



Palisades Charter High School

Board Meeting

Date and Time

Tuesday September 26, 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)	Rocky Montz
Leslie Woolley (Vice Chair)	Andrew Paris
Deanna Hamilton (Secretary)	Robert Rene
David Carini	Camille Schoenberg
Emily Hirsch	Mystic Thompson
Shawn McClellan	

Student Liaison: Taylor Torgerson

PCHS Management:

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

C. Public Comment

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

D. Approve Minutes

July 18, 2017 Regular Meeting

Approve minutes for Board Meeting on July 18, 2017

E. Approve Minutes

August 22, 2017 Regular Meeting

Approve minutes for Board Meeting on August 22, 2017

F. Approve Minutes

August 26, 2017 Special Meeting (Board Retreat)

Approve minutes for Special Board Meeting on August 26, 2017

II. Organizational Reports

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

III. Board Committees (Stakeholder Board Level Committees)

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

IV. Board Committees (Board Members Only)

- A. Audit Committee Presentation
- B. Grade Appeal Committee Presentation
- C. Survey Committee Presentation
- D. Risk Management Committee Presentation

V. Academic Excellence

Academic Excellence

- A. Discussion of Class Rankings
- B. Columbia Survey Results
- C. PCHS Educational Philosophy & 2017-2018 Schoolwide Goals
- D. PCHS Current Enrollment and Class Size Updates

VI. Facilities / Operations

- A. Campus Security Fences
- B. Update on Transportation & Planning for the Future

VII. Finance

Finance

- A. 2017-2018 Prop 30 EPA Budget Approval
- B. 2016-2017 ASB Financial Updates
- C. Fiscal Policies and Procedures Update

VIII. Governance

Governance

- A. Notice of Concern - Filming & Other Activities from LAUSD CSD
- B. Review & Update of Governing Policies
- C. Review of Board Retreat
- D. Board Legal / Governance Training Updates

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

X. Consent Agenda

- A. Approval of Updated Membership of Board Committees
- B. Approval of reimbursements for Executive Director / Principal

- C. Approval of Field Trips
- D. Resolution Regarding Stale Warrants (Checks)

XI. New Business / Announcements

- A. Announcements / New Business
 - Date of Next Regular Board Meeting is Tuesday, October 17, 2017
- B. Board Chair to announce items for closed session, if any.

XII. Closed Session

- A. Conference with Legal Counsel: Anticipated Litigation
(Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9)
- B. Student Matter: Discipline/Expulsion

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 July 18, 2017

APPROVED



Palisades Charter High School

Minutes

Board Meeting

Date and Time

Tuesday July 18, 2017 at 5:00 PM

Location

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

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Trustees Present

Andrew Paris, Camille Schoenberg, Deanna Hamilton, Emilie Larew, Emily Hirsch, Leslie Woolley, Robert Rene, Rocky Montz, Shawn McClellan

Trustees Absent

David Carini, Mystic Thompson

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 Jul 18, 2017 at 5:44 PM.

B. Record Attendance and Guests

Board Members present: Andrew Paris, Deanna Hamilton, Emilie Larew, Rocky Montz, Leslie Woolley, Camille Schoenberg, Shawn McClellan.

Absent: Mystic Thompson, David Carini

Arrived Late: Robert Rene arrived @ 6:10pm

C. Public Comment

Amy Mueller gave a public comment.

Asked what we as parents can do to participate more in teacher retention or teacher concern. Aside from documentation or complaint form(s), Ms. Mueller asked if there are other processes the Board can offer to help parents make Pali as good as it can be.

D. Approve Minutes

We did not review the Meeting Minutes from June 6, 2017. The minutes will be brought to the upcoming August 22nd Board for approval.

E.

Approve Minutes

We did not review the Meeting Minutes from June 19, 2017. The minutes will be brought to the upcoming August 22nd Board for approval.

II. Organizational Reports

A. Student Report

Taylor Torgerson presented: ASB Leadership Updates: Annual Bonding Retreat August 12 at Catalina.

We will be planning upcoming Homecoming and Spirit Week events.

B. Parent Report

Nothing to report.

C. Classified Staff Report

Nothing to report.

D. Faculty Report

Nothing to report.

E. Human Resources Director (HR) Report

Stands as Submitted.

Additionally, we are doing well with new hires and well on track for the new school year.

F. Director of Operations Report

Report as Submitted.

G. Director of Development Report

Report as Submitted.

Update on Donor Brick Campaign - all athletics teams benefiting from the track replacement project will be mailed information regarding the campaign on July 18, 2017 and asked for their support. We have already sold close to 35 bricks without having started the campaign. Local AYSO will be handing out the flyers to their participants asking for support to the Donor Brick Campaign. The local Chamber of Commerce has us on the front page of their website to support the Donor Brick Campaign and will be asking for their support at their next mixer on Thursday night, the remaining parents will receive a mailing regarding the Donor Brick Campaign at the end of September. The Donor Brick Campaign announcement can be found on the Pali website.

We received a \$10,000 grant from Joseph & Dorothy Goldberg Charitable Trust to support the Tech equity.

We have 13 new Temescal Street Banners of which 8 were placed up before graduation. That came from remaining Booster Club monies & donations. No cost to the school upgrade the banners.

PCHS Fund direct mail campaign will be mailed out on August 1st,

For the Boards consideration: New Communication Guidelines-new policy specifying guidelines for communicating to our public and families since we are utilizing our website more. We have constant request and a communication procedure is needed. We need for time to proofread materials and receive approval from Dr. Magee, before communications are posted.

