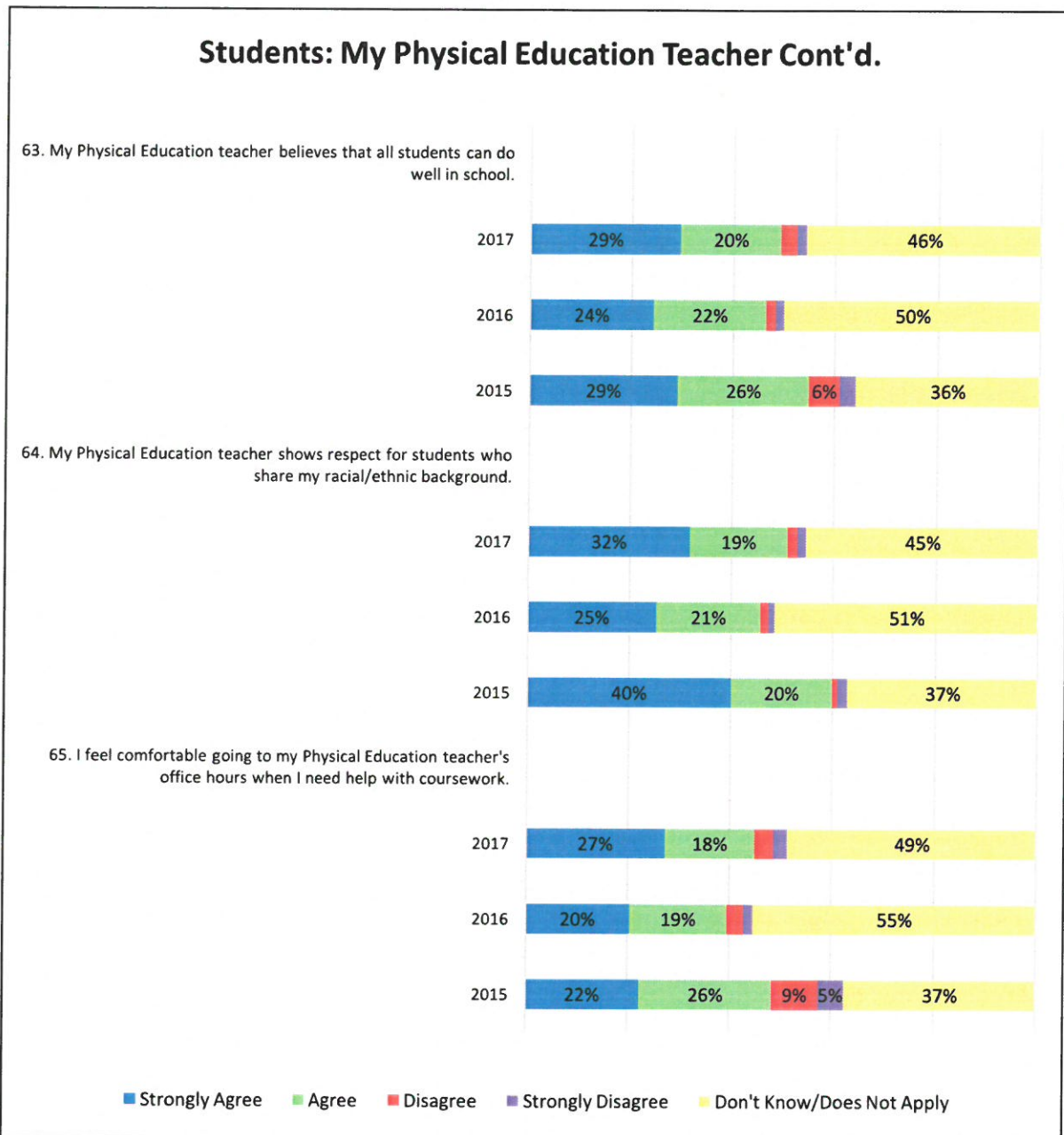
Student responses to their foreign language teacher have changed since 2015. Positive answers to questions about their foreign language teacher decreased by between 5 and 10 percentage points over the course of three years. Additionally, the percentage of students who did not know how to respond to questions, 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%).



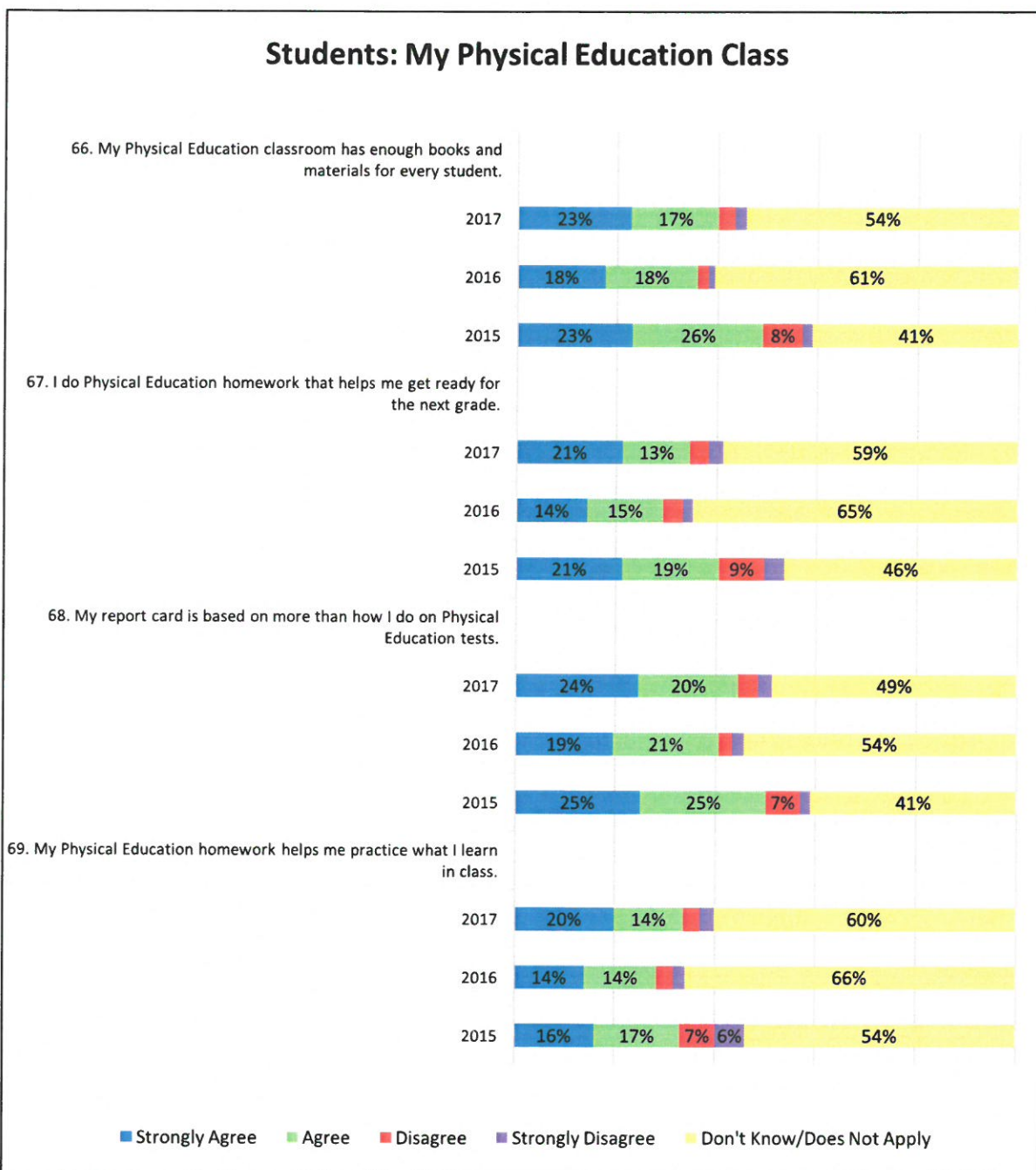
Student responses concerning their foreign language class were similar to those about their foreign language teacher. In 2017, fewer students agreed their foreign language homework helped them get ready for the next grade than did in 2015 (56% compared to 69%). Similarly, fewer students felt their foreign 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



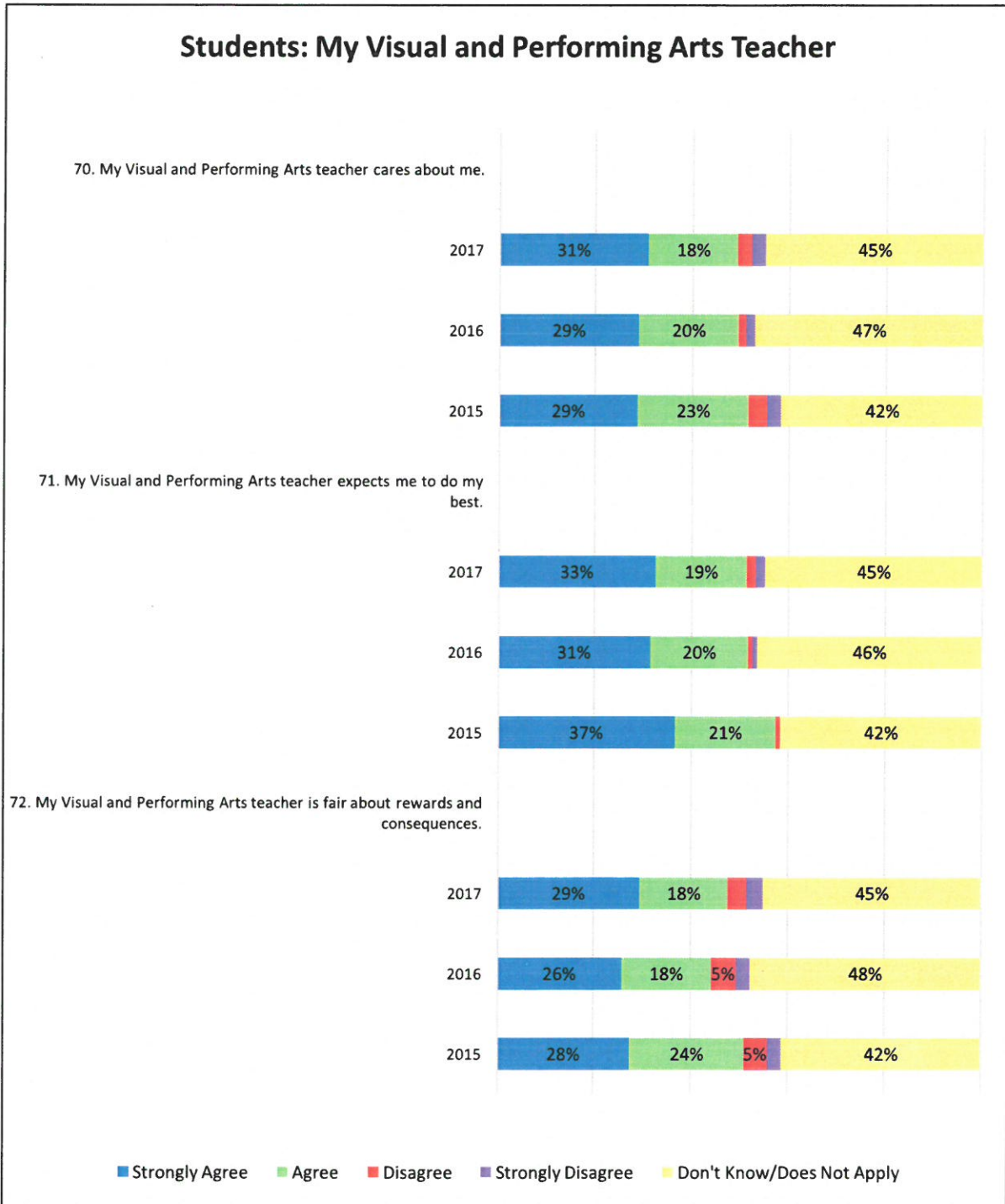


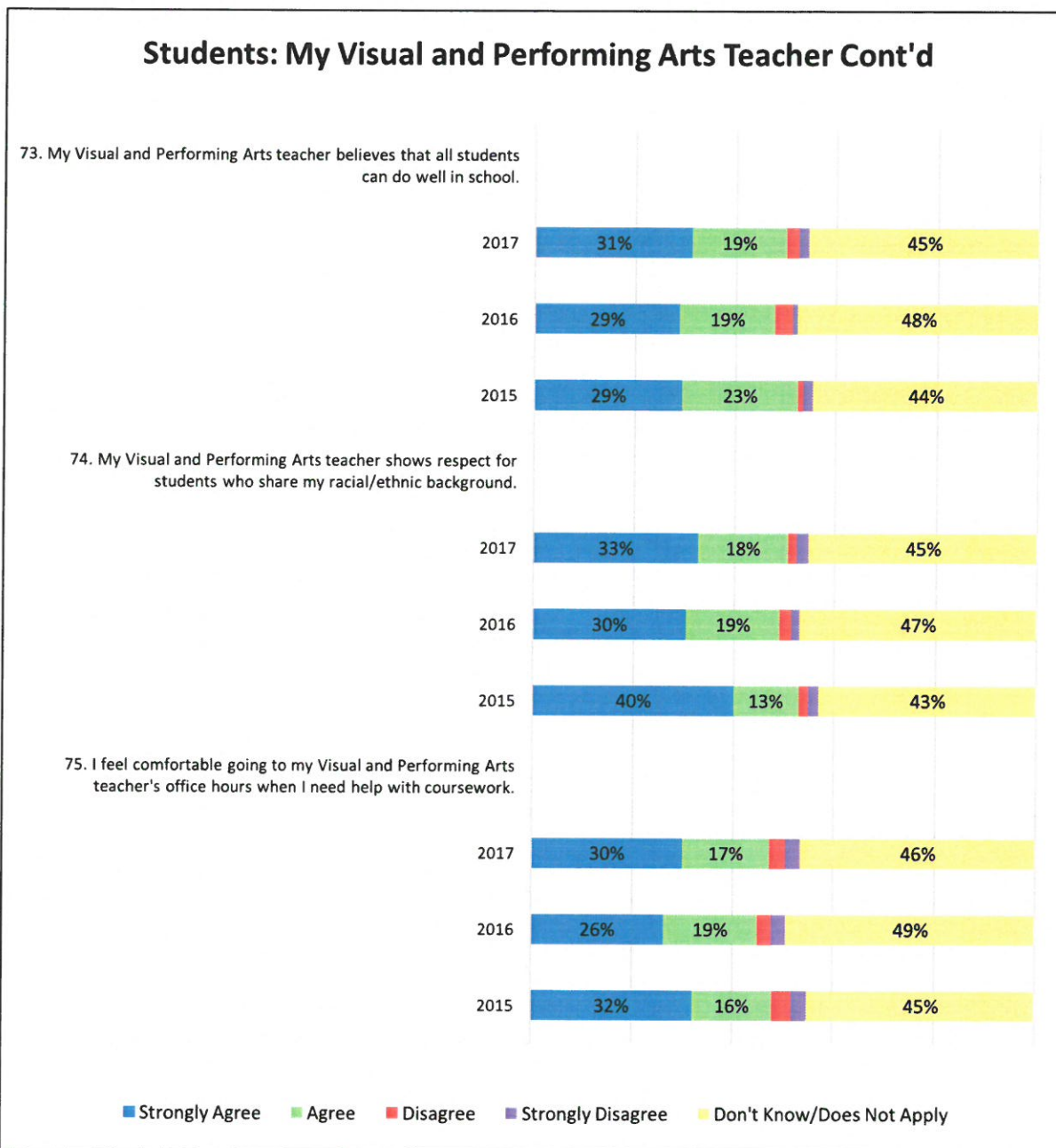
Roughly half of student respondents were unsure how to respond to questions concerning their physical education teacher, or felt the questions did not apply to them. Aside from these responses, however, students were very positive about their PE teacher. Particularly of note, a higher percentage of students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



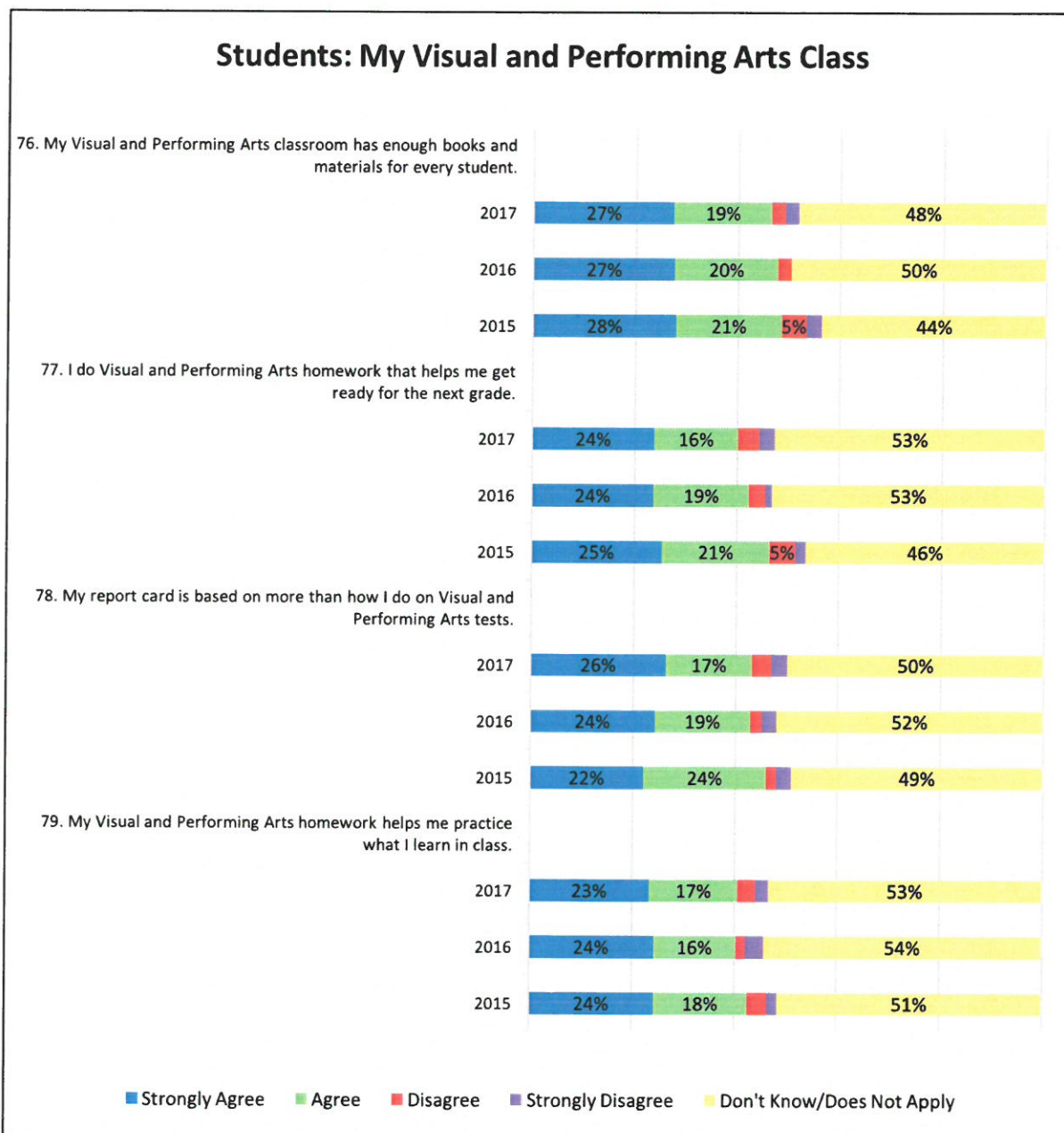
Most students were also unsure how to respond to questions about their PE class. Despite this, responses were generally positive. This year, more students agreed their PE homework helped them get ready for the next grade than did in 2016 (34% compared to 29%). More students also agreed their PE homework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