A question was asked, where will the bricks be displaced. The bricks will be displayed on the back wall behind the home side bleachers.

A question was asked, are we reaching out to alumni families to purchase brick. This is difficult, we have alumni mailing list made up of graduates from the 1960, they are not that engaged, we have four alumni reunions in August and Sept and will promote the brick campaign, we will promote campaign via Social Media for recent graduates and contact past parents.

A question was asked if the PCHS Fund is the same as the Ed Fund. The Ed Fund's name has been changed to the PCHS Fund. The name change will help eliminate confusion and incorporates the name of our charter.

H. Chief Business Officer (CBO) Report

Chartwell is new food service provider to PCHS. First new provider since 2003. We are excited about new and approved food service.

Financial Updates:

The approved 2017-2018 budget is included in the materials, Greg invited the new Board members to review budget and contact him with questions.

The budget is a living document, so we are accumulating bills for 16/17 expenses. We have an increase in revenue numbers for this year about \$70,000, but also some increases in transportation expenses and consulting fees.

The Unaudited Actuals Report must be submitted by September 15th and will be run by the board.

Good news: The Legislature passed a State budget with one time funding of about \$147 per student or \$400K. This additional funding was not included in the 2017-2018 budget. We can keep this funding in the bank or determine a spending plan.

Question asked if we knew in advance that the one time funding was possible. Yes, we were aware of proposed funding, but Governor Brown wanted the funds dispersed in 18-19, but the Legislators overrode Brown and the funds will be dispersed in 17/18 for Education.

Greg will be visiting conversion charter schools, Birmingham and Granada to gather best practices.

Question asked about Mrs. Ramirez returning to cafeteria. Mrs. Ramirez worked for food services Sodexo and left to work with Chartwell last year. Now that Chartwell is providing food service, Mrs. Ramirez has returned.

I. Executive Director/Principal (EDP) Report

Update on Programs taking place this summer: We had the Extended School Year Program, Summer School, a number of summer camps. Dolphin Leadership Academy starting on July 24th and Link Crew Training will start with Dr. Lee.

We have been having lots of training over the summer with teachers requesting grants for PLC. PCHS leadership had four day of Adaptive Schools Foundation Training.

A training is scheduled on July 26th at the Museum of Tolerance for teachers, staff and administrators. The Board is invited to attend. The training will focus on positive and inclusive school climate.

III. Board Committees (Board Members Only)

A. Survey Committee Update

Columbia Survey - we have received the results and will discuss in more detail at our August 22 Board Meeting.

It has been added to our July materials, as we wanted to make sure the Board has time to review the survey. The survey will be used to set the 2017-2018 schoolwide goals and is open for discussion in our next Board Retreat (August 26).

IV. Academic Excellence

A. WASC Update

Western Assoc. of Schools & Colleges (WASC) is our accrediting agency. Six years ago we received top ratings from the agency. It is time to re-evaluation our goals and determine what we have done well and where we need improvement. With the WASC action planning process, we will create goals/action plans. This process is monitored by the Long Term Strategic Planning groups. Teachers/Staff & Parents has been participating in initial focus groups and additional meeting will be planned and participation will be encouraged. As each stage is completed a report will be made to the Board.

B. Update on Local Control Accountability Plan (LCAP)

Dr. Pam Magee presented.

We have added a cover page which is more of a summary. The LCAP has been submitted.

Arleta Illyas and Mr. Wood were thanked for their assistance in completing the LCAP.

C. Credential Waiver/Permit Approval for PCHS Teachers

Over the past several summers, Credential Waiver/Permit approvals have been requested. We have a couple of teacher candidates from out of state generally that require the waiver. Teachers from out of state may not have all the required State of California classes. For instances one of the required classes is an English Learners class. The wavier will California gives those teachers the entire year to take those classes to complete this requirement or allows the teacher to take the test in a month or two. The waiver is letting the state know the teachers will take the required course. We have two current teachers on that require a waiver and they currently teach VAPA classes. These classes will become Career Technical Education Classes which require the English Learners class.

The resolution is included in the Board Materials.

Rocky Montz made a motion to approve the Resolution in support of the waiver requests for 4 English learner authorizations with one corrections of change "special" meeting to "regular" meeting.

Andrew Paris seconded the motion.

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

Roll Call

Rocky Montz	Aye
Mystic Thompson	Absent
Deanna Hamilton	Aye

Roll Call

Robert Rene	Aye
Emily Hirsch	Aye
Emilie Larew	Aye
Shawn McClellan	Aye
David Carini	Absent
Andrew Paris	Aye
Camille Schoenberg	Aye

V. Facilities / Operations

A. Track & Football Field Repair/Resurfacing Update

Track and Field Resurfacing Project is moving along as scheduled.
Demolition is complete
Base work on track is complete
Base work on field should be complete in 2-3 weeks
The field and track is on schedule to be completed by August 27th.

VI. Finance

A. Update on 2017-18 Consolidated Application (CONAPP)

In the Board materials are the Consolidated Applications. The applications will outline how Title 1 and 2 funds are being used for different services like taking care of the homeless or protecting prayer. We received about \$250,000 of Title I funds and \$6,000 in Title II funds. In receiving these funds we have to report to the CDE & to the Federal Government, twice a year if and how the funds are spent. The applications were submitted by the June 30th deadline. The Board already approved Dr. Magee to sign the application and an update is being provided to answer further questions.