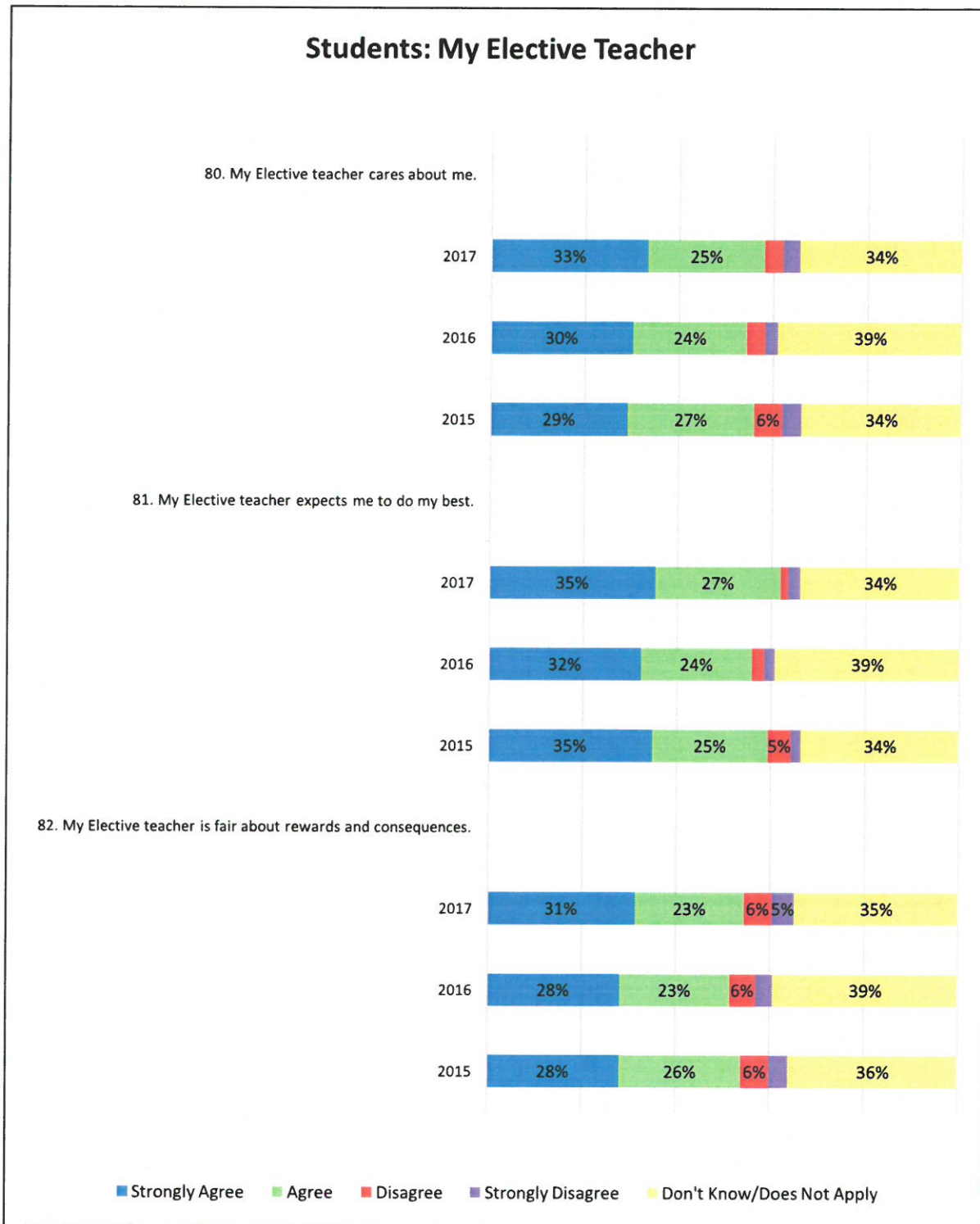


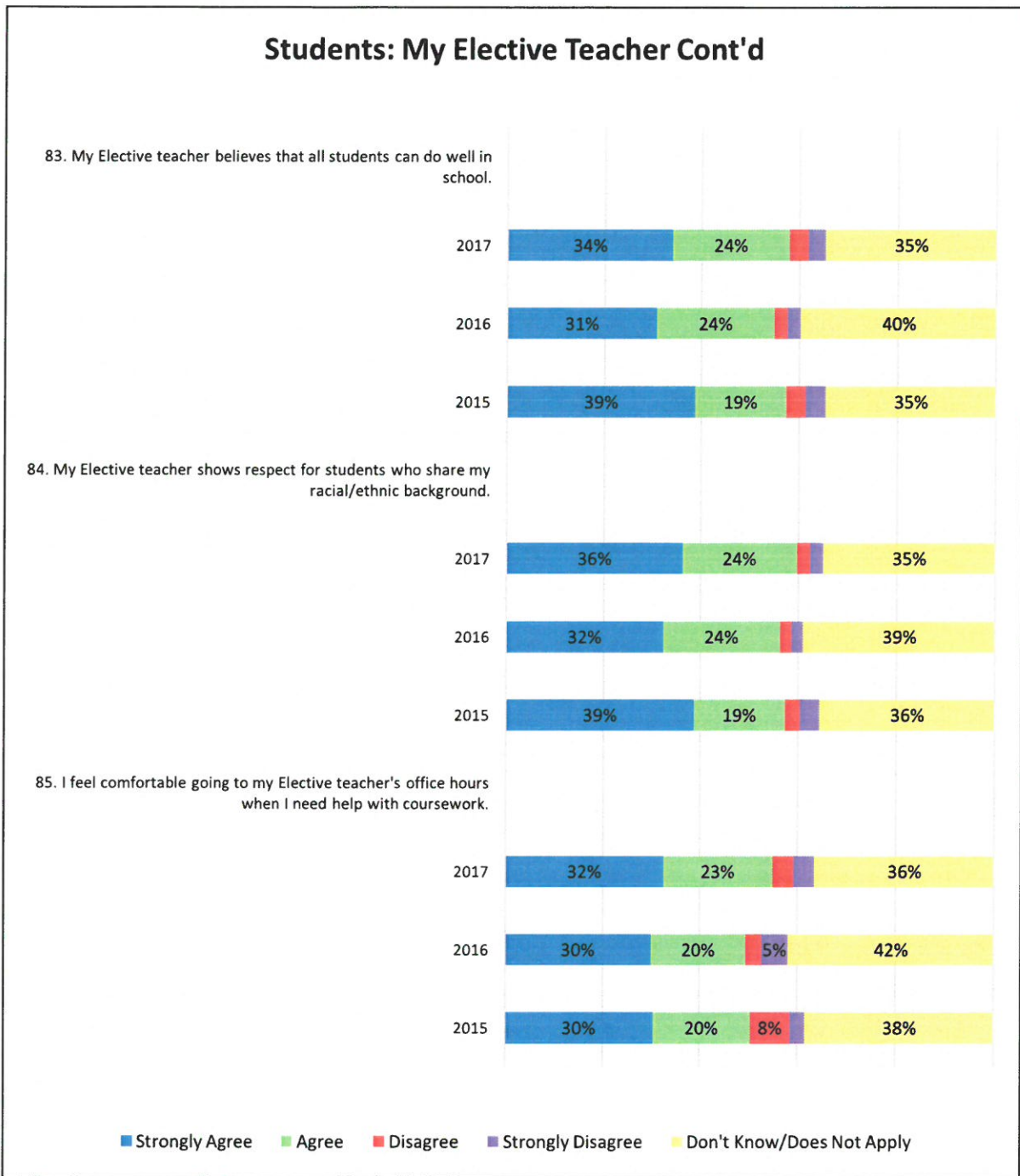
As with responses to the PE and foreign language teacher, students were unsure how to respond to questions concerning their visual and performing arts teacher, or felt the questions did not apply to them. Aside from these responses, however, students were consistently positive across all three years. 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).



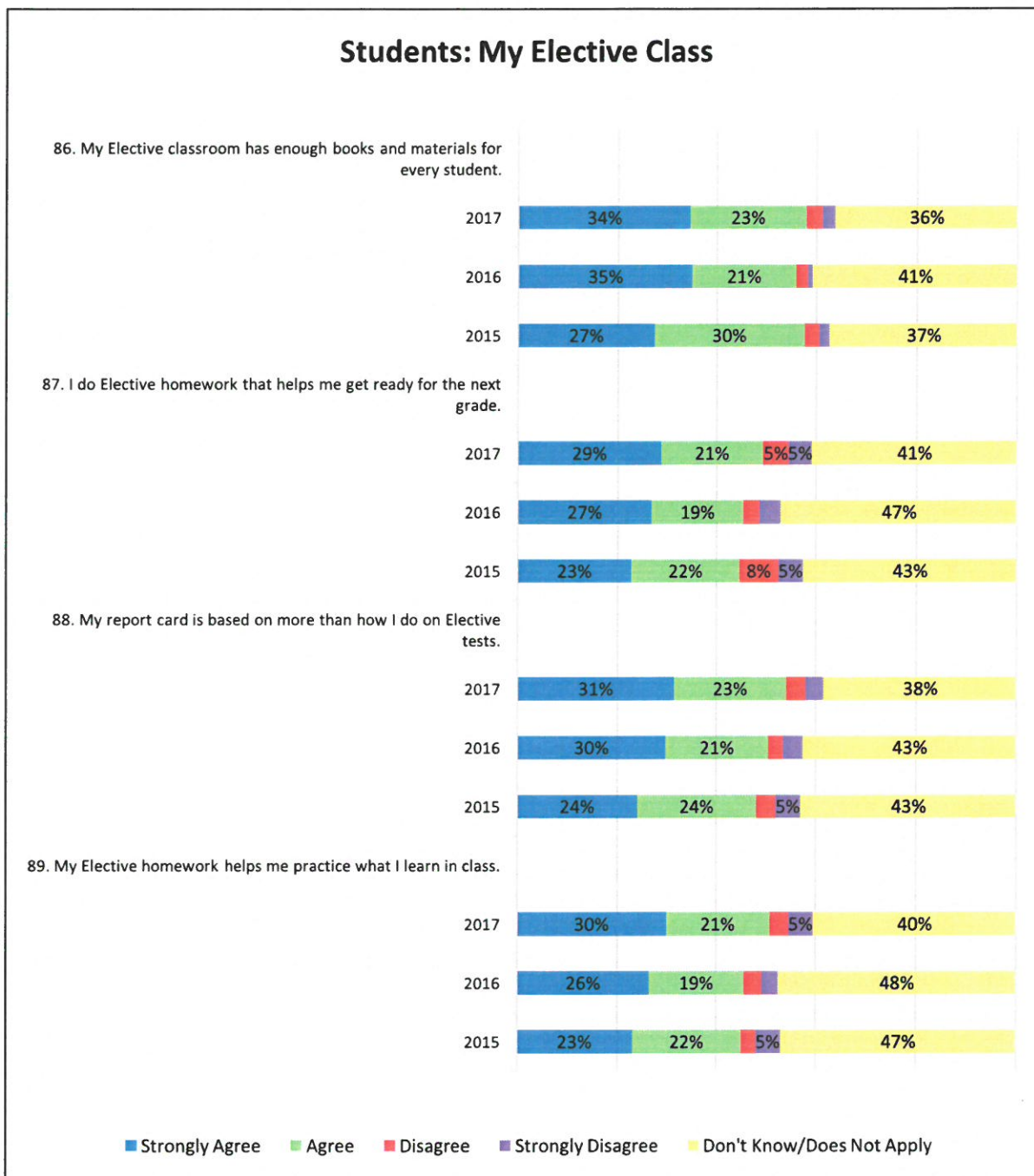
While roughly half of student respondents did not know how to respond to questions concerning their visual and performing arts class, the other half responded positively every year since 2015. Students agreed their arts homework helped them get ready for the next grade (40% / 541 responses), and helped 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



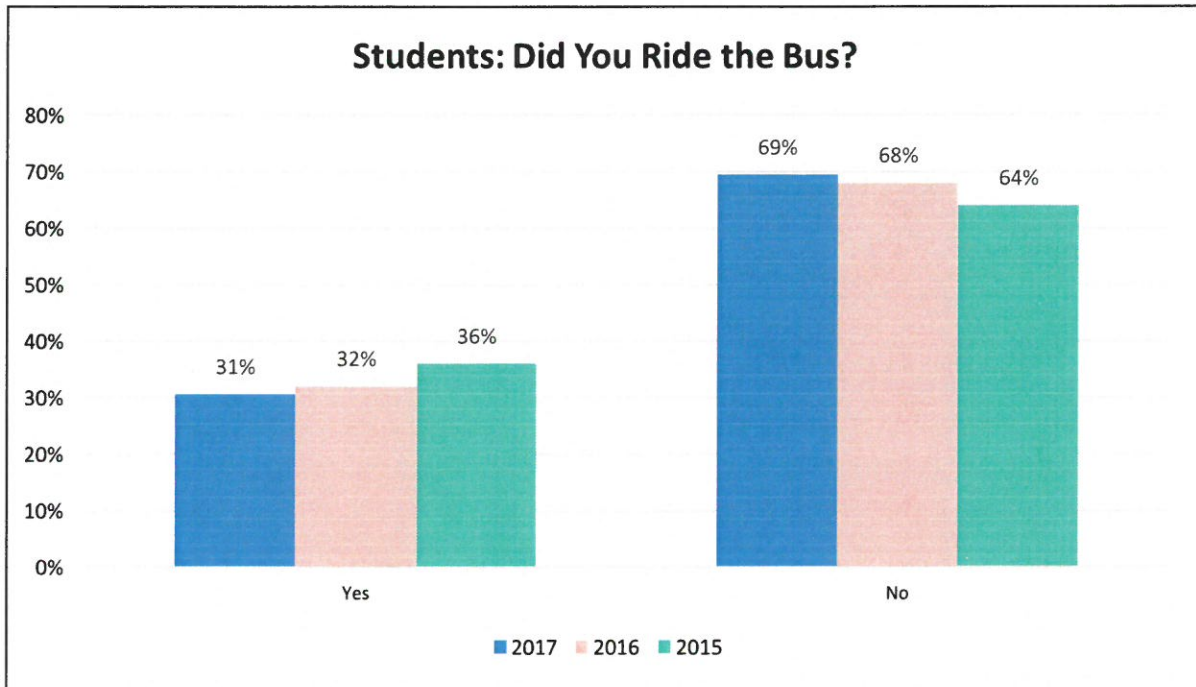


While one-third of student respondents did not know how to respond to questions concerning their elective teacher or felt the questions did not apply to them, the remaining two-thirds of students responded positively across all three years included in this report. However, 11% of students noted that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

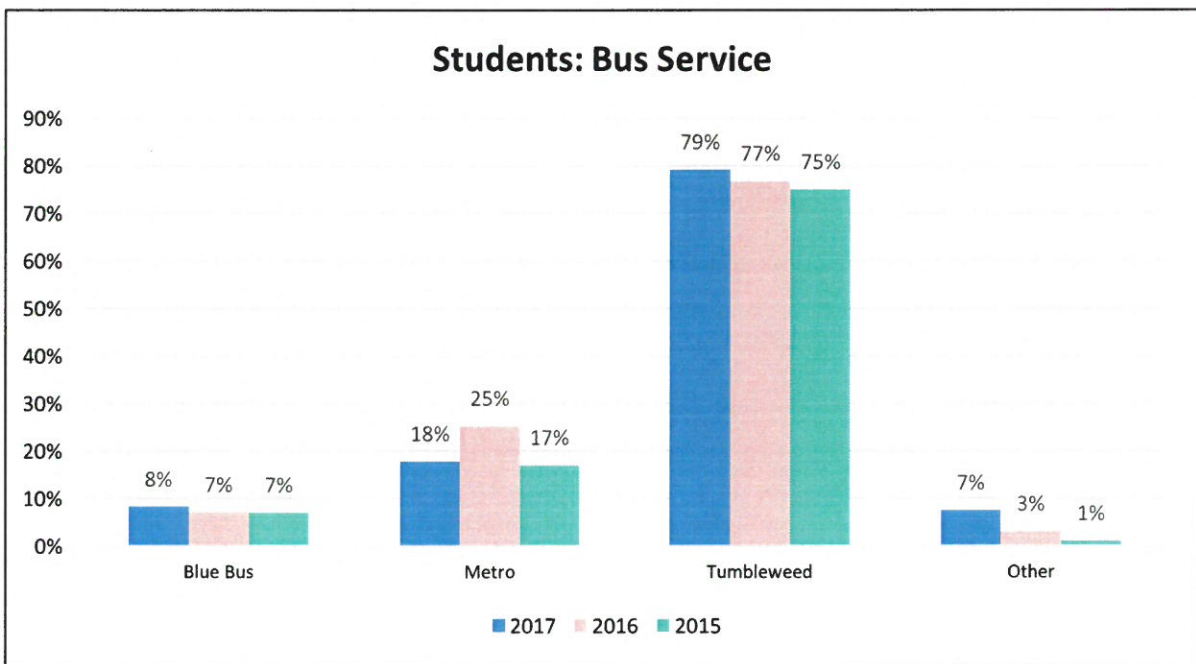


Similar to responses about students' elective teachers, roughly 40% of students did not know how to respond to questions about their elective class. The remaining 60% of students responded quite positively about their classes. Notably, over 50% of students agreed their report card was based on more than 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).

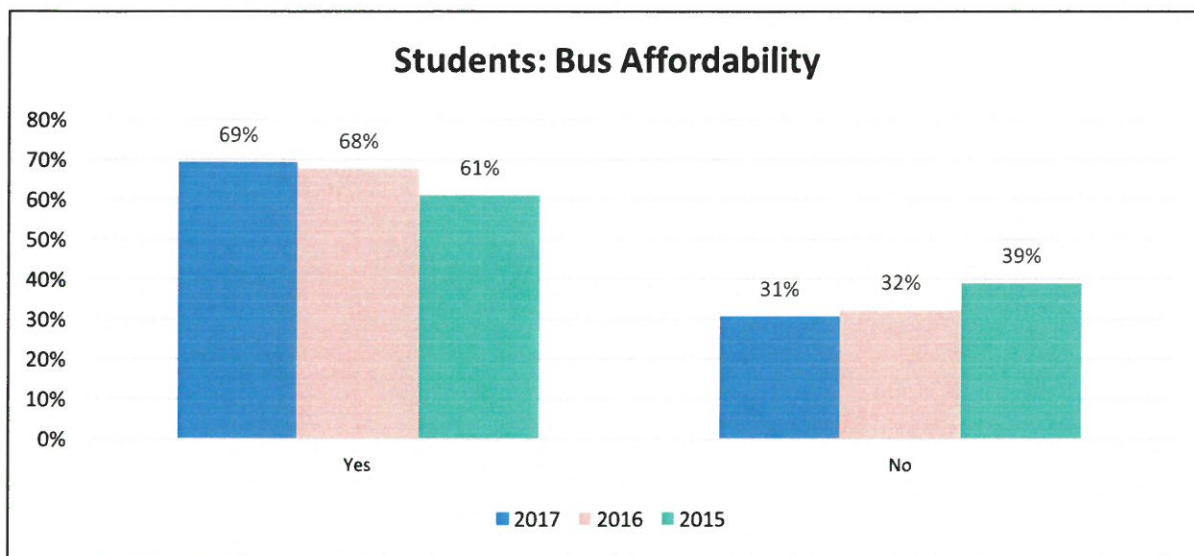
Bus Services



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.