B. Track and Field Loan Update

The Track & Field Loan in conjunction with the Board approval, we have a signed Expression of Interest with Cathay Bank for an \$850K loan and it's pending approval (going through the bank loan committee process). Greg is expecting the loan documents to come out soon and he will present at the August 22nd Board Meeting (and will be an Agenda item). And the funding will fall in place with our project schedule.

C. Approval of 2016-17 Expenditures

We will table these items for the next Board meeting in August. The expenditures are for the energy savings initiatives through a State Program called Prop 39. We receive \$100,000-\$150,000 each year from Prop 39. This is our 4th year receiving the funds. In

the past we have used the funds for replacement lighting, timers on lights, variable frequency device for swimming pool. We currently have \$200,000 to spend.

Lesley Woolley inquired as to the remaining years left for Prop 39 funding. The funding is schedule to end 17/18 fiscal year, but may be retained for 5 more years.

Lesley Woolley inquired if we have seen a reduction in our electricity bill. Greg Wood would say, yes, but since we are a conversion school we are billed via an aggregate by the District and do not see the actual bill.

Lesley Woolley inquired about using solar. Solar is not excluded from future plans. But, if we consider solar, we may have to get approval from the District if the solar is placed on structures. If we received Prop 51 funds, solar may be considered. The comment was made that the LTSP committee is continuously discussing the use of solar.

D. 2017-18 Spending Plan

We will table this item to the August Board Meeting.

VII. Governance

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

The oversight visit this year was later than normal -May 2017. It was a great visit. The visit included a discussion regarding what we are doing well and what can be changed. The Oversight Report included in the Board Materials had some inaccurate information that will be updated. The materials were included for review only at this point.

Our ratings are lower and were affected by one issue. Some teachers did not complete child abuse training timely. There is a plan in place now to address meeting the deadline for future training.

The revised report will be provided once the revisions are received from the Charter School Division.

B. PCHS Governance Structure / Administrator Responsibilities

We have new Board members, so here is a new chart with faces, names, positions & departments they supervise. A great deal of what we do on the Board is direct people to the correct persons.

C. Review of Board Committees and Membership Needs

Emilie reviewed how sub-committee's work and who can and cannot join. Current Board members are generally on other Sub-committee groups.

Sub-Committees will return to meeting in Aug/September 2017:

Budget/Finance (no Board employees can join), Grade Committee, (no parents can join), Election (parents cannot join), Charter, Risk Mgmt., Evaluation (non-employee Board can join), Audit (just Board Members), Academic Accountability, Survey, Post-Retirement HC

Benefits Committees. Its best to join the Committee if it works with your schedule/position with PCHS & the Board.

Please think about it and let Emilie Larew know what committee's you want to join.

D. PCHS Email Access and Board on Track Access for Trustees

If you are new to the Board member you will have a log in & password sent to access Board on Track thru your computer and cell phone.

Various training, documents and other materials are available in Board on Track. It is a nice program that houses all our Board Meeting materials.

Re-establishing any access, please email jropel@palihigh.org.

E. Election of Board Officers - Board Vice Chair

We need to elect new officers for open seats.

Emilie Larew made a motion to nominate Leslie Woolley as Vice Chair.

Rocky Montz seconded the motion.

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

Roll Call

David Carini	Absent
Emilie Larew	Aye
Deanna Hamilton	Aye
Leslie Woolley	Abstain
Andrew Paris	Aye
Shawn McClellan	Aye
Rocky Montz	Aye
Emily Hirsch	Aye
Camille Schoenberg	Aye
Mystic Thompson	Absent

F. Election Of Board Officers - Board Chair

Leslie Woolley made a motion to elect Emilie Larew as Board Chair.

Andrew Paris seconded the motion.

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

Roll Call

Shawn McClellan	Aye
Andrew Paris	Aye
Camille Schoenberg	Aye
David Carini	Absent
Leslie Woolley	Aye
Rocky Montz	Aye
Deanna Hamilton	Aye
Robert Rene	Aye
Mystic Thompson	Absent
Emilie Larew	Abstain

Roll Call

Emily Hirsch Aye

G. Election of Board Officers - Board Secretary

Leslie Woolley made a motion to Made a motion to elect Deanna Hamilton as Board Secretary.

Rocky Montz seconded the motion.

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

Roll Call

Andrew Paris Aye
Robert Rene Aye
Mystic Thompson Absent
Leslie Woolley Aye
David Carini Absent
Deanna Hamilton Abstain
Emily Hirsch Aye
Shawn McClellan Aye
Camille Schoenberg Aye
Rocky Montz Aye
Emilie Larew Aye

Deanna Hamilton was elected. She will be added to the Agenda Setting Meetings - moving forward. Those meetings help set the agenda for the upcoming Board Mtgs.

VIII. Consent Agenda

A. Approval of reimbursements for Executive Director / Principal

Rocky Montz made a motion to Approval reimbursements for Executive Director/Principal for \$126.63 cents.

Deanna Hamilton seconded the motion.

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

Roll Call

Emilie Larew Aye
Rocky Montz Aye
Camille Schoenberg Aye
Mystic Thompson Absent
Shawn McClellan Aye
Leslie Woolley Aye
David Carini Absent
Emily Hirsch Aye
Andrew Paris Aye
Deanna Hamilton Aye

B. Approval of Field Trips

There were no Field Trips to approve.