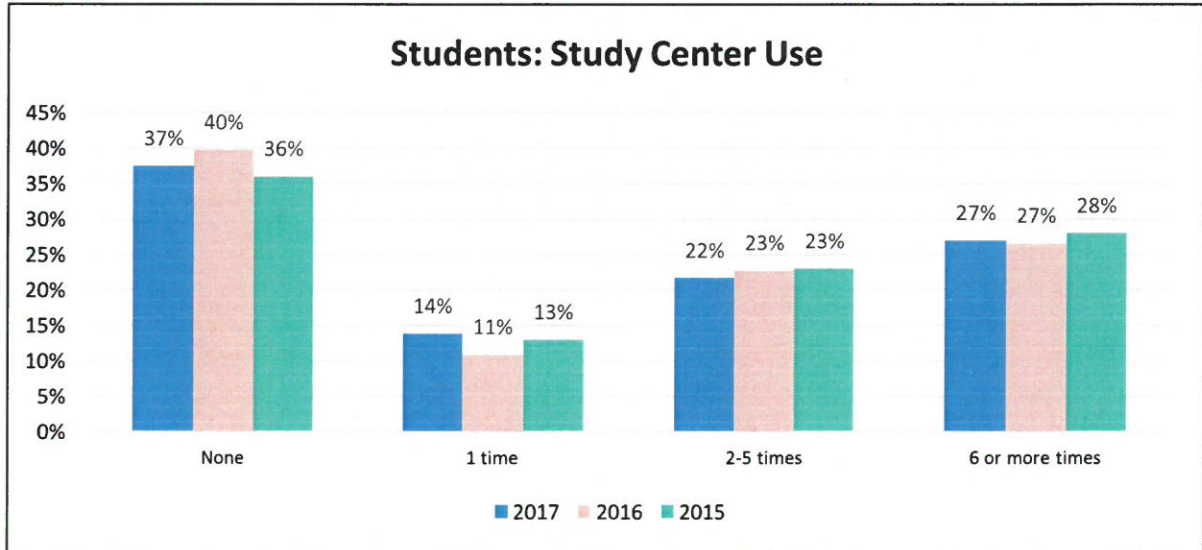
A clear majority of students who rode the bus took Tumbleweed buses (79% / 338 responses).



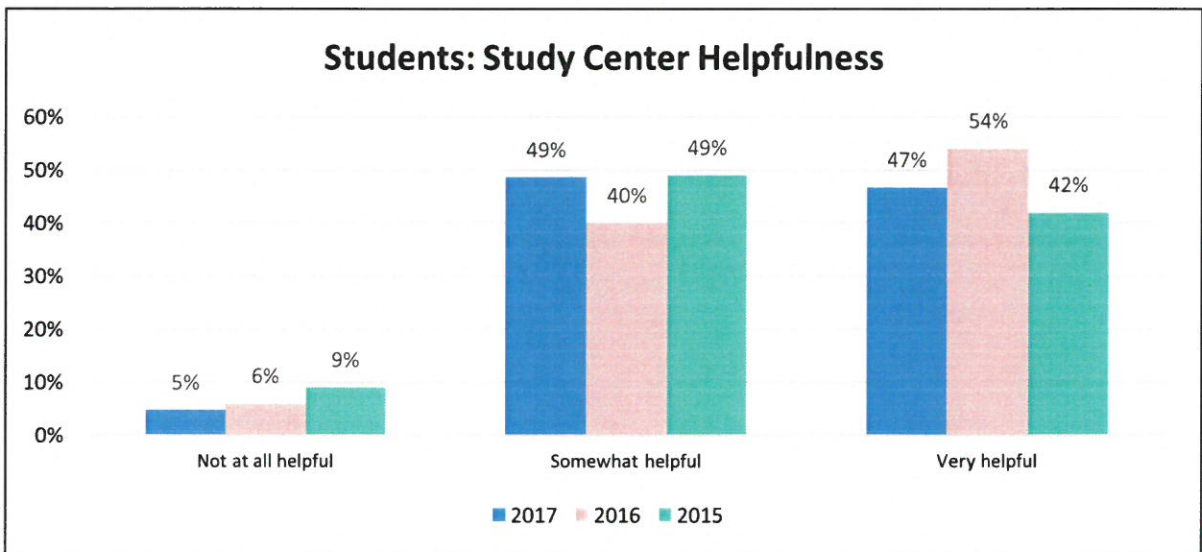
The percentage of students for whom the bus was affordable increased since 2015 (69% compared to 61%). However nearly one-third of students still found the bus *not* affordable (31% / 131 responses).

School Support Services

Study Center

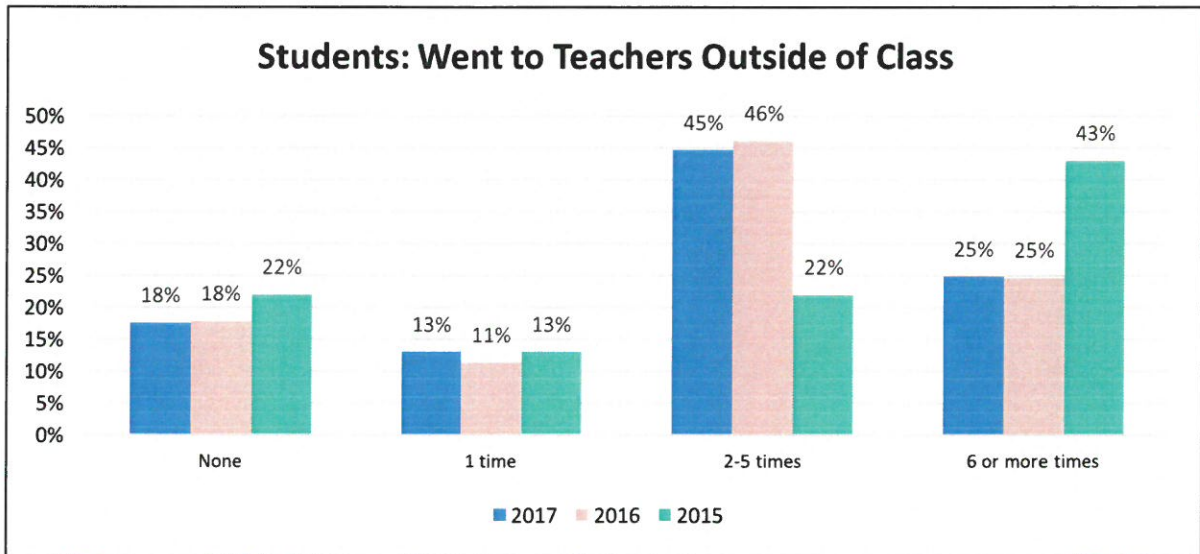


Study Center use has stayed consistent over the course of three years. Fourteen percent of students used the Center one time (193 responses), 22% two to five times (302 responses), and 27% six or more times (376 responses). Thirty-seven percent of students did not use the Study Center in 2017 (522 responses).

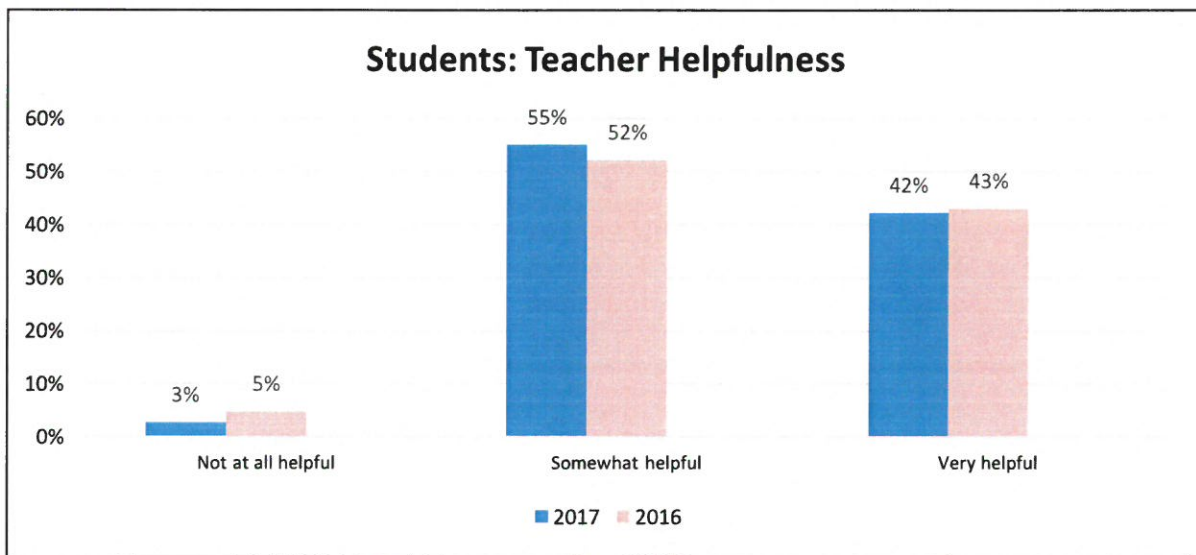


Nearly every student who used the Study Center found it either somewhat or very helpful (96% / 810 responses).

Teachers

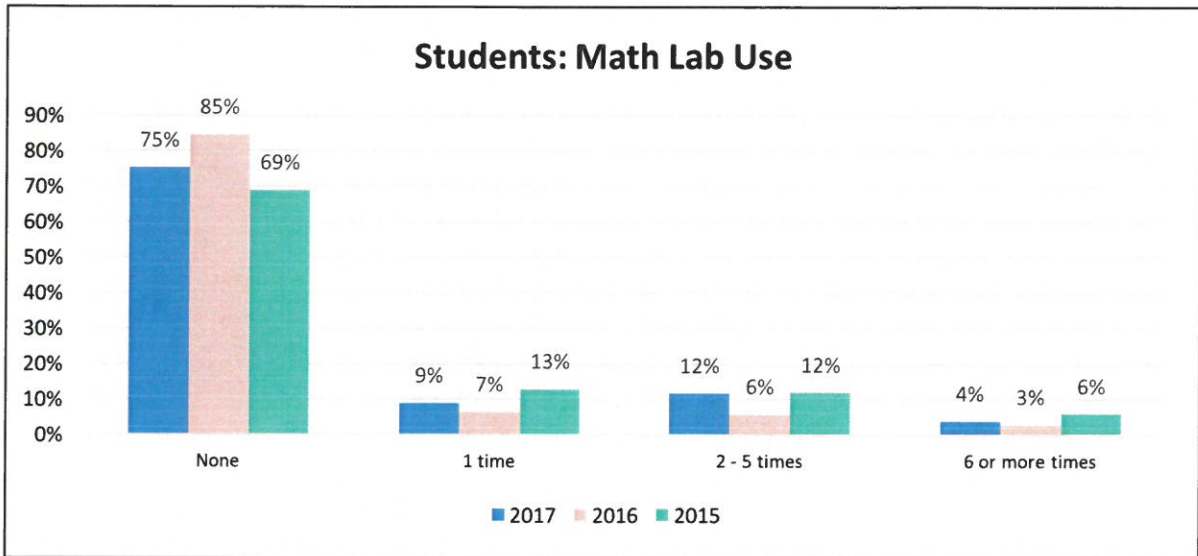


Nearly half of student respondents went to teachers outside of class 2-5 times in 2017 (45% / 604 responses).

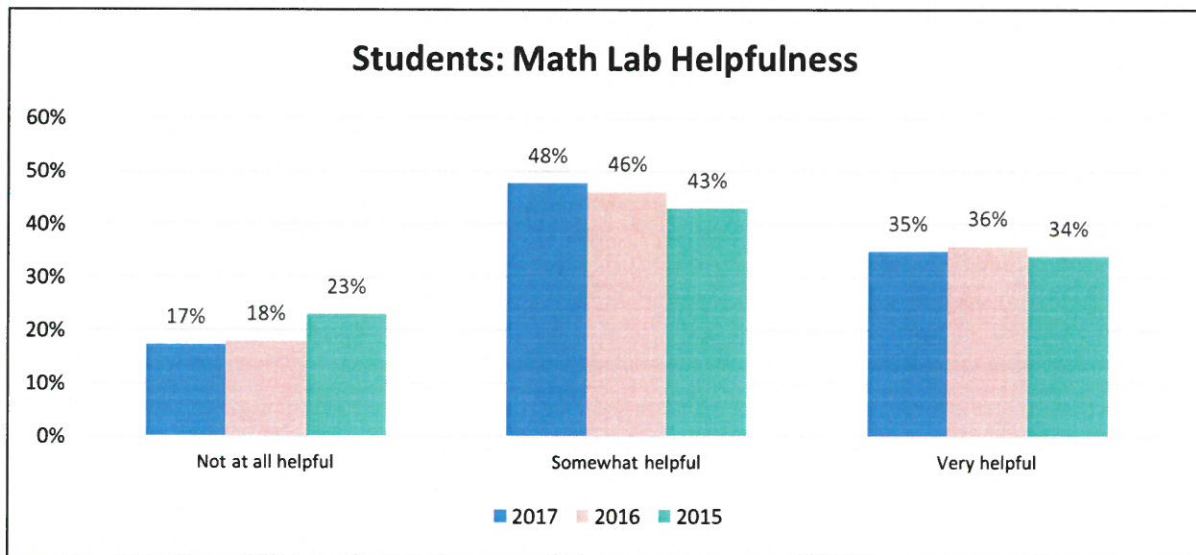


Similar to responses to the Study Center, of those who went to teachers outside of class, nearly every student found their teachers somewhat or very helpful (97% / 1,108 responses).

Math Lab

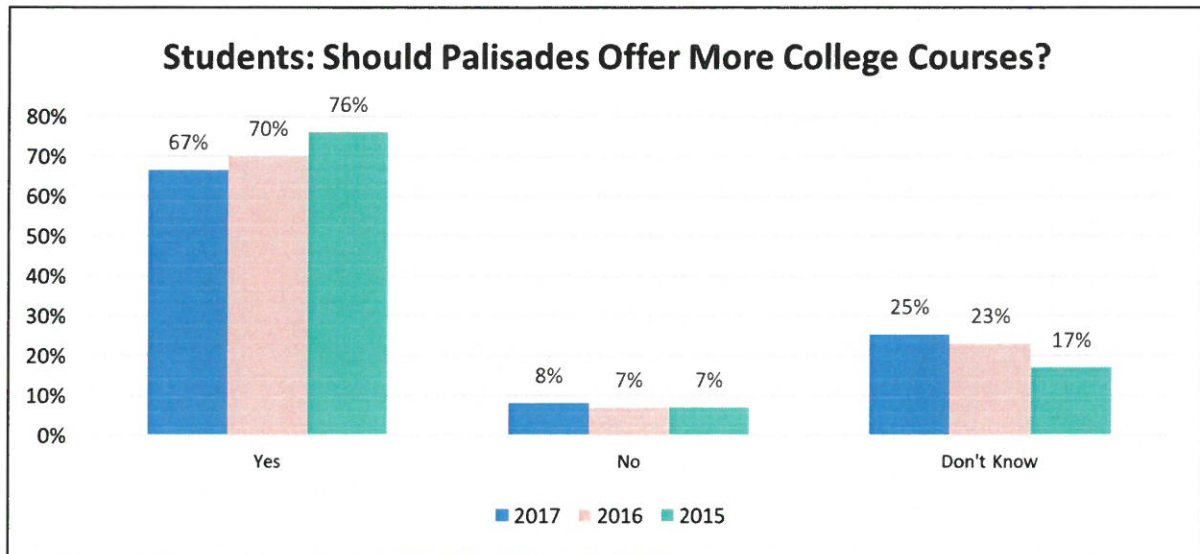


Unlike the Study Center or teacher office hours, only one-quarter of students who responded to the 2017 survey used the Math Lab one or more times (340 responses).



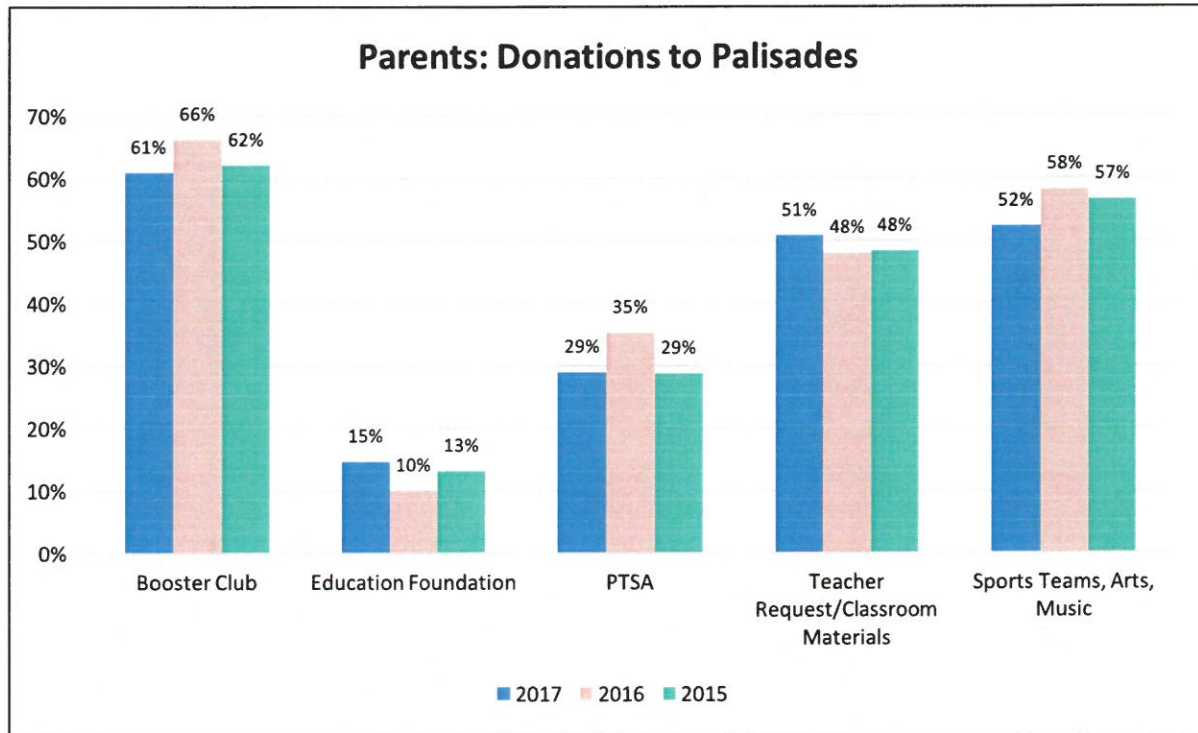
Of the students who went to the Math Lab this year, 83% found it either somewhat or very helpful (291 responses).