IX. New Business / Announcements

A. Announcements / New Business

Emilie Larew reviewed a few announcements to ensure the Board was in agreement.

The next Board meeting is the week after school starts.

The next Board Retreat is confirmed for Saturday, August 26th. If you have agenda items you'd like to see presented at the Retreat - send Emilie an email with your agenda items by August 20th. Ultimately a week before the Retreat (August 16) is recommended - to ensure items get on the agenda.

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

There was no closed session.

X. Open Session

A. Return to Open Session

There was no closed session.

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

Nothing to report out on action taken as there was no closed session.

XI. 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 6:59 PM.

Respectfully Submitted,
Emilie Larew

Coversheet

Approve Minutes

Section: I. Opening Items
Item: E. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on August 22, 2017

APPROVED



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Minutes

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Trustees Present

Andrew Paris, Camille Schoenberg, David Carini, Deanna Hamilton, Emilie Larew, Emily Hirsch, Leslie Woolley, Mystic Thompson, Robert Rene, Rocky Montz, Shawn McClellan

Trustees Absent

None

Trustees who left before the meeting adjourned

Mystic Thompson, 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 Aug 22, 2017 at 5:07 PM.

B. Record Attendance and Guests

C. Public Comment

Speaker Lisa Saxson thanked everyone for a great opening. She praised the tech rollout and clean campus. She added that the ninth graders were happy with the Link Crew. She reported that some classes are over enrolled and realizes Jeff Hartman is working hard to open new classes, but faculty might want to know there is a plan. Lisa recommend a timetable be communicated to teachers affected by the over enrollment.

D. Approve Minutes

Andrew Paris made a motion to approve minutes from the Board Meeting on 06-06-17 Board Meeting on 06-06-17.

Emily Hirsch seconded the motion.

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

Roll Call

Rocky Montz	Aye
Shawn McClellan	Aye
Emily Hirsch	Aye
David Carini	Aye
Emilie Larew	Aye
Mystic Thompson	Abstain
Deanna Hamilton	Aye
Leslie Woolley	Aye
Robert Rene	Aye
Andrew Paris	Aye
Camille Schoenberg	Abstain

E. Approve Minutes

One correction to June 19th Meetings Minutes-Page 30 the spelling of Leslie's name should be correct.

Andrew Paris made a motion to approve minutes from the Board Meeting on 06-19-17 as corrected Board Meeting on 06-19-17.

Leslie Woolley seconded the motion.

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

Roll Call

Leslie Woolley	Aye
Shawn McClellan	Aye
Emilie Larew	Aye
Andrew Paris	Aye
Deanna Hamilton	Aye
Mystic Thompson	Abstain
David Carini	Aye
Rocky Montz	Aye
Robert Rene	Aye
Emily Hirsch	Aye
Camille Schoenberg	Abstain

F. Approve Minutes

Approval of Minutes Tabled

II. Organizational Reports

A. Student Report

Taylor Torgerson updates the Board on ASB Leadership activities. Club Day informational meetings scheduled for August 29th and 30th. Club Day sign up is scheduled for September 13th and 14th. The Homecoming Dance is scheduled for

October 21st. Potential Homecoming venues are Madam Tussauds and Grammy Museum. Senior Parent Informational Meeting scheduled for August 23rd.

B. Parent Report

Deanna Hamilton described how parents have supporting PCHS recently:

- Parents helped the attendance office staff registration/welcome packets sent home prior to school starting.
- Parents helped the library, nurse's and attendance office during student registration
- Booster Club paid for lunch for the counseling office and library staff during the 4 day registration. Parents pick up and delivered the lunches.
- Senior Parent Meeting scheduled for August 23rd at 6:00pm
- Parents and community members donated school supplies to the Pali Cares Program.
- Booster Club meeting scheduled for August 29th at 6:30pm.

C. Classified Staff Report

No Report

D. Faculty Report

Emillie Larew relayed a message from Paul Mittelbach. PCHS Board Members are welcomed to participate in upcoming Professional Development focus groups, which are part of our WASC self-study process. Non-employee Board Members participation would be super welcomed. Employee Board Members are already participating. Focus groups are scheduled for Sept 12th, October 10th and 31st and November 14th. Those interested in participating, contact Shelby Ladnier for more information for dates and times.

E. Human Resources Director (HR) Report

Stands as submitted

Amy Nguyen added it has been busy replacing staff that has turned over from retirements or moving. Most hires has been one to one, but we added CTE staff in Stage Craft and Maker Space. We also added two new Math Paraprofessionals.

F. Director of Operations Report

Stand as submitted

G. Director of Development Report

Stands as submitted

H. Chief Business Officer (CBO) Report

Stands as submitted. Greg Wood added we received a new sources of funding over the summer for 2017-2018 from the Title II, Everyone Exceeds Act. We received \$565,000, but we need to evaluate how the new funding will be spent. We may have projected expenses come in higher than expected, like consulting fees or transportation cost.

I. Executive Director/Principal (EDP) Report

Dr. Magee highlighted the phenomenal and productive summer at PCHS via a powerpoint presentation. Summer Activities:

- Extended School Year Program
- Summer School for credit recovery
- Dolphin Leadership Academy
- Band Camp
- Athletic Camps and Practice
- Adaptive Schools training for administrators, AA Team, and staff (4 days)
- Museum of Tolerance professional development
- Diversity Film Festival- 4 films selected
- PLC mini-grants for curriculum development and planning (over 40 grants)
- Facilities upgrades and campus beautification (football field renovation moving forward)
- Link Crew training
- Registration and 9th grade Orientation
- The "Hello" program was introduced.
- WASC will be popular this year; focus groups will be conducted.

PCHS Campus Unification Plan will be a major focus this year. There is a web page featuring the Campus Unification Plan located on the Pali website.

III. Board Committees (Stakeholder Board Level Committees)

A. Board Committee Updates

Most committees have not met over the summer.

- Academic Accountability meeting is scheduled for August 30th.
- Budget and Finance met on August 21st and reviewed financial reports that will be discussed with the Board during today's meeting. A rotating list of reports that should be discussed were identified during the committee meeting.

- Post-Retirement Healthcare Benefits committee met over the summer, but no information was available to share with the Board.

IV. Board Committees (Board Members Only)

A. Committee Updates

Committees have not met. No updates.

V. Academic Excellence

A. College Center Update

Ruth Grub began her Board update on the College Center with a few fun facts:

- 720 senior
- 397 students committed to attend 4 year colleges
- 273 students committed to 2 year colleges
- 174 students will attend colleges in California
- 45 students will attend private schools in California
- 81- students will attend public schools out of state
- 93- students will attend out of state provide colleges
- 22 accepted to UCLA, 8 will attend, 169 applied
- 36 accepted to UC Berkeley, 19 will attend, 168 applied
- 151 students applied to CSUN and 38 will attend
- 4585 application were made for regular decisions
- In May 1,022 students took at least one AP exam, an increase of 73 students from the previous year. 1949 AP exams were given, an increase of 98 from the year before. Forty-six percent of the student body from 10th-12th grades took at least 1 AP Test. The number of AP tests that students take has increased by just over 50% in the last few years.
- 82% of the students score 3 or higher on AP tests at PCHS; in California it was 62%.

A senior meeting was held today, August 22nd and 120 seniors attended. There are two more meetings on August 23rd and 24th.

Ruth clarified that students may take the AP exam without taking the AP class with a teacher's recommendation.

Robert Rene commended the College Center for all their hard work and inquired whether the College Center could begin to track and provide more granular information to stakeholders on the quality of the 4 year colleges students will attend.

The College Center is suggesting that the Board discuss and evaluation moving away from class rankings beginning for the 2017-2018 school year. A decision needs to be made soon, so school profile documents must be sent out.

Summary of College Center's Thoughts on Class Ranking:

- More and More High Schools are moving away from class ranking
- Class ranking has less significance to college admissions
- Class ranking benefits top 25-30 of their class
- At a successful school like Pali, it is difficult to be in the top 25 of class.

B. Update to SMC CCAP Agreement

Jeff Hartman reported that there are no substantial changes to the Santa Monica College-College and Career Access Pathways (CCAP) agreement. The dates have changed to 2017-2018, we continue to offer the same classes.

C. Department of Rehabilitation Contract

Mary Bush described the Department of Rehabilitation agreement, we are renewing the We Can Work grant. The grant is a renewal for the fiscal years 2017/18 and 2018/19 and will reimbursed up to \$40,000 for portion of the transition teachers salary and 1000 hours of work experience for students.

Leslie Woolley made a motion to approve Dr. Magee to sign the Department of Rehabilitation agreement.

Shawn McClellan seconded the motion.

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

Roll Call

Deanna Hamilton	Aye
Emilie Larew	Aye
Andrew Paris	Aye
Shawn McClellan	Aye
David Carini	Aye
Rocky Montz	Aye
Robert Rene	Aye
Leslie Woolley	Aye
Emily Hirsch	Aye
Mystic Thompson	Aye
Camille Schoenberg	Aye

VI. Facilities / Operations

A. Track & Football Field Repair/Resurfacing Update

Don Parcell reported the field is on schedule to be completed by the first home football game on August 31st. The targeted completion date is August 28th; this will give the football team a few days to play on the field before the first home game. The project remains on budget.

Rocky Motz noted the field will be completed by not the track. Don explained both the track and field's base work have been completed. Currently, the finish work on the field is taking place and the finish work for the track is delayed to September 25th. We ordered a special blue track the was back ordered. The installation of the track will coincide with the football team's bye week.

Robert Rene congratulated the team for a excellent job. Having the project completed on schedule and on budget.

VII. Finance

A. Cafeteria Food Service Update

Greg Wood introduced management team for new food service provider, Chartwell. Annette, the Regional Manager, discussed meeting needs of students and providing a variety of health foods. They will be talking to kids and surveying each day to meet needs. Cecila Ramirez, Director of Dining Services, has returned to PCHS and she is happy with working with Chartwell. It's like returning home and they are still working on the program and will be working with the students. Robert Rene asked how we proactively stay ahead of the cycle of diminishing demand and quality of food served. In response, Annette described that Chartwell will continue to innovate and work with the students through focus groups to meet their demands while staying within the required State guidelines. There is an opportunity to increase our students food palate. Greg Wood noted the formula for success is the food the students want and quick access to the food.