College Courses

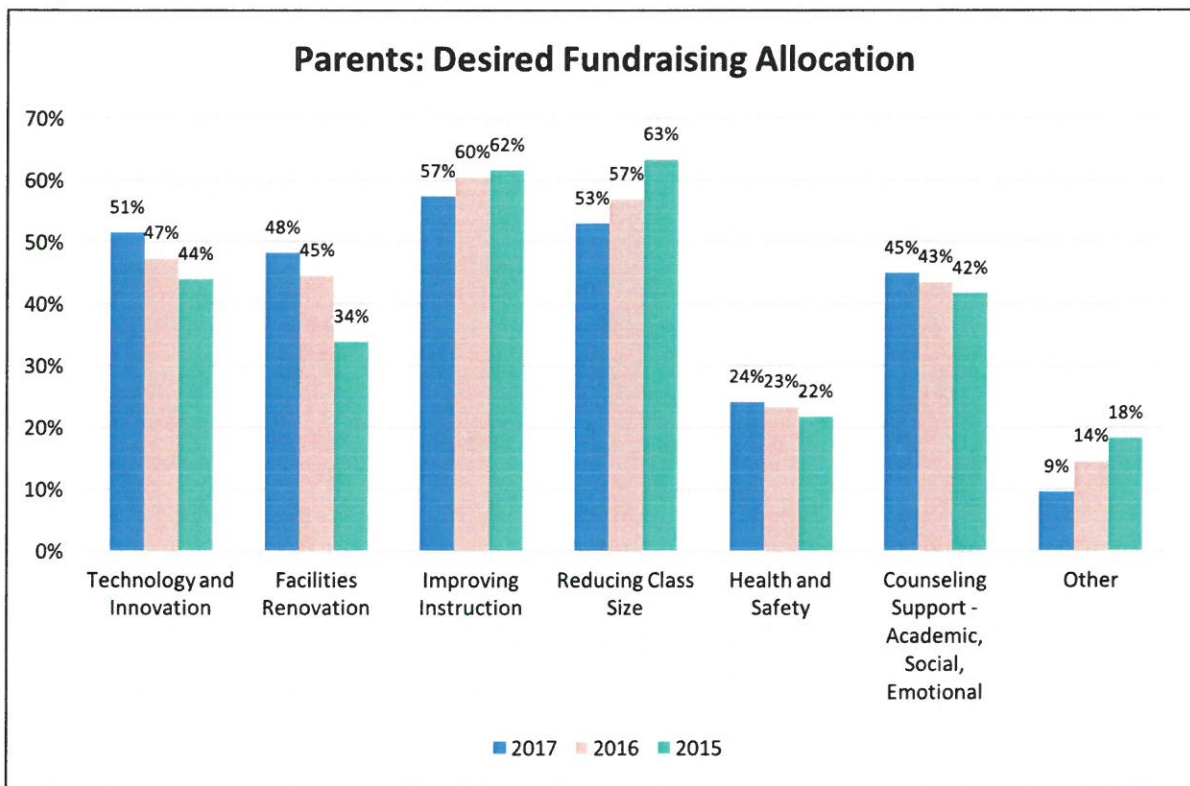


In 2017, fewer students felt Palisades Charter High School needed to offer more college courses than did in previous years (67% compared to 76% in 2015).

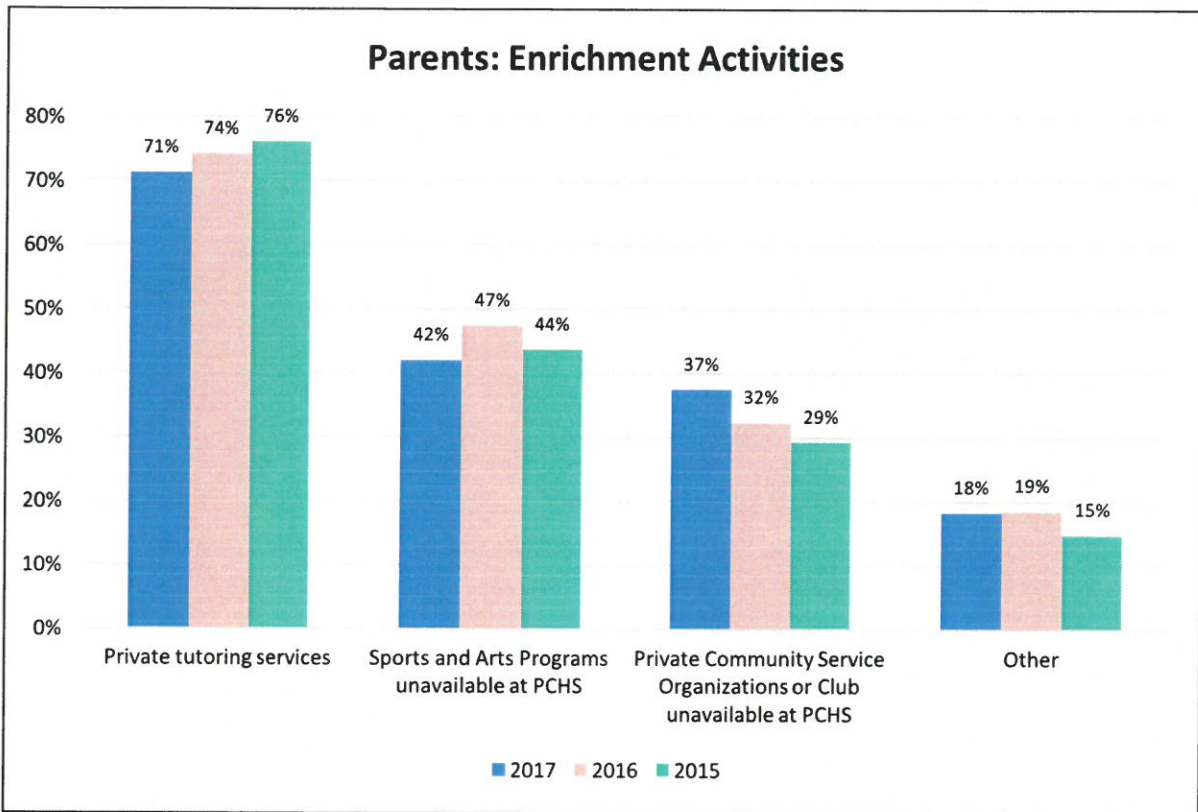
Parental Support



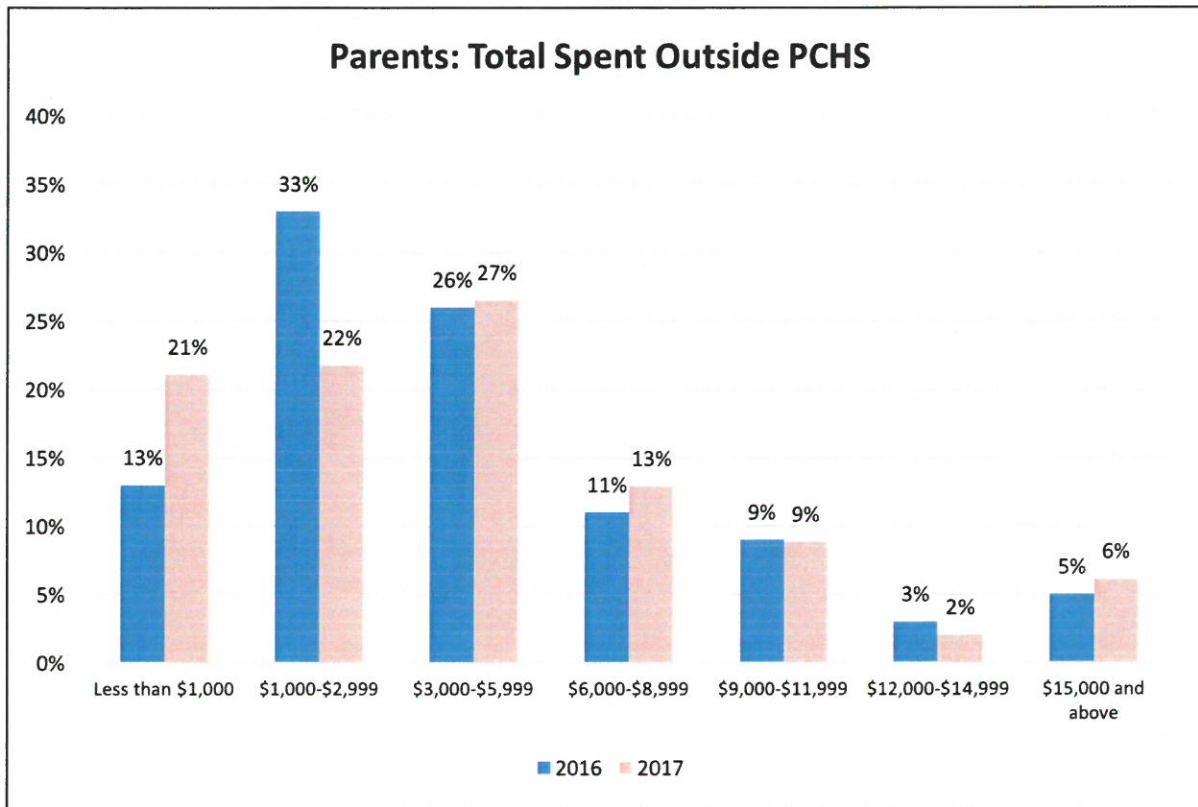
Parental donations to PCHS have remained mostly constant over the past three years. This year, 61% of parent respondents indicated that they donated to the Booster Club (162 responses). Half of the parents noted they donated to individual teacher requests (51% / 135 responses), and half donated to extra-curricular 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.

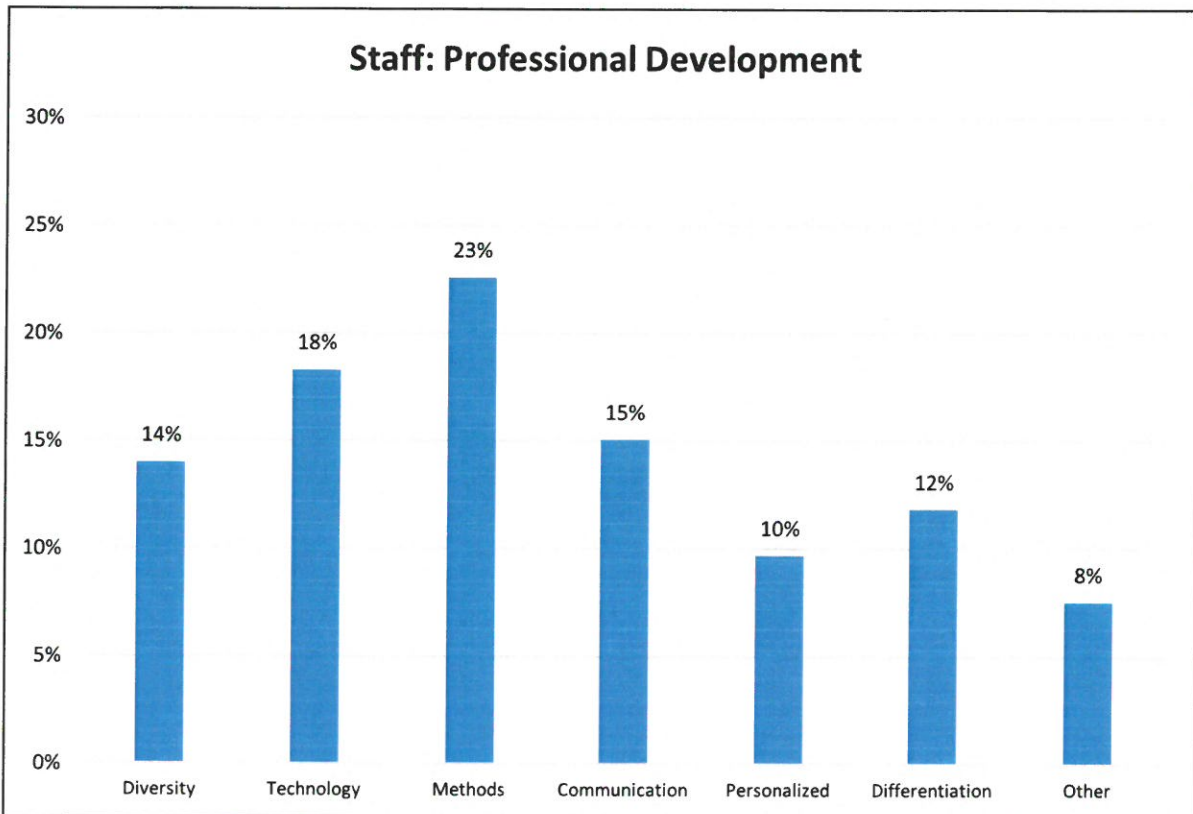


The activities outside of PCHS which parents have used remained consistent since 2015. Across all three years, 71% of parents had private tutoring services for their children (156 responses). Tutoring services were mainly for math. Forty-two percent enrolled their children in sports or arts programs 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.

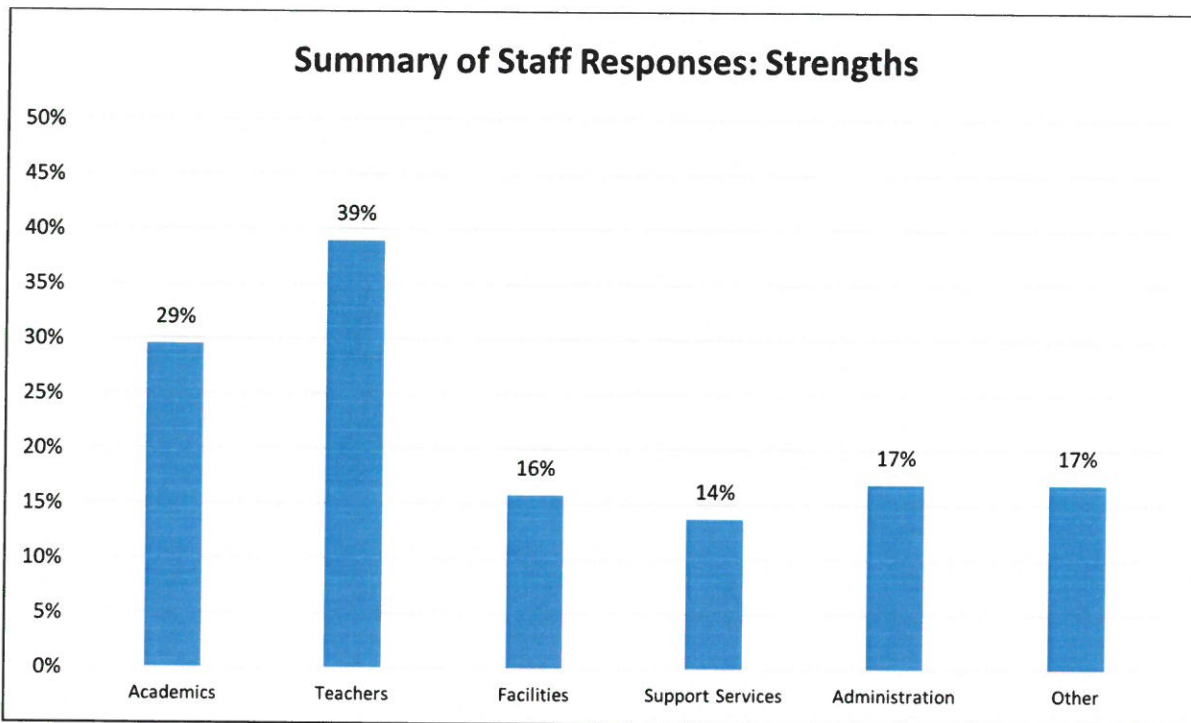
Staff Professional Development



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.

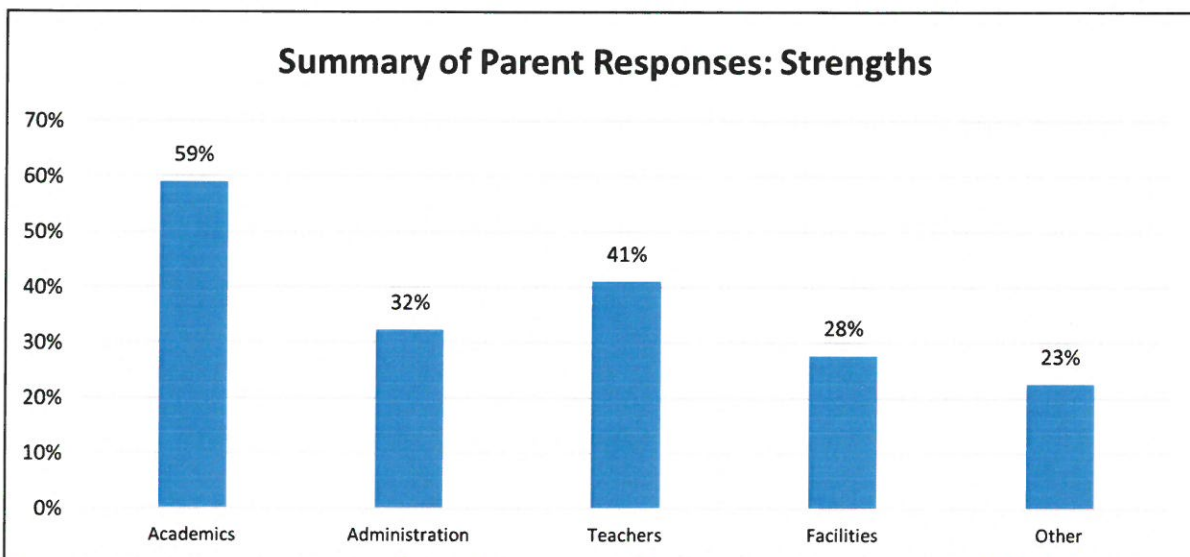
The School Support Services allow students access to assistance for academics and social/emotional support.

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.

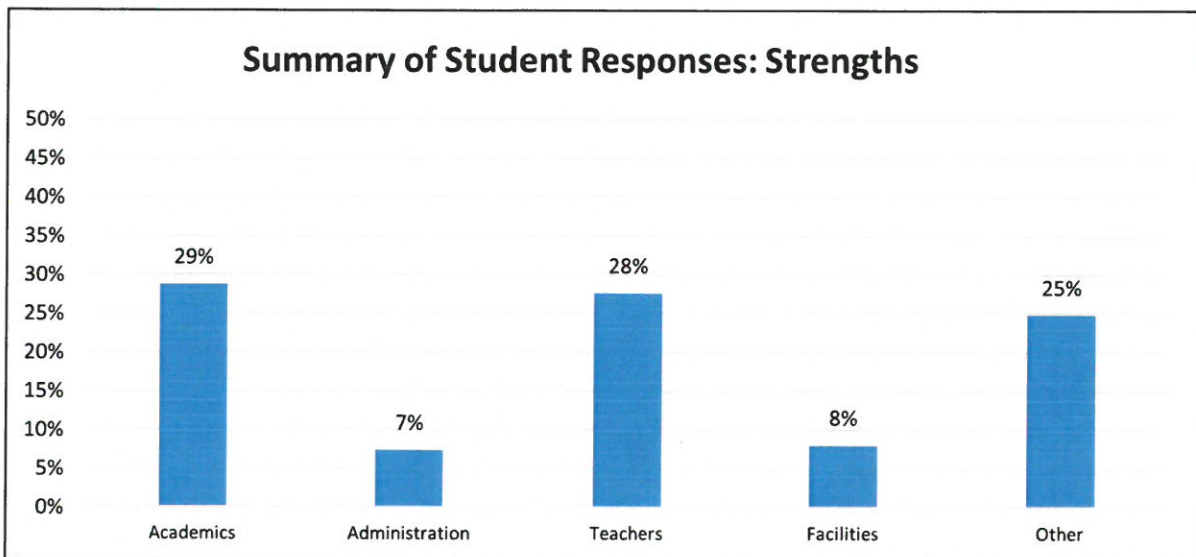
The Track and Cross Country programs have been amazing confidence builders and team experiences.

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.

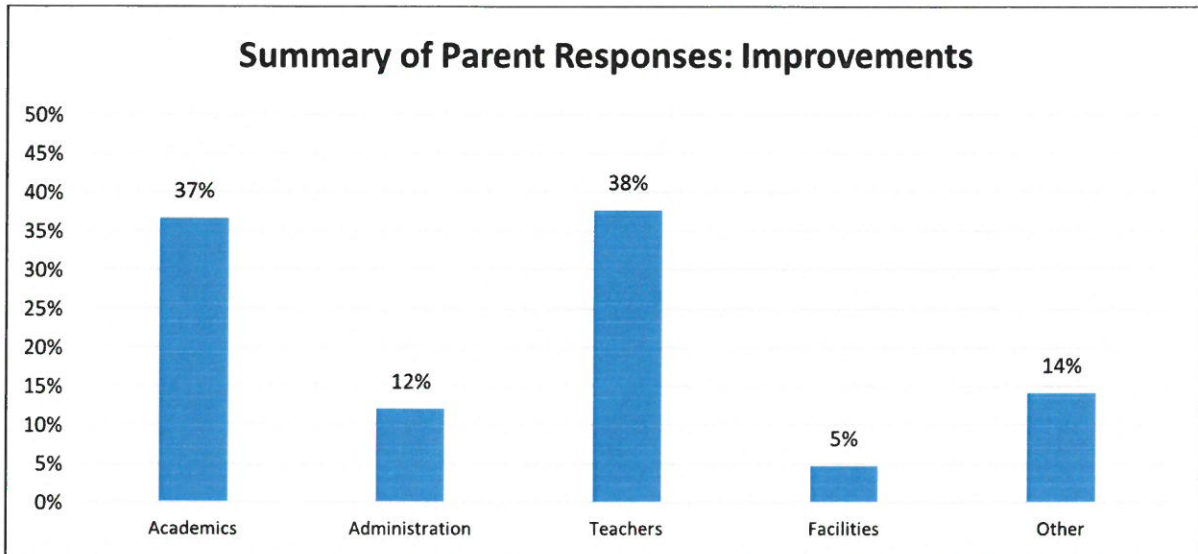
I love the extracurricular activities available to us.

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.

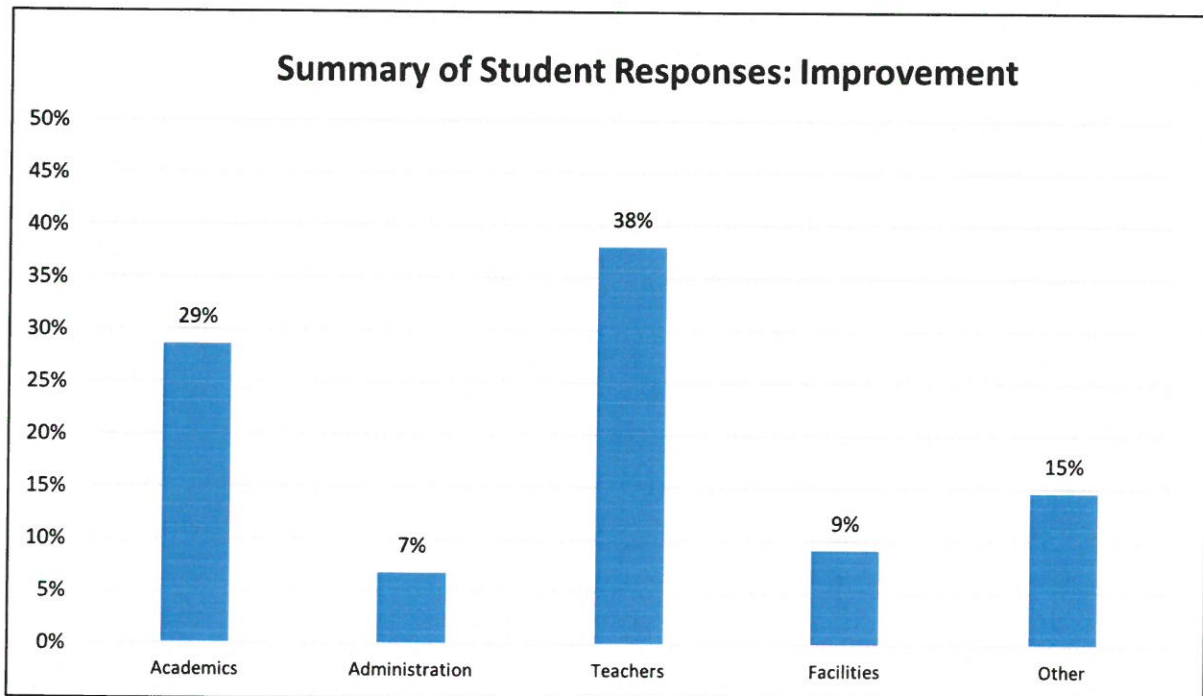
Maybe provide more programs for parents to help their kids with college applications, scholarships, etc.

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.

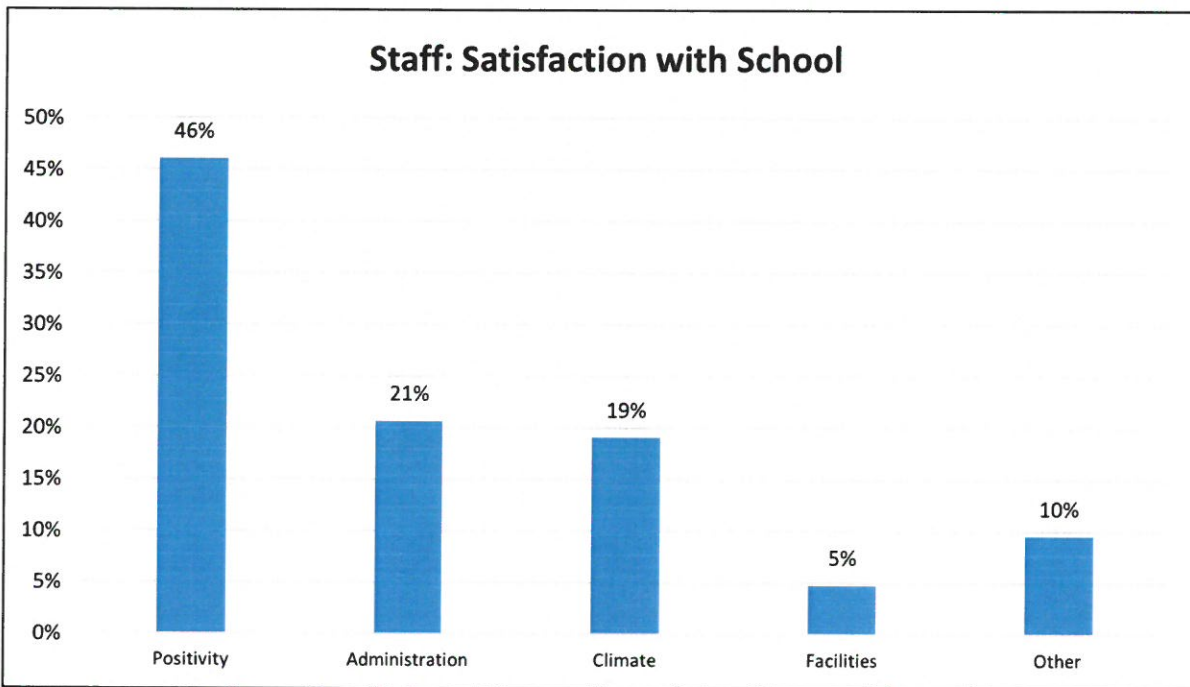
Please address the dress code. It has so many sexist connotations (within the PE department and during school). We should be assembling the boys together to tell them not to objectify girls, not tell girls to modify their bodies for boys' convenience.

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.

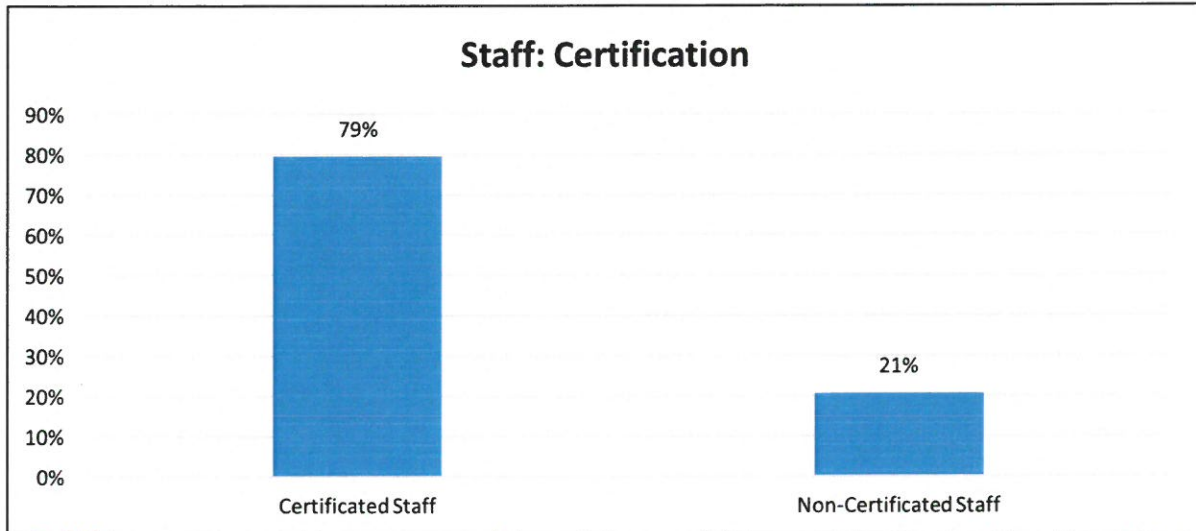
Despite the increased positivity, staff still had concerns about the PCHS administration. Staff did not think the administration had regular contact with teachers, and did not feel there was much transparency or opportunities for collaboration with administrators. Parents and students also did not feel 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

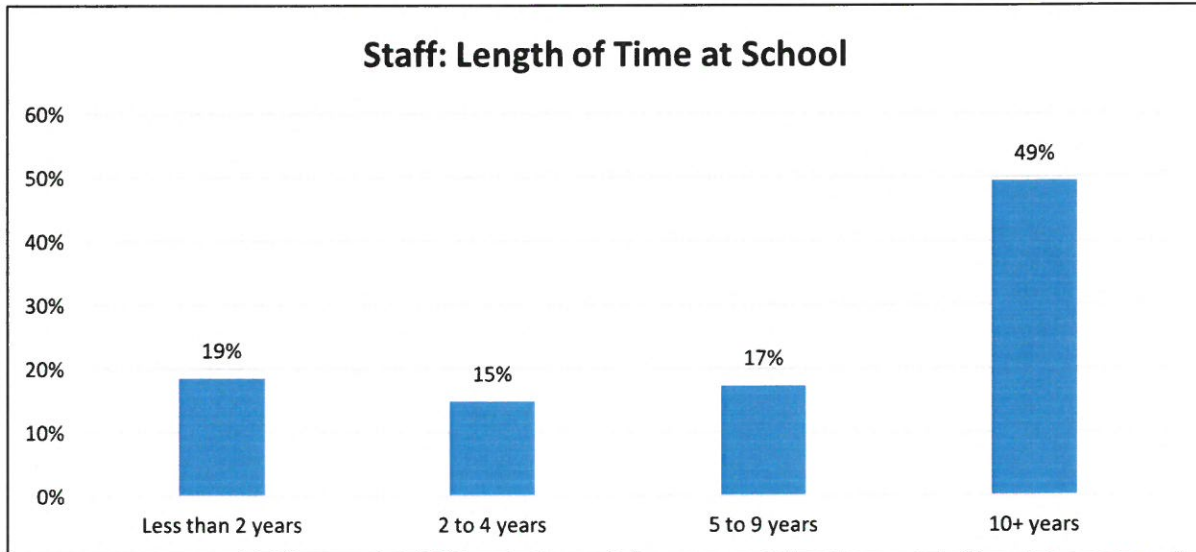
This year, PCHS increased their staff and student response rates, meaning that findings from those sections of this report are generalizable to the entire Palisades population. However, the parent response rate remained low. It is also important to note that parents were often unsure how to respond to 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

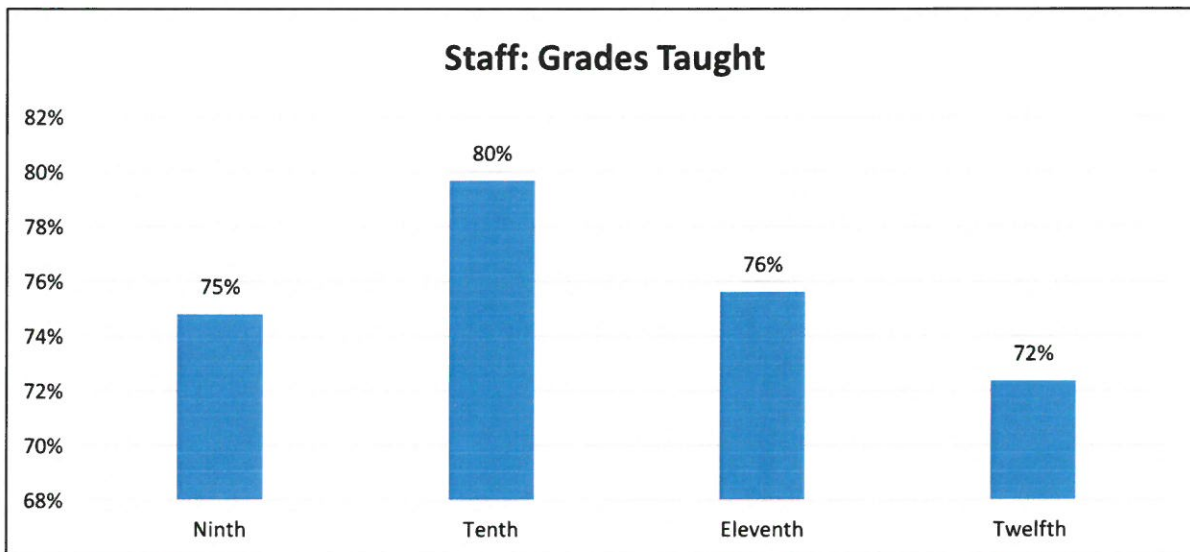
Staff



A clear majority of staff respondents to the 2017 survey were certificated staff (79% / 139 responses).

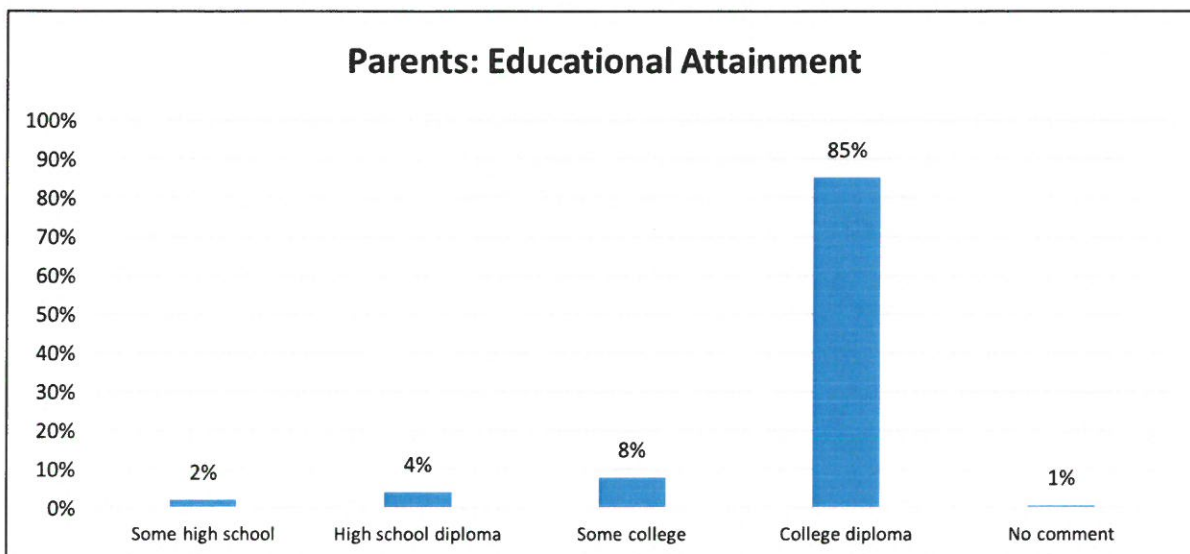


Roughly half of staff respondents have been working at PCHS for ten or more years (49% / 80 responses).

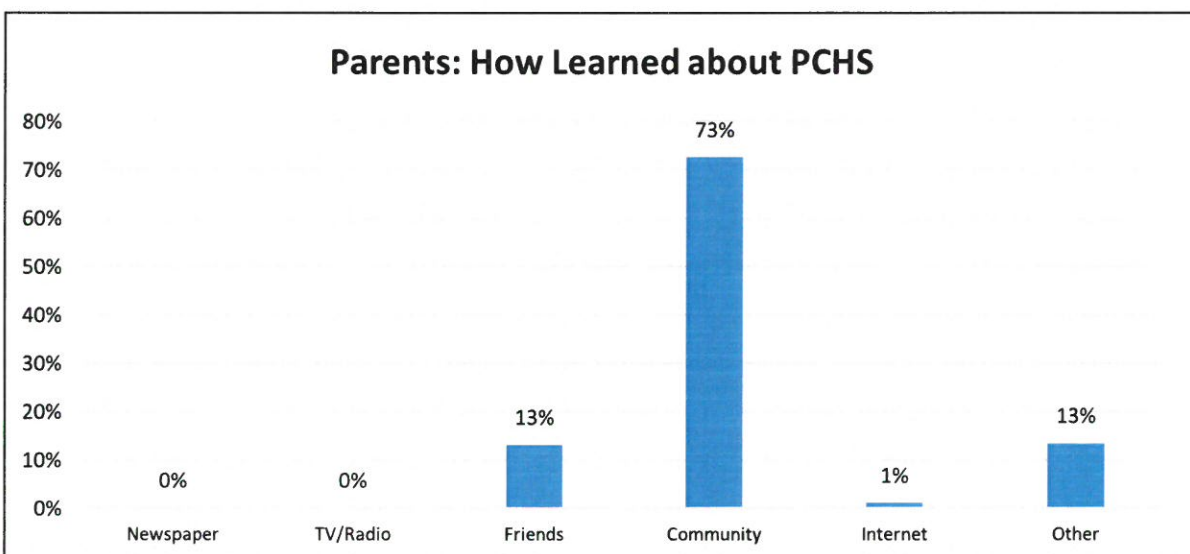


High school teachers were evenly represented by grade, with tenth grade teachers being slightly overrepresented (80% / 98 responses), and twelfth grade teachers being slightly underrepresented (72% / 89 responses).