B. Track and Field Loan Approval

Greg Wood discussed the Loan Documents and the Commitment Letter from Cathay Bank. Both documents are included in the materials. The loan will fill the gap in funding for the new track and football field. The 30 page loan document has multiple parts:

- Business Loan Agreement
- Corporate Resolution
- Promissory Note
- Commercial Security Agreement
- Subordination Agreement
- Agreement to Provide Insurance

Greg had concerns and requested a change to one of the loan document's Negative Covenants. On page 4, Capital Expenditures was changed from \$750,000 to 1.5 million. In addition, Cathay amended the Affirmative Covenants on page 2. The amendment requires the submission of the PCHS approved annual budget in addition to the annual statements and tax returns.

Greg explained the Commitment Letter is a summary of the 30 page loan document. The letter is just one phase in the lending process; we are essentially committing to the loan.

Other Key Points Discussed:

- Not obligation to use the full \$850,000.
- Withdrawal request must be accompanied by an invoice.
- No prepayment penalties.
- 5 years to repay the loan.
- Only pay interest on portion of money withdrawn.
- No PCHS General Funds will be used to pay back the loan.

David Carini inquired if fundraising for the track and field had begun. Mike Rawson reported that we have received a donation from AYSO and two other organizations. We have solicited donations from athletic teams families and local businesses. Request for donations will be send out to other families at the end of September. We are on the front page of the Chamber of Commerce website. We have raised \$34,000 plus.

Board Chair Emilie Larew noted that PCHS employees on the Board will abstain from making a motion or voting on this financial piece to avoid a conflict of interest.

Robert Rene made a motion to authorize the Administration to sign Cathay Bank Commitment Letter and the loan documents for the new track and field.

Emily Hirsch seconded the motion.

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

Roll Call

Rocky Montz	Abstain
Mystic Thompson	Abstain
Andrew Paris	Abstain
Emilie Larew	Abstain
Robert Rene	Aye
David Carini	Abstain
Leslie Woolley	Aye
Shawn McClellan	Aye
Emily Hirsch	Aye
Camille Schoenberg	Aye
Deanna Hamilton	Aye

C. Prop 39 Approval of 2016-17 Expenditures

Don Purcell and Greg Wood presented the plan to spend the 2016-2017 Prop 39 funds and the proposed spending plan for 2017-2018 funds. There is \$74,000 available from

2016-2017 and it is scheduled to be spent on classroom lighting. There are two options for spending 2017-2018 Prop 39 fund:

- Option 2-AHU Control, Pelican Thermostats (Modulars, Mercer, Gilbert Halls), Occupancy Sensors for Pelican Thermostats.
- Option 3-Football Stadium lighting

The spending plan for 2017-2018 Prop 39 funds must be submitted to the State by January 2018.

A discussion on the merits of the two 2017-2018 spending options ensued. Both options will have a major impact on energy efficiency. Option 2 would be an upgrade to the thermostats. Since there has already been an investment in the football stadium this year, we should invest in the classrooms. Mystic Thompson commented that Option 3-football stadium lights would be an upgrade to an income generating source. Rocky added new lights would have less spillage into the surrounding neighborhood. Greg Wood mentioned the legislature is looking at extending the Prop 39 funds for the next 3-5 years. We may have the opportunity to receive funding for future projects.

Leslie Woolley made a motion to approve the Prop 39 Expenditures Plan with Option 3 Football Stadium Lights.

Deanna Hamilton seconded the motion.

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

Roll Call

Rocky Montz	Abstain
Emily Hirsch	Aye
Andrew Paris	Abstain
David Carini	Abstain
Deanna Hamilton	Aye
Mystic Thompson	Abstain
Camille Schoenberg	Aye
Shawn McClellan	Aye
Robert Rene	No
Emilie Larew	Abstain
Leslie Woolley	Aye

D. Prop 39 2017-18 Spending Plan

No vote required. Both 2016-2017 and 2017-2018 Prop 39 spending plans were discussed in C-Prop 39 Approval 2016-2017 Expenditures .

E. Unaudited Actuals

The Unaudited Actuals Report (UAR) will be sent to the CDE by September 15th every year. In the Board materials there are two versions of the UAR Report:

1. Twelve page version of the UAR requires Board approval to send to LAUSD who then forwards to the state.
2. Three page version is a summary lay out of the UAR and is the version typically shared during Board meetings.

The UAR is a detailed report that provides an in depth breakdown of all sources of revenue received and how the funding was spent. This report includes

- **The Balance Sheet** shows our financial condition in terms of assets and liabilities . We have 8.7 million in cash in the County Treasury and 1.2 million in banks. We have approximately 10 million as of June 30th. Other assets include funds due from LAUSD, account receivable, buildings and work in progress. The bottom line is we have \$17,981,617.31 in assets that we will report to the state. Our liabilities include approximately 3 million for salary and benefits, unearned revenues (*funds received for special programs, but unspent*), net OPEB obligation (*as known as Post-Retirement Benefits*), compensated absences (*vacation paid out at separation*). Our liabilities total \$8,035,925.55. Our fund balance or net position that will be reported to the state is \$9,945,691.76

Robert Rene made a motion to approve the Unaudited Actuals Report.

Leslie Woolley seconded the motion.

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

Roll Call

Camille Schoenberg	Aye
Leslie Woolley	Aye
Emily Hirsch	Aye
Shawn McClellan	Aye
David Carini	Abstain
Deanna Hamilton	Aye
Robert Rene	Aye
Rocky Montz	Abstain
Mystic Thompson	Abstain
Emilie Larew	Abstain
Andrew Paris	Abstain

F. Audit - Scope, Timing, Auditor Responsibilities

Greg Wood stated that in the Board materials is a letter from Vavrinek, Trine, Day and Co., LLP. The letter states that the firm is engaged to audit the financial statements of

PCHS for the year ending June 30, 2017 and communicates the scope of the firms engagement and their responsibilities.