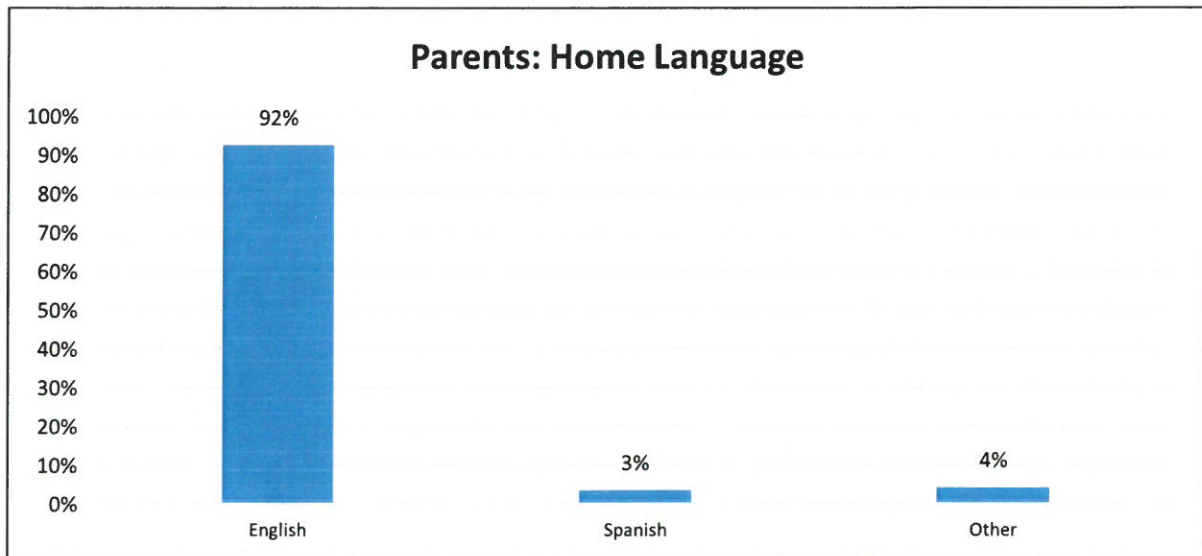
Parents



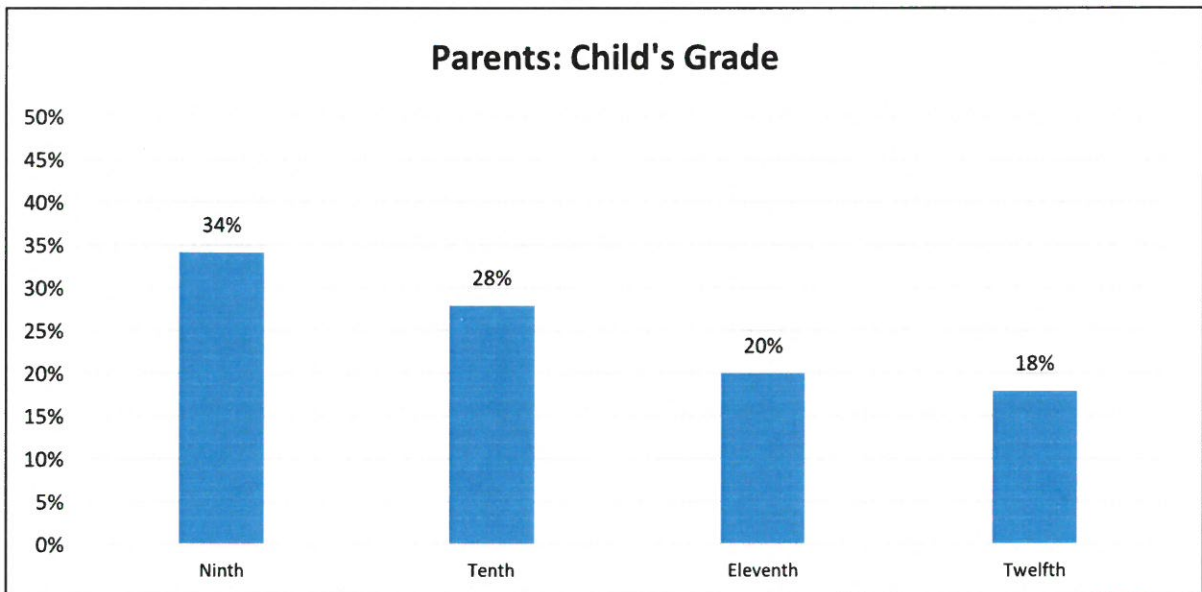
A clear majority of parent respondents had received a college diploma (85% / 248 responses). Twenty-three parents completed some college (8%), twelve received a high school diploma (4%) and six completed some high school (2%). Two parents chose not to respond (1%).



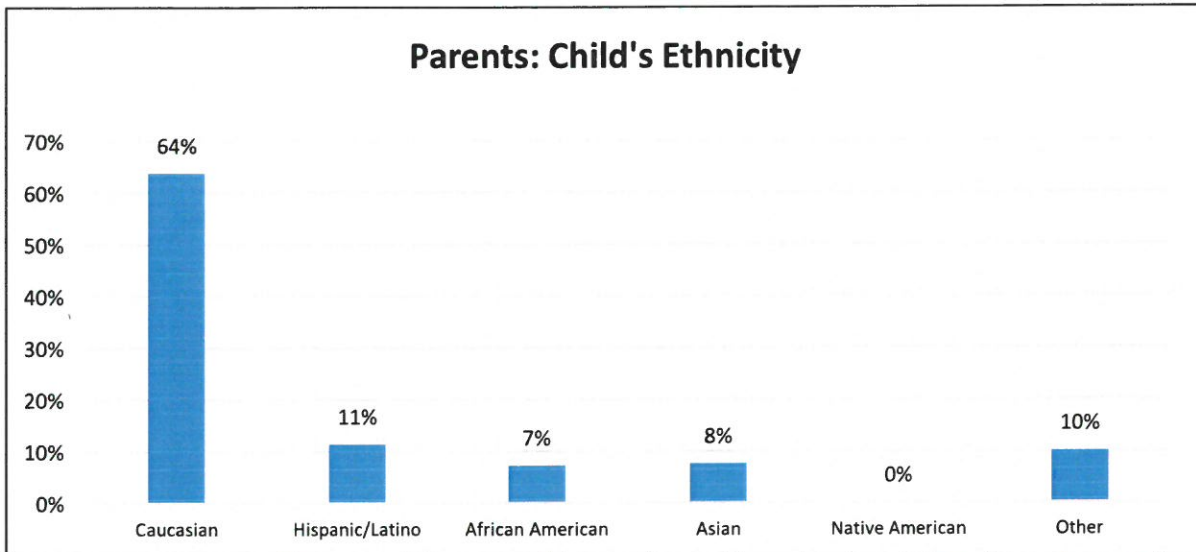
Most parents learned about Palisades Charter High School through their community (73% / 211 responses). Thirteen percent of parent respondents heard about the school through their friends (38 responses) or another venue (39 responses). Only three parents learned of the school through the internet (1%).



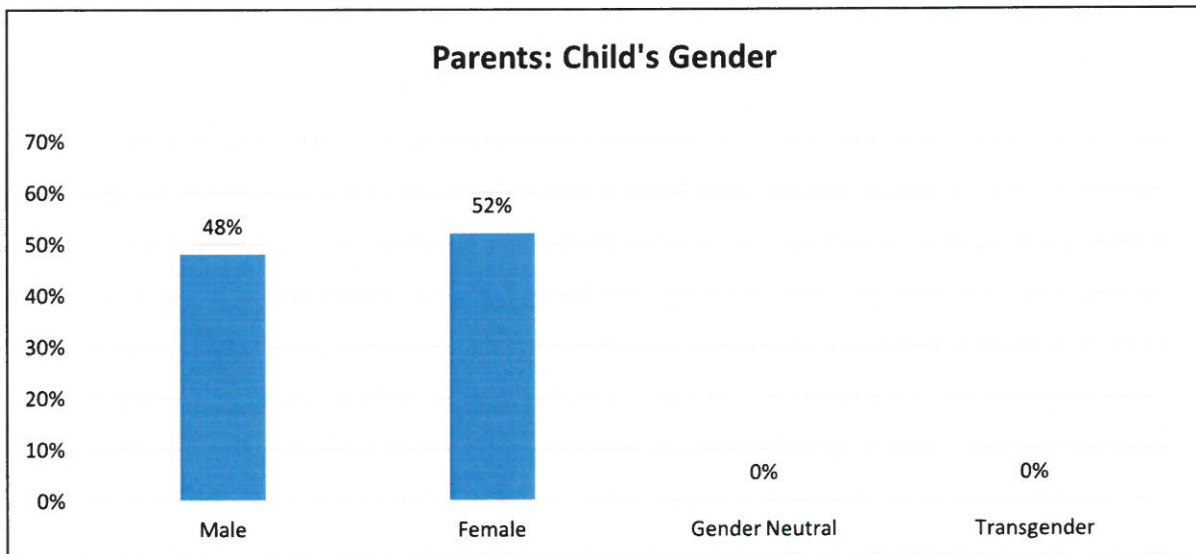
Nearly every parent indicated English as the primary language spoken in their home (92% / 268 responses). Ten parents noted Spanish as their home language (3%), and twelve parents spoke a language other than English or Spanish at home (4%).



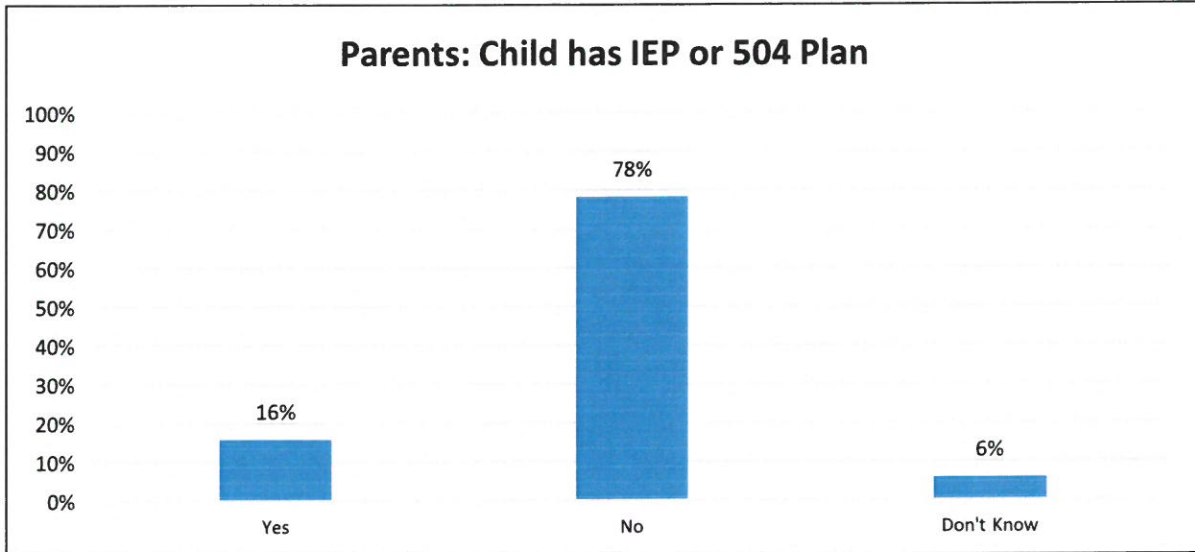
Parents of younger students were most represented in the survey, with 34% of parent respondents having children in the ninth grade (99 responses), and 28% having children in the tenth grade (81 responses). Twenty percent of parents had children in the eleventh grade (58 responses), and only 18% were 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).

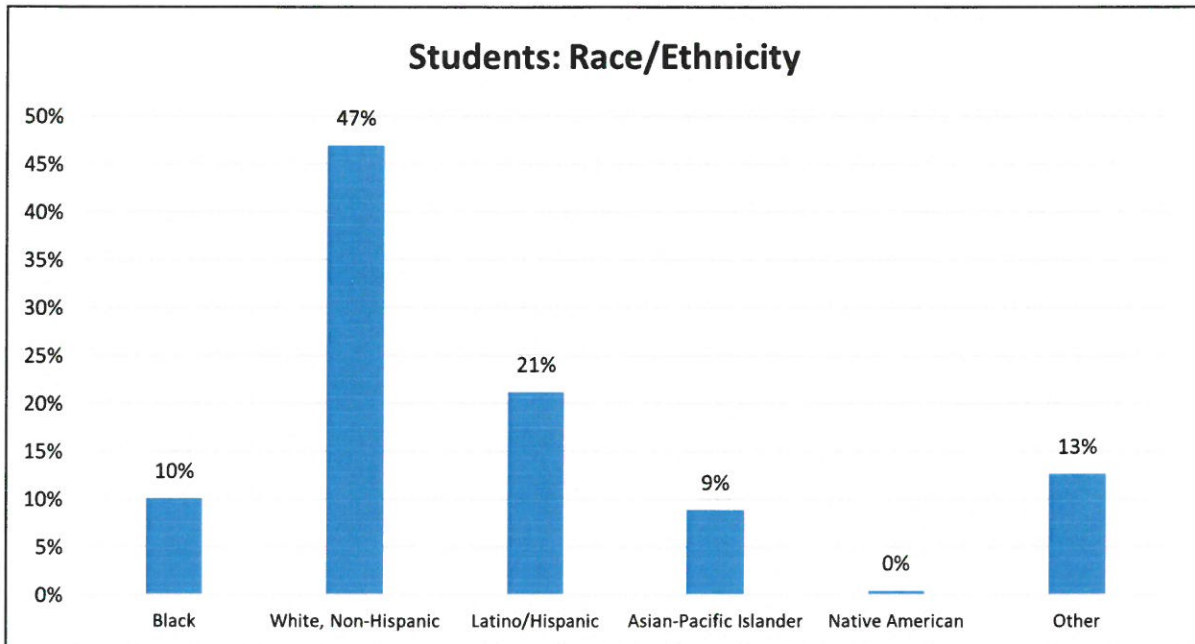


Parents of male and female children were split almost evenly in half, with 52% of parents identifying their child as female (151 responses), and 48% identifying their child as male (139 responses).

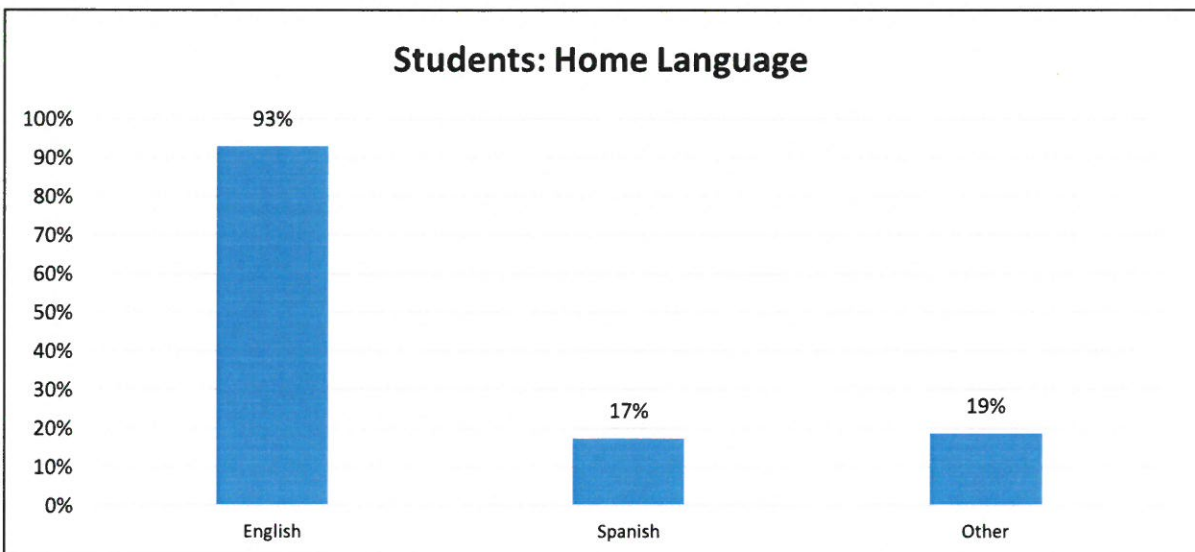


Over three-quarters of parent respondents identified their child as *not* having an IEP or 504 Plan (227 responses), while 16% responded that they did (46 responses). Seventeen parents did not know if their child had an IEP or 504 Plan (6%).

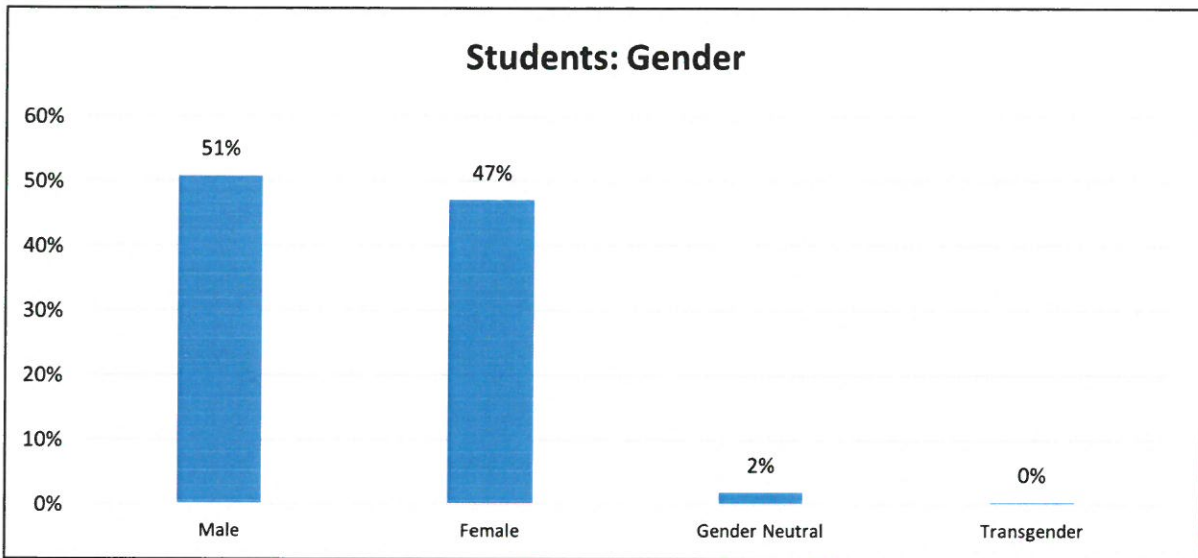
Students



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.



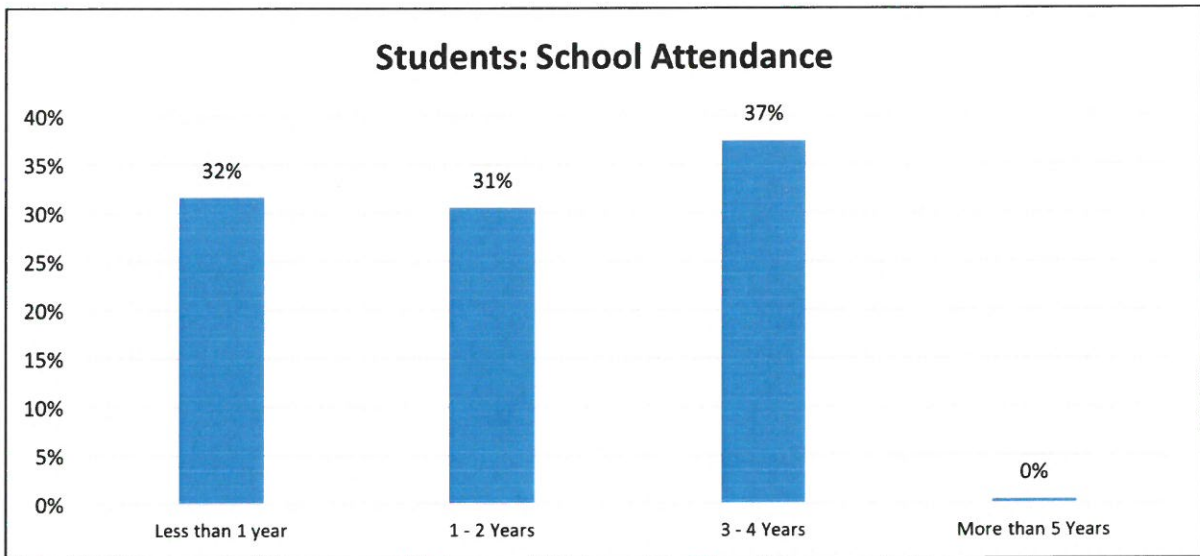
Nearly all students identified English as the primary language they spoke at home (93% / 1,304 responses).