G. IT Team Supervisor Position - Title Change and Salary Scale Adjustment

Amy Nguyen asked the Board to consider the recommended changes to the IT Team. The recent resignation of the Technology Supervisor/Coordinator precipitated the review of the position's duties. After the review, it was determined that the duties should be split between the current IT Team Supervisor and the Ed Tech Coordinator.

The IT Team Supervisor's title and 8 step pay scale will change. The day-to-day tech duties typically proved by IT Team Supervisor will shift to a new Tech I position.

These change are budget neutral. The \$115,000 budgeted for the Tech Supervisor/Coordinated position will be split among three positions:

\$45,000 for Ed Tech Coordinator (3 periods out of the classroom)

\$40,000 for Tech I (new position)

\$20,000 for Information Technology Director (formerly IT Team Supervisor)

Robert Rene inquired if we are approving all 8 steps in the pay scale for the new position. He is concerned with locking the school into 8 years of salary increases.

Mystic Thompson commented that the steps are based on experience and education. New employees are evaluated to determine their starting step. You are approving the pay scale. David Carini mentioned limiting the steps would limit our pool of candidates.

Amy Nguyen stated the pay scales provide equity, fairness and transparency. Robert Rene made a motion to approve the title change and salary scale adjustment of the Information Technology Director and the updates to the IT Team structure. Emily Hirsch seconded the motion. The board **VOTED** to approve the motion.

Roll Call

Deanna Hamilton	Aye
Emily Hirsch	Aye
Andrew Paris	Abstain
David Carini	Abstain
Leslie Woolley	Aye
Rocky Montz	Abstain
Mystic Thompson	Abstain
Shawn McClellan	Aye
Camille Schoenberg	Aye
Emilie Larew	Abstain
Robert Rene	Aye

H.

Campus Unification Director Position

Amy Nguyen recommended the approval of the Campus Unification Director position. The position was created to ensure inclusion and improve campus culture. Due to incidents that have happened over the years, the CUD position will assist in improving the school environment. Make sure staff, faculty and students are heard. The position is a temporary one year position and will be funded by grants and gifts. This year's salary for the position is \$70,000 including benefits. Fundraising for the position is ongoing and \$50,000-\$60,000 is still needed to fund the position. There is no salary scale for this position due to its temporary status. The position will be re-evaluated at the end of the year. The PCHS fund will back fill any fundraising shortfalls.

Mike Rawson reported that sustaining grants are being sought for the Campus Unification Director position; the grants will provide ongoing funding. The reason for our ask will be compelling to major foundations; diversity is a major topic currently.

Robert Rene recommended that going forward more specificity be provided to assist the Board in approving new positions. Information surrounding the economics, role, tenure, funding and liabilities should be provided. Robert recommended approving the position in two phases: First, approve \$35,000 now and later approving additional salary after the Administration provides additional information.

Dr. Magee added the Campus Unification Director position may be a calculated risk, but we need to see change at PCHS. There is pressure to make a systematic change. The director will be dedicated and have a laser focus on creating change.

Leslie Woolley made a motion to approve the Campus Unification Director Position.

Emily Hirsch seconded the motion.

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

Roll Call

David Carini	Abstain
Robert Rene	Aye
Rocky Montz	Abstain
Camille Schoenberg	Aye
Mystic Thompson	Abstain
Emilie Larew	Abstain
Leslie Woolley	Aye
Andrew Paris	Abstain
Emily Hirsch	Aye
Deanna Hamilton	Aye

VIII. Governance

A.

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

No update

B. Periodic Monitoring - Governance Policies & Bylaws

Emilie reported we are required to review our Governance Policies on a regular basis including the first quarter of the school. Emilie Larew discovered that one of our practices is not aligned with our policy. The Executive Limitation policy was updated by Board resolution to allow Dr. Magee to approve Special Education items, but the update was not recorded in our Governance Policies document. Emilie Larew is seeking volunteers to assist her with reviewing and updating the policies.

C. Approval of Updated Membership of Board Committees

Tabled

D. Review of Board Committee Procedures

Emilie Larew reported that in July, 2016, the Board approved policies to define the responsibilities of the Committee Chairs. The policies would assure the committees remained aligned with our Governance Policies. Included in the Board Materials is the Stakeholder Board Level Committee Policies and Procedures from the 2014 PCHS Charter and a written summary of the Committee Chair Responsibilities.

The responsibility of the Committee Chairs include:

- At the first committee meeting each school year a review of the Brown Act requirements
- Providing committee agendas for review to Board officers by required deadlines.
- Submitting approved meeting minutes for public posting.

The written summary of the Committee Chair Responsibilities need to be approved by the Board.

Robert Rene left.

Rocky Montz made a motion to to approve as submitted the PCHS Board Policies (outlining the Committee Chair Responsibilities).

David Carini seconded the motion.

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

Roll Call

Shawn McClellan	Aye
Emily Hirsch	Aye
Deanna Hamilton	Aye

Roll Call

Rocky Montz Aye
David Carini Aye
Emilie Larew Aye
Camille Schoenberg Aye
Robert Rene Absent
Leslie Woolley Aye
Andrew Paris Aye
Mystic Thompson Absent
Mystic Thompson left.