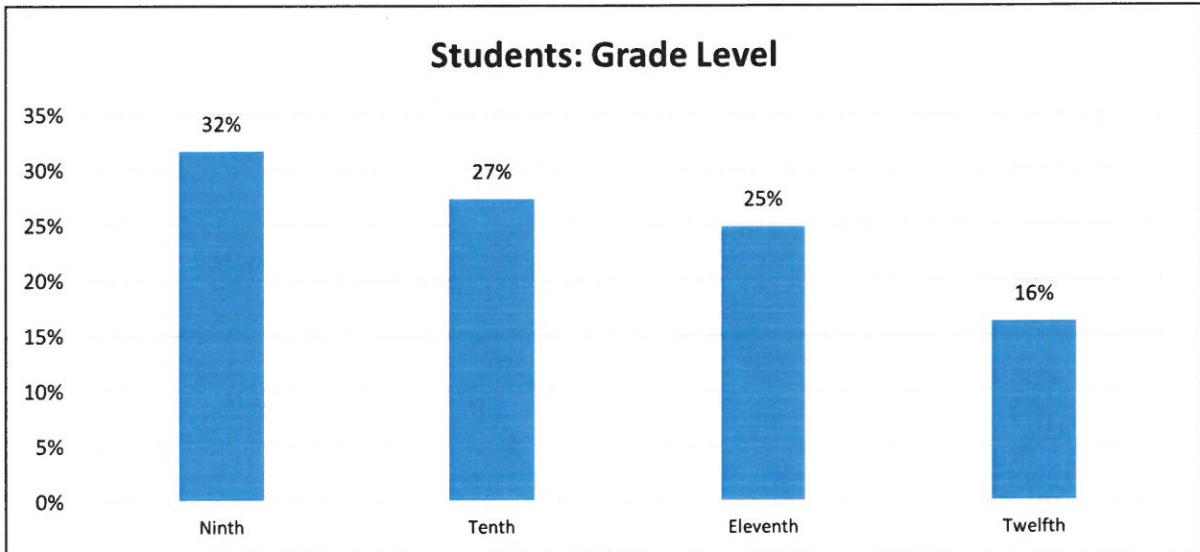
Most students identified as either male (51% / 714 responses) or female (47% / 661 responses). Twenty-six students (2%) identified as gender neutral, and five students identified as transgender (less than 1%).



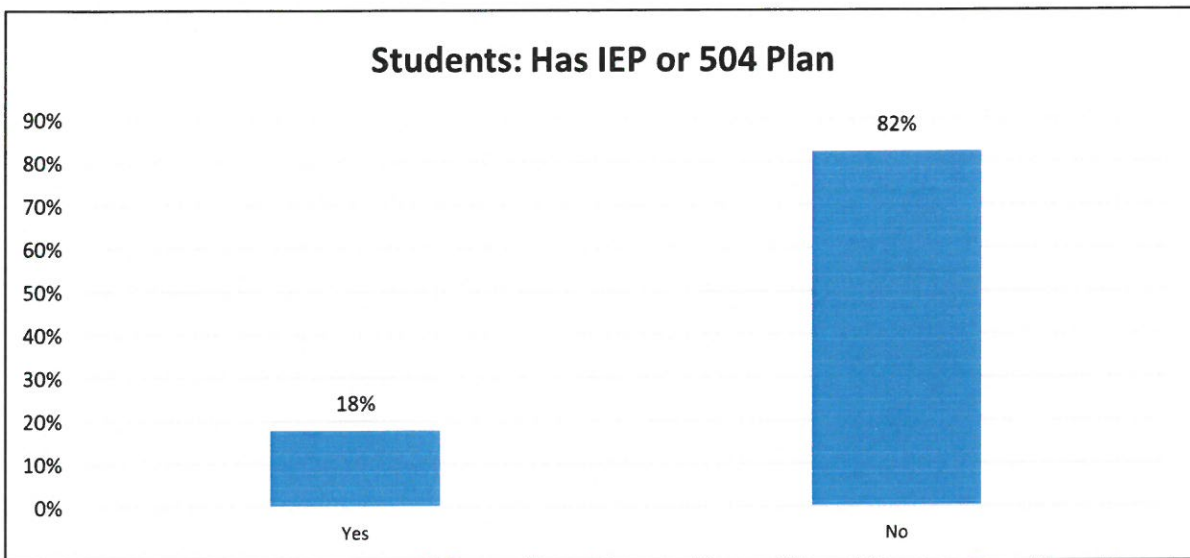
Forty-three percent of students were *not* eligible for free or reduced-price lunch (599 responses), while 26% were eligible (367 responses). Thirty-one percent of students did not know if they were eligible (438 responses).



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).



A clear majority of students who responded to the 2017 survey did *not* have IEP or 504 Plans (82% / 933 responses).

Coversheet

Update on Local Control Accountability Plan (LCAP)

Section: V. Academic Excellence
Item: B. Update on Local Control Accountability Plan (LCAP)
Purpose: FYI
Submitted by:
Related Material: V_B_Acad Excellence_Final LCAP for review approval_06_30_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

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(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, 1976 come from more than 100 ZIP codes, making this student body population one of the most ethnically diverse (Mexican, Central American, African American, Chinese, Korean, Persian, Filipino, Russian, Pacific Islander, Arab, and Brazilian) and geographically diverse (West Los Angeles, Mid City, Baldwin Hills, Palms/MarVista, Midcity, Koreatown, Inglewood) in Los Angeles. Some students come from distant areas such as Long Beach, Granada Hills, Carson City, and Highland Park. Applications for transportation scholarships and subsidies are made available to students from low-income households. The traveling students commit to making daily three- to four-hour commutes to and from the campus in order to take advantage of the school's highly regarded academic, athletic, and arts programs. Our students report that they are happy with their experience at PCHS (77%) and feel safe at the school (96%) according to the 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 will prioritize 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

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.
--	--

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>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>
<p>Expenditures</p>	<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>
<p>Actions/Services</p>	<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>
<p>Expenditures</p>	<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.

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- 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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Purchased/Acquired from LAUSD:

- 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

BUDGETED

custodial salary - 2000-2999 Classified Salaries - LCFF Base: \$61,275
 custodial services - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$307,000
 clean air handlers - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$20,000
 classroom repair - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$154,000
 classroom renovations - 6000-6999 Capital Outlay - LCFF Base: \$348,676
 security services - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$48,000
 custodial benefits - 3000-3999 Employee Benefits - LCFF Base: \$15,319
 security services - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$10,000

ESTIMATED ACTUAL

plant manager salary - 2000-2999 Classified Salaries - LCFF Base: \$62,000 (repeated expenditure)
 uniserve contract - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$378,370 (repeated expenditure)
 professional duct cleaning - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$1,200
 KML Group/Medina Construction - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$76,000
 classroom renovations - 6000-6999 Capital Outlay - LCFF Base: \$55,000
 blue-nite security contract - 5000-5999 Services and Other Operating Expenses - LCFF S & C: \$88,000 (repeated expenditure)
 custodial benefits - 3000-3999 Employee Benefits - LCFF Base: \$15,500 (repeated expenditure)
 Security Services - 5000-5999 Services and Other Operating Expenses - LCFF Base: \$10,000 (repeated expenditure)

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 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

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.

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>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

#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.

dual 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- 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

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>

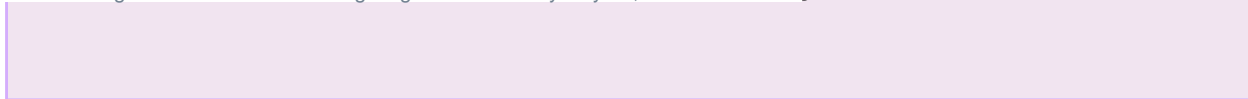
ANALYSIS

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

Palisades Charter High School - Board Meeting - Agenda - Tuesday July 18, 2017 at 5:00 PM
#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.

Palisades Charter High School - Board Meeting - Agenda - Tuesday July 18, 2017 at 5:00 PM
#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.

Goal 10

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.

id 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

#11- Success will maintain high ADA (at or above 96.1%) by decreasing absenteeism.

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%

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>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 - Board Meeting - Agenda - Tuesday July 18, 2017 at 5:00 PM
#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

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

ACTUAL

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.

<p>Actions/Services</p>	<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>
<p>Expenditures</p>	<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>
<p>Actions/Services</p>	<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>
<p>Expenditures</p>	<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 Budgeted 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

#14- Palisades Charter High School - Board Meeting - Agenda - Tuesday July 18, 2017 at 5:00 PM
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.

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

#15- 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.

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

Explain material differences between Budgeted 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.

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.

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

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

Goal 17

#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.

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>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 ELA courses and access support and intervention 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
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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.

Describe the overall implementation of the actions/services to achieve the articulated goal.	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.
Describe the overall articulated effectiveness of the actions/services to achieve the goal as measured by the LEA.	Re-designation data not available at this time but students did participate in support classes and programs.
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.	Interventions will be consolidated under a single academic achievement goal.

Goal 19

#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.

after 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 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.

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>

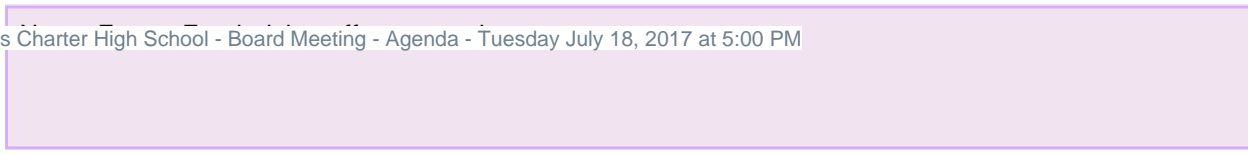
ANALYSIS

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.



Goal 21

#21. Palisades Charter High School - Board Meeting - Agenda - Tuesday July 18, 2017 at 5:00 PM
Class size audit, effective class sizes and work to reduce class sizes 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

Class size audit will be completed.
Enrollment in most impacted classes will reduced according to the study results.

ACTUAL

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.

New
 Modified
 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.
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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

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

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

Amount

\$30,000 (repeat expenditure)

Amount

\$30,000 (repeat expenditure)

Amount

\$30,000 (repeat expenditure)

Source

LCFF

Source

LCFF

Source

LCFF

Budget Reference

Services and Other Operating Expenses; Teacher PD

Budget Reference

Services and Other Operating Expenses; Teacher PD

Budget Reference

Services and Other Operating Expenses; Teacher PD

Amount

\$10,000

Amount

\$10,000 (repeat expenditure)

Amount

\$10,000 (repeat expenditure)

Source

Teacher Effectiveness

Source

LCFF

Source

LCFF

Budget Reference

Services and Other Operating Expenses; Teacher Effectivness

Budget Reference

Services and Other Operating Expenses; Teacher Effectivness

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 - Board Meeting - Agenda - Tuesday July 18, 2017 at 5:00 PM
Source	LCFF	Source
Budget Reference	Capital Outlay; classroom renovations/refresh	Budget Reference

Amount	\$100,000 (repeat expenditure)
Source	LCFF
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 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

Palisades Charter High School - Board Meeting - Agenda - Tuesday July 18, 2017 at 5:00 PM
 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

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

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 <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 - Board Meeting - Agenda - Tuesday July 18, 2017 at 5:00 PM

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	\$30,000 (repeat expenditure)	Amount	\$30,000 (repeat expenditure)	Amount	\$30,000 (repeat expenditure)
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Source	LCFF
Budget Reference	Services and Other Operating Expenses; Mastery Manager
Amount	\$6,214 (repeat expenditure)
Source	LCFF
Budget Reference	Services and Other Operating Expenses; Columbia Survey

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

Source	LCFF
Budget Reference	Services and Other Operating Expenses; Mastery Manager
Amount	\$6,214 (repeat expenditure)
Source	LCFF
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	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	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	Budget Reference	Certificated Salaries; FT college counselor - salary
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	Budget Reference	Employee Benefits; FT college counselor - benefits
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 - Board Meeting - Agenda - Tuesday July 18, 2017 at 5:00 PM
Source	LCFF	Source
Budget Reference	Employee Benefits; EL teacher, EL coordinator - benefits	Budget Reference

Amount	\$16,516 (repeat expenditure)
Source	LCFF
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

Palisades Charter High School - Board Meeting - Agenda - Tuesday July 18, 2017 at 5:00 PM
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
Budget Reference	Employee Benefits; Certificated Benefits
Amount	\$15,000 (repeat expenditure)
Source	LCFF
Budget Reference	Services and Other Operating Expenses; Transportation

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

Source	LCFF
Budget Reference	Employee Benefits; Certificated Benefits
Amount	\$15,000 (repeat expenditure)
Source	LCFF
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	Source	LCFF	Budget Reference	Certificated Salaries; Summer school teacher salaries
Budget Reference	Certificated Salaries; Summer school teacher salaries	Budget Reference	Certificated Salaries; Summer school teacher salaries	Budget Reference	Certificated Salaries; Summer school teacher salaries
Amount	\$5,440 (repeat expenditure)	Source	LCFF	Budget Reference	Employee Benefits; Summer school teacher benefits
Source	LCFF	Source	LCFF	Budget Reference	Employee Benefits; Summer school teacher benefits
Budget Reference	Employee Benefits; Summer school teacher benefits	Budget Reference	Employee Benefits; Summer school teacher benefits	Budget Reference	Employee Benefits; Summer school teacher benefits
Amount	\$8,210 (repeat expenditure)	Source	LCFF	Budget Reference	Services and Other Operating Expenses; Acellus
Source	LCFF	Source	LCFF	Budget Reference	Services and Other Operating Expenses; Acellus
Budget Reference	Services and Other Operating Expenses; Acellus	Budget Reference	Services and Other Operating Expenses; Acellus	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: 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
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	\$3,500 (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
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)
Source	LCFF
Budget Reference	Employee Benefits; attendance office benefits
Amount	\$8,250 (repeat expenditure)
Source	LCFF
Budget Reference	Employee Benefits; summer school teachers - benefits

Source	LCFF
Budget Reference	Employee Benefits; attendance office benefits
Amount	\$8,250 (repeat expenditure)
Source	LCFF
Budget Reference	Employee Benefits; summer school teachers - benefits

Source	LCFF
Budget Reference	Employee Benefits; attendance office benefits
Amount	\$8,250 (repeat expenditure)
Source	LCFF
Budget Reference	Employee Benefits; summer school teachers - benefits

\$36,414 (repeat expenditure)

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;

Amount	\$110,000 (repeat expenditure)
Source	LCFF
Budget Reference	Employee Benefits; 3 certificated deans - benefits

Amount	\$110,000 (repeat expenditure)
Source	LCFF
Budget Reference	Employee Benefits; 3 certificated deans - benefits

Amount	\$110,000 (repeat expenditure)
Source	LCFF
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	Amount	Amount
\$144,062 (repeat expenditure)	\$144,062 (repeat expenditure)	\$144,062 (repeat expenditure)
Source	Source	Source
Other State Revenues	Other State Revenues	Other State Revenues
Budget Reference	Budget Reference	Budget Reference
Certificated Salaries; school psychologist and social	Certificated Salaries; school psychologist and social	Certificated Salaries; school psychologist and social

Palisades Charter High School - Board Meeting - Agenda - Tuesday July 18, 2017 at 5:00 PM		
	worker - salaries	worker - salaries
Amount	\$36,016 (repeat expenditure)	\$36,016 (repeat expenditure)
Source	Other State Revenues	Other State Revenues
Budget Reference	Employee Benefits; school psychologist and social worker - benefits	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;

Amount

\$18,750 (repeat expenditure)

Amount

\$18,750 (repeat expenditure)

Amount

\$18,750 (repeat expenditure)

Source

Other Local Revenues

Source

Other Local Revenues

Source

Other Local Revenues

Budget
Reference

Employee Benefits;
Development Director - benefits

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

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

Credential Waiver/Permit Approval for PCHS Teachers

Section: V. Academic Excellence
Item: C. Credential Waiver/Permit Approval for PCHS Teachers
Purpose: Vote
Submitted by:
Related Material:
V_C_Acad Excell_Waiver Permit Approval for New PCHS Teacher_07_18_17.pdf

RESOLUTION OF THE BOARD
OF PALISADES CHARTER HIGH SCHOOL

In Support of Waiver Requests for Four (4) English Learner Authorizations

WHEREAS, the Governing Board may approve an application to the California Commission on Teacher Credentialing seeking Variable Term Waiver Requests as may be necessary for the hiring, or class assignment, of certificated candidates to Palisades Charter High School; and

NOW, THEREFORE, BE IT RESOLVED that approval is given supporting an application to the California Commission on Teacher Credentialing for

Four (4) English Learner Authorization (ELA) waivers for teachers to complete the English Learner Authorization during the 2017/2018 academic year

Rick Steil: CTE Teacher (VAPA Photography)

Nancy Cassaro-Fracchiolla: CTE Teacher (VAPA Drama)

Christopher Barton: CTE Teacher Candidate (Technical Theater and Stagecraft)

Thomas Meier: CTE Teacher Candidate (STEAM)

I hereby certify that the foregoing is a full, true, and correct copy of a Resolution passed at a special meeting of the Governing Board of Palisades Charter High School held on July 18, 2017.

Pamela Magee
Executive Director
Palisades Charter High School

Coversheet

Update on 2017-18 Consolidated Application (CONAPP)

Section: VII. Finance
Item: A. Update on 2017-18 Consolidated Application (CONAPP)
Purpose: FYI
Submitted by:
Related Material: VII_A_Finance 2017-2018 Consolidated Application.pdf

California Department of Education

Consolidated Application

Palisades Charter High (19 64733 1995836)

Status: Certified
 Saved by: Gregory Wood
 Date: 6/27/2017 11:30 AM

2016-17 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

CDE Program Contact:

Jacqueline Matranga, District Innovation and Improvement Office , jmatranga@cde.ca.gov, 916-445-4905
 Mindi Yates, Title I Policy and Program Guidance Office, myates@cde.ca.gov, 916-319-0789

Palisades Charter High (19 64733 1995836)

PI Year	3
For PI schools in Year 3, the LEA implemented at least one of the following (check all that apply)	
Replaced school staff relevant to the failure to make adequate yearly progress (AYP)	N
Implemented a new curriculum, including appropriate professional development	Y
Decreased management authority	N
Appointed an outside expert to advise the school on making AYP based on its school plan	Y
Extended school year or day	N
Restructured the internal organizational structure	Y
Provide a description of internal organizational restructure activities	Fulltime administrator of Instruction and Curriculum Hired outside consultant Bobbi Hutching for EL and RFEP instructional support Adopted new curriculum in math, English, and history

*****Warning*****

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California Department of Education

Palisades Charter High (19 64733 1995836)

Consolidated Application

Status: Certified
 Saved by: Gregory Wood
 Date: 6/27/2017 11:30 AM

2016-17 Title I, Part A School Funded Staff Report

To collect school level data, as required by ESEA, about teachers and instructional paraprofessionals in Title I, Part A programs.

CDE Program Contact:

Jane Liang, District Innovation and Improvement Office, jliang@cde.ca.gov, 916-319-0259
 Jacqueline Matranga, District Innovation and Improvement Office, jmatranga@cde.ca.gov, 916-445-4905

School Name	School Code	Public	New Title I, Part A Funded Teachers Hired Count	Non-ESEA Qualified Hired Count	Title I, Part A Funded Teachers Count (0.00)	Title I, Part A Funded FTE Paraprofessionals Count (0.00)	ESEA Qualified FTE Paraprofessionals Count (0.00)	ESEA Qualified FTE Paraprofessionals %	Title I, Part A Funded Administrators Count (0.00)	Title I, Part A Funded Support Staff Count (0.00)	Other Title I, Part A Funded Staff Count (0.00)
Palisades Charter High	1995836	Y	0	0	0	0	0		0	0	0

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California Department of Education**Consolidated Application**

Palisades Charter High (19 64733 1995836)

Status: Certified
Saved by: Gregory Wood
Date: 6/27/2017 11:30 AM**2016-17 Title II, Part A Fiscal Year Expenditure Report, 12 Months**

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2016 through June 30, 2017.

CDE Program Contact:Melissa Flemmer, Educator Excellence Office, mflemmer@cde.ca.gov, 916-324-5689

2016-17 Title II, Part A entitlement	\$5,451
--------------------------------------	---------

Professional Development Expenditures

Professional development for teachers	\$5,451
Professional development for administrators	
Subject matter project	
Other professional development expenditures	

Exams and Test Preparation Expenditures

Exam fees, reimbursement	
Test preparation training and or materials	
Other exam and test preparation expenditures	

Recruitment, Training, and Retaining Expenditures

Recruitment activities	
Hiring incentive and or relocation allotment	
National Board Certification and or stipend	
Verification process for special settings (VPSS)	
University course work	
Other recruitment training and retaining expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	
Total funds transferred to Title I, Part A	
Other allowable expenditures or encumbrances	
Total expenditures and encumbrances	\$5,451
2016-17 Unspent Funds	\$0
General Comment (Maximum 500 characters)	

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California Department of Education

Palisades Charter High (19 64733 1995836)

Consolidated Application

Status: Certified
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 Date: 6/27/2017 11:30 AM

2016-17 Title II, Part A School Class Size Reduction Report

The ESEA Act of 2001, Title II, Part A, Section 2123(a)(2)(B) allows LEAs to use ESEA Title II, Part A funds to recruit and hire teachers that meet applicable State certification and licensure requirements to reduce class size.

CDE Program Contact:

Melissa Flemmer, Educator Excellence Office, mflemmer@cde.ca.gov, 916-324-5689

School Name	School Code	Total Class Size Reduction Teacher Count	ESEA Title II Part A Funded Class Size Reduction Teacher Count	ESEA Teacher Count
Palisades Charter High	1995836	0	0	0

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R18

California Department of Education**Consolidated Application**

Palisades Charter High (19 64733 1995836)

Status: Certified
Saved by: Gregory Wood
Date: 6/27/2017 11:30 AM**2016-17 Homeless Education Policy, Requirements, and Implementation**

The purpose of this data collection is to meet federal requirements specified in ESEA Section 722. This collection includes 1) monitoring LEAs and their compliance with key provisions of the Education for Homeless Children and Youths Act and 2) collecting contact information for each required designated LEA's homeless liaison.

CDE Program Contact:Leanne Wheeler, Coordinated School Health and Safety Office, lwheeler@cde.ca.gov, 916-319-0383**Homeless Education Certification**

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless
 - b) Includes a dispute resolution process
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Chris
Homeless liaison last name	Lee
Homeless liaison title	Assistant Principal of Attendance and Alternative Programs
Homeless liaison e-mail address (format: abc@xyz.zyx)	clee@palihigh.org
Homeless liaison telephone number (format: 999-999-9999)	310-230-7250
Homeless liaison telephone extension	7,250
Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
If yes, indicate what level of training was completed. (Check all options that apply.)	
Local	Yes

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California Department of Education**Consolidated Application**

Palisades Charter High (19 64733 1995836)

Status: Certified
Saved by: Gregory Wood
Date: 6/27/2017 11:30 AM**2016-17 Homeless Education Policy, Requirements, and Implementation**

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CDE Program Contact:Leanne Wheeler, Coordinated School Health and Safety Office, lwheeler@cde.ca.gov, 916-319-0383

County	No
State	No
National	No

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	The PCHS School Board approved the policies, including the Homeless Education Policy. These policies are promulgated through our Social workers & Counseling Office..
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	06/17/2013
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Title I, Part A Homeless Expenditures

2016-17 Title I, Part A Entitlement	\$252,889
2016-17 Title I, Part A direct or indirect services to homeless children reservation	\$2,800
Amount of 2016-17 Title I, Part A funds expended or encumbered for direct or indirect services to homeless children	\$1
No expenditures or encumbrances comment	PCHS supported 4 homeless students during the 2016-2017 School Year. Counseling Services, Health Services, Free breakfast & lunch, Transportation, Clothing & Parental Outreach. However, the School District does not use Title I Funds for these services/items.
Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

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California Department of Education

Palisades Charter High (19 64733 1995836)

Consolidated Application

Status: Certified
Saved by: Gregory Wood
Date: 6/27/2017 11:30 AM

2017-18 Title I, Part A Planned School Allocations

Based on information provided in the School Student Counts data collection, the table below provides eligibility and ranking information. For school allocation planning, the LEA has indicated to which schools it intended to allocate Title I, Part A funds by entering a check in the Fund Flag column.

CDE Program Contact:

Lana Zhou, Title I Policy and Program Guidance Office, lzhou@cde.ca.gov, 916-319-0956
Mindi Yates, Title I Policy and Program Guidance Office, myates@cde.ca.gov, 916-319-0789

LEA meets small district criteria, submission of this data collection is optional.

An LEA is defined as a small district criteria if, based on the school list and the data entered in School Student Counts Projected, the LEA meets one or more of the following:
; a single school district
; as enrollment total for all schools less than 1,000
an exception to funding is needed, enter an Exception Reason. Use lower case only.

Allowable Exception Reasons

- Meets 35% Low Income Requirement
- d - Desegregation Waiver on File
- e - Grandfather Provision
- f - Feeder Pattern
- g - Local Funded Charter Opted Out
- h - Local Funded Charter Opt In
- k - Funded with EIA/SCE

Low income measure	FRPM
Group Schools by Grade Span	No
District-wide Low Income %	29.43%
Grade Span 1 Low Income %	0.00%
Grade Span 2 Low Income %	0.00%

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2017-18 Title I, Part A Planned School Allocations

Based on information provided in the School Student Counts data collection, the table below provides eligibility and ranking information. For school allocation planning, the LEA has indicated to which schools it intended to allocate Title I, Part A funds by entering a check in the Fund Flag column.

Grade Span 3 Low Income % 0.00%

School Name	School Code	Grade Span Group	Projected Enrollment	Projected Low Income Students	Low Income %	Eligible for Funding	Funding Required	Ranking	Fund Flag	Exception Reason
Palisades Charter High	1995836		2987	879	29.43	Y	N	1	N	

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California Department of Education**Consolidated Application**

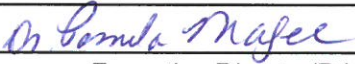
Palisades Charter High (19 64733 1995836)

Status: Certified
Saved by: Gregory Wood
Date: 6/27/2017 11:30 AM**2017-18 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca17asstoc.asp>.

CDE Program Contact:Joy Paull, jpau11@cde.ca.gov, 916-319-0297**Consolidated Application Certification Statement**

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form is on file.

Authorized Representative's Full Name	Dr. Pamela Magee
Authorized Representative's Signature	
Authorized Representative's Title	Executive Director/Principal
Authorized Representative Signature Date	06/27/2017

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California Department of Education

Consolidated Application

Palisades Charter High (19 64733 1995836)

Status: Certified
 Saved by: Gregory Wood
 Date: 6/27/2017 11:30 AM

2017-18 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

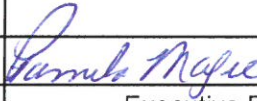
CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269
 Mindi Yates, Title I Policy and Program Guidance Office, myates@cde.ca.gov, 916-319-0789

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	 Pamela Magee
Authorized Representative Title	Executive Director/Principal
Authorized Representative Signature Date	06/15/2017
Comment	
If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

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California Department of Education**Consolidated Application**

Palisades Charter High (19 64733 1995836)

Status: Certified
Saved by: Gregory Wood
Date: 6/27/2017 11:30 AM**2017-18 Application for Funding****CDE Program Contact:**Education Data Office, ConApp@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/16/2017
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District English Learner Advisory Committee (DELAC) Review

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	Betty Soleymani
DELAC review date	01/28/2017
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	http://www.palihigh.org
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III Part A Immigrant ESEA Sec. 3102 SACS 4201	No
Title III Part A English Learner ESEA Sec. 3102 SACS 4203	No

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California Department of Education

Consolidated Application

Palisades Charter High (19 64733 1995836)

Status: Certified
 Saved by: Gregory Wood
 Date: 6/27/2017 11:30 AM

2017-18 Substitute System for Time Accounting

This certification may be used by auditors and by CDE oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the LEA submits and certifies this data collection.

CDE Program Contact:

Julie Brucklacher, Financial Accountability and Info Srv Office, jbruckla@cde.ca.gov, 916-327-0858

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate. Additional information on the predetermined schedule substitute system of time accounting can be found at <http://www.cde.ca.gov/fg/ac/co/timeaccounting2013.asp>. Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the Web at <http://www.cde.ca.gov/fg/ac/sa/>.

2017-18 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	No known deficiencies by Substitute Accounting system.

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Coversheet

2016-17 Annual Oversight Report from LAUSD Charter School Division (CSD)

Section: VIII. Governance
Item: A. 2016-17 Annual Oversight Report from LAUSD Charter School Division
(CSD)
Purpose: Discuss
Submitted by:
Related Material:
VIII_A_Governance_2016-2017 Annual Oversight Report LAUSD Revised Additional Materials.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

(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



LAUSD CHARTER SCHOOLS DIVISION

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

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/19/2017

“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
<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 	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **PALISADES CHARTER HIGH SCHOOL/8798
(REV.)**Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 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: 5/19/20175/19/2017

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



LAUSD CHARTER SCHOOLS DIVISION

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

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/19/2017

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:



LAUSD CHARTER SCHOOLS DIVISION

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

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/19/2017

- 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



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

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



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

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):



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

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 	



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

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%;



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

- 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



LAUSD CHARTER SCHOOLS DIVISION

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

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/19/2017

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.*



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**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



LAUSD CHARTER SCHOOLS DIVISION

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

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/19/2017

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



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

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)



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

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):



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](#)

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); 	



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **PALISADES CHARTER HIGH SCHOOL/8798
(REV.)**Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 5/19/2017

- **(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;



LAUSD CHARTER SCHOOLS DIVISION

SCHOOL NAME: **PALISADES CHARTER HIGH SCHOOL/8798**
(REV.)Annual Performance-Based Oversight Visit ReportDATE OF VISIT: 5/19/2017

- **(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



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

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.



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

➤ **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.



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

- **(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.

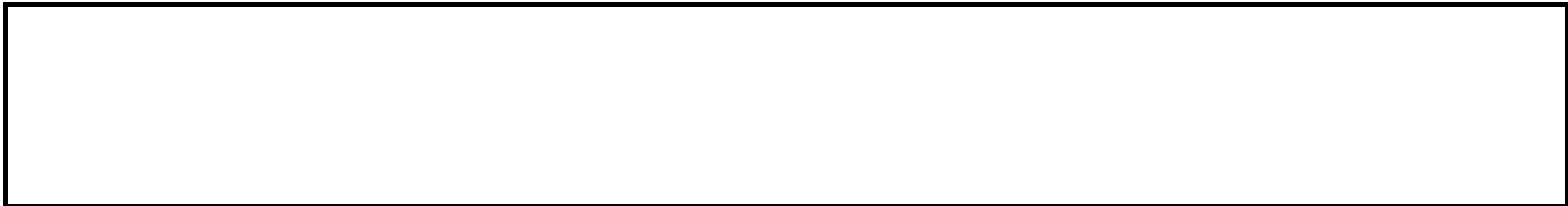


LAUSD CHARTER SCHOOLS DIVISION

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

Annual Performance-Based Oversight Visit Report

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



***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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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

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



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

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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LAUSD CHARTER SCHOOLS DIVISION

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

Annual Performance-Based Oversight Visit Report

DATE OF VISIT: 5/19/2017

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"/> 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 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 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 standards-based instructional program (B3: 3.1) <input checked="" type="checkbox"/> LCAP (B3: 3.2) <input checked="" type="checkbox"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Evidence of 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)
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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 type="checkbox"/> The school has substantially implemented the key features of the educational program described in the charter <input type="checkbox"/> The school has partially implemented the key features of the educational program described in the charter <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"/> Professional development documentation (B3: 3.7) <input checked="" type="checkbox"/> Evidence of implementation of key features of educational program (B3: 3.9) <input checked="" type="checkbox"/> Classroom observation <input checked="" type="checkbox"/> Discussion with school leadership <input type="checkbox"/> Other: (Specify)

05: SPECIAL EDUCATION - ORGANIZATIONAL MANAGEMENT QUALITY INDICATOR #5

<p><i>The school has a system in place to ensure that the school:</i></p> <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



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

<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



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

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><i>The school:</i></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



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

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)



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

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	<ul style="list-style-type: none"> <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 	<ul style="list-style-type: none"> <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: 5/19/2017 5/19/2017

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: 5/19/20175/19/2017**FISCAL OPERATIONS****RATING**

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

3

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:

1. 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)					



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**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.



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

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



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

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:



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

- 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.



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**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



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

- 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>
<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



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 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

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>
<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>



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>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>

Coversheet

PCHS Governance Structure / Administrator Responsibilities

Section: VIII. Governance
Item: B. PCHS Governance Structure / Administrator Responsibilities
Purpose: FYI
Submitted by:
Related Material: VIII_B_Governance_2017_2018 Org Chart.pdf



Pamela Magee
*Executive
 Director/Principal*

- Main Office, Communications
- Communications & Technology
- Parent Organizations
- Ambassadors & School Tours
- Fundraising, Development, & Grants
- Liaison to CA Dept. of Ed, LAUSD and LA County Office of Ed.
- Awards & Recognition
- Human Relations/Diversity



Monica Iannessa
*Assistant
 Principal
 Academic
 Achievement*

- Student Achievement & Assessments
- Social Science, VAPA, and Technical Arts Departments
- Leadership Student Government & Senior Class
- Intervention/SSTs & Dolphin Leadership

Chris Lee
*Assistant
 Principal
 Admissions &
 Attendance*

- English, Library & Foreign Language Departments
- TVN, Fuerza Unida, PIQE
- Pali Academy
- Virtual Academy
- Orientation/Link Crew



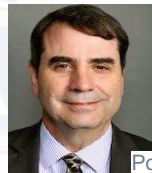
Don Parcell
*Director
 Operations &
 Facilities*

- Operations
- Safety
- Transportation
- Facilities
- Permits
- MGAC/Pool



Greg Wood
*Chief
 Business
 Officer
 Business/Payroll*

- Finance & Payroll
- Cafeteria
- Student Store



Jeff Hartman
*Assistant
 Principal
 Counseling*

- Counseling Office, College Center & Career Center
- Math & Science Departments
- CTE Pathways
- Summer School



Mary Bush
*Assistant
 Principal
 Student Support
 Services*

- Special Education Department
- Study Center
- IEP & 504 Plans
- Health Office & Mental Services



Amy Nguyen
*Director
 Human Resource*

- Human Resources Office & Substitutes
- New Hire Process



Russel Howard
*Assistant
 Principal
 Dean's Office*

- Discipline, Security, & Peer Mediation
- 504 Support
- Community Services
- Physical Education, Athletics and Cheer Departments
- Transportation Scholarships

Coversheet

Review of Board Committees and Membership Needs

Section: VIII. Governance
Item: C. Review of Board Committees and Membership Needs
Purpose: Discuss
Submitted by:
Related Material:
VIII_C_Governance_Committees Descriptions Membership Needs_07_17_17.pdf

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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]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Coversheet

Election of Board Officers - Board Vice Chair

Section: VIII. Governance
Item: E. Election of Board Officers - Board Vice Chair
Purpose: Vote
Submitted by:
Related Material: VIII_E_Governance_Election of Board Officers Vice Chair_07_17_17.pdf

supports and assists the Chair as needed. The Vice-Chair may not speak or act for the Board except when formally given such authority for specific and time-limited purposes.

[REDACTED]

- [REDACTED]

[REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]

- [REDACTED]

[REDACTED]

- [REDACTED]

- [REDACTED]

- [REDACTED]

- [REDACTED]

Coversheet

Election Of Board Officers - Board Chair

Section: VIII. Governance
Item: F. Election Of Board Officers - Board Chair
Purpose: Vote
Submitted by:
Related Material:
VIII_F_Governance_Election of Board Officers Board Chair_07_17_17.pdf

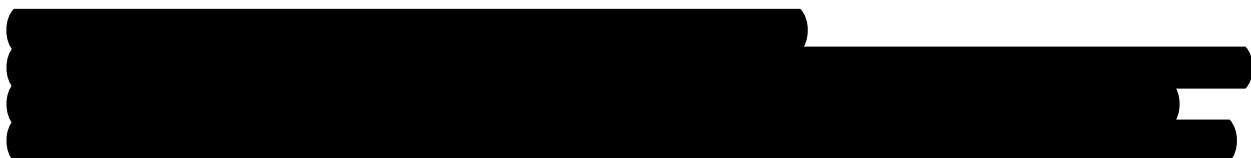
- [REDACTED]
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- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

Policy GP #3: Board Chair Role and Responsibilities

As noted here and in the PCHS bylaws, the Board Chair is a specifically empowered Trustee of the Board who ensures the integrity of the Board’s processes and, occasionally, represents the Board to outside parties. Any action by the Chair is subject to review and modification or reversal by the Board.

- 3.1 The Chair’s job is to serve as facilitator and guide to the Board. The Chair ensures that the Board acts consistently with its own rules and those legitimately imposed upon it from outside the organization. Related to this, the Chair shall
 - Ensure the development and circulation of Board agendas in conjunction with Trustees and the EDP, consistent with the protocol listed below

- Preside over Board meetings
 - Communicate with the Board's legal counsel concerning legal issues that arise
 - Communicate with stakeholders and the public
 - Act as the primary point of Board contact with the press
 - In conjunction with the Board's decision and/or legal counsel, address any reports that the Board or individual Trustee(s) are in violation of law or Board policies.
- 3.1a The Chair shall work with the EDP and Board committees to ensure that issues that are not appropriate for Board purview are properly redirected.
- 3.1b The Chair shall preside over Board meetings guided by Robert's Rules of Order.
- 3.1c: The Chair shall ensure that Board deliberation is fair, open, and thorough, but also timely, orderly, and to the point.
- 3.1d The Chair may represent the Board to outside parties in (a) announcing Board-stated positions and decisions, and (b) providing information on Board process and upcoming agendas.
- 3.1e The Chair shall put any lawful item on the agenda at the request of the EDP, given notice in accordance to agenda posting guidelines. The Chair shall put any lawful item on the agenda at the request of any two Trustees.
- 3.2 No approved Board policy may be changed without the approval of the Board. The Chair shall act as the primary liaison between the Board and the EDP.
- 3.3 The Chair may delegate his/her authority to the Vice-Chair when available, or when the Vice-Chair is not available, to any Board member, but remains accountable for its use. If the Chair perceives, or the Board determines, that the Chair has an actual or potential conflict of interest, the Chair shall delegate his or her authority to the Vice-Chair.



Coversheet

Election of Board Officers - Board Secretary

Section: VIII. Governance
Item: G. Election of Board Officers - Board Secretary
Purpose: Vote
Submitted by:
Related Material:
VIII_G_Governance_Election of Board Officers Board Secretary_07_17_17.pdf

[REDACTED]

Policy GP #5: Board Secretary Role and Responsibilities

As noted here and in the PCHS bylaws, the Board Secretary is an officer of the Board whose purpose is to ensure the integrity of the Board’s documents. The Secretary may not speak or act for the Board except when formally given such authority for specific and time-limited purposes.

- 5.1 The Secretary’s job is to ensure that all Board and Board committee documents and filings are accurate, timely, and adhere to legal requirements, including privacy and confidentiality; to ensure that all such documents are properly stored and accessible; and to inform the Board Chair if the documents are not in compliance.

Further, the Board Secretary shall ensure that:

- Governance Policies reflect the most current Board decisions
- Requirements for format, brevity, and accuracy of Board agenda and minutes are met
- Draft Board minutes are prepared in a timely manner for Board review, and approved at the following regular Board meeting

- 5.2 The authority of the Secretary includes access to and control over Board documents.

[REDACTED]

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

Coversheet

Approval of reimbursements for Executive Director / Principal

Section: X. Consent Agenda
Item: A. Approval of reimbursements for Executive Director / Principal
Purpose: Vote
Submitted by:
Related Material: X_A_Consent Agenda_ Approval Reimbursement P Magee_07_17_17.pdf