E. Credential Waiver Approval for PCHS Teacher

Shawn McClellan made a motion to approve the Credential Waiver Request.

Emily Hirsch seconded the motion.

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

Roll Call

Emily Hirsch Aye
Andrew Paris Aye
Leslie Woolley Aye
Robert Rene Absent
Emilie Larew Aye
Rocky Montz Aye
Shawn McClellan Aye
Camille Schoenberg Aye
Deanna Hamilton Aye
Mystic Thompson Absent
David Carini Aye

A returning teacher needs to retake a class and test. The waiver will allow the teacher one year to complete the class and test.

IX. Consent Agenda

A. Approval of reimbursements for Executive Director / Principal

No reimbursements

B. Approval of Field Trips

There are two tennis field trips for approval.

Leslie Woolley made a motion to to approve the Consent Agenda as is.

Andrew Paris seconded the motion.

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

Roll Call

Robert Rene Absent

Roll Call

Mystic Thompson	Absent
Rocky Montz	Aye
Camille Schoenberg	Aye
Leslie Woolley	Aye
Andrew Paris	Aye
Emilie Larew	Aye
Emily Hirsch	Aye
Deanna Hamilton	Aye
Shawn McClellan	Aye
David Carini	Aye

X. New Business / Announcements

A. Announcements / New Business

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

Closed session 8:17pm

XI. Open Session

A. Return to Open Session

Open session at 8:38pm

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

No action taken in close session

XII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:39 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 Special Board Meeting on August 26, 2017

APPROVED



Palisades Charter High School

Minutes

Special Board Meeting

Date and Time

Saturday August 26, 2017 at 9:00 AM

Location

St. Matthews School/Church, 1031 Bienvenida Ave., Pacific Palisades, CA,90272

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

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

SUPPORTING DOCUMENTATION:

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

ALL TIMES ARE APPROXIMATE AND ARE PROVIDED FOR CONVENIENCE ONLY:

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

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

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

Trustees Present

Camille Schoenberg, David Carini, Deanna Hamilton, Emilie Larew, Emily Hirsch, Leslie Woolley, Mystic Thompson, Robert Rene, Rocky Montz, Shawn McClellan

Trustees Absent

None

Ex Officio Members Present

Dr. Pam Magee

Non Voting Members Present

Dr. Pam Magee

Guests Present

Shelby Ladnier

I. Opening Items

A. Call the Meeting to Order

Emilie Larew called a meeting of the board of trustees of Palisades Charter High School to order on Saturday Aug 26, 2017 at 9:15 AM.

B. Record Attendance and Guests

Additional guest attending the Special Boarding Meeting included the following:

Dr. Chris Lee
Susan Ackerman
Amy Nguyen
Russel Howard
Jeff Hartman
Monica Iannesa
Mary Bush
Michael Rawson

Students:

Abby Fisher
Laney Choo
Caroline Ross
Ali Zafar-Khan
Saba Johnson
Elisa Kim

Student Liaison: Taylor Torgerson was not in attendance.

C. Public Comment

No Public Comments

II. Governance

A. Team Building Activities

Introductions of all present was made. As an icebreaker, Giovanni Stewart led the group through the "Hello!" Program. The "Hello" Program was developed and launched over the summer.

Richard Tauer and Allen Rasmussen from Education Support Services Group were the facilitators for the Board Retreat.

The focus of discussion revolved around creating understanding on how the Board provides process/structure and support to help PCHS succeed in giving students a great educational experience. The roles of the Board and the Administration were defined. Further training provided discussion/ guidance regarding Brown Act Laws, and further clarified processes imperative to prioritizing so as to meet the school-wide goals and stay aligned with PCHS's mission.

Role of the Board:

- Setting the direction
- Establishing effective and efficient strategies
- Provide support
- Ensure accountability
- Acting as community leaders

Roll of the Executive Director was reviewed:

- Directly accountable to Board
- Face of PCHS
- Board Advisor
- Implements Policies & Goals for the Board
- Principal, also
- Leader of the school & leadership team
- Delegates duties
- Provides balance & demands of multiple stakeholders & sometimes competing demands
- Oversees and understands all Dept. operations

B.

Review of 2016-2017 Schoolwide Goals

Dr. Magee reviewed the 2016-2017 school wide goals. A review of the Strategic Development Plan for fiscal year 2017-2018 was provided. The goals of the strategic plan include:

- Execute successful annual fund appeal that meets established goals for participation for faculty, board, parents, grandparents, alumni, friends and others.
- Implement an Honor Roll Awards Dinner each year as a major fundraiser for the school.
- Explore other special events to be held in the fall that would bring additional funds to the school, with priority given to growing Pali's endowment.
- Develop and implement opportunities for alumni to remain connected to PCHS.
- Create and maintain an Alumni Association of interested and/or vested volunteers and focus their efforts on fundraising through special events and other collaborative means and select an Alumni Association President.
- Research and pursue opportunities for planned giving.
- Research and pursue grant opportunities through foundations, corporate giving programs and federal and state sources (where feasible)
- Prepare for and execute capital campaign based on needs identified by strategic plan.
- Pursue donations to an endowment fund in order to grow principal by 5% per year.
- Improve communications between Development and the greater PCHS community.

C. Determine 2017-2018 Goal Areas and Goals

A group discussion resulted in the recommendation to retain the 2016-2017 with slight modifications.

- Goal # (1: - 5): **Omitting in each Goal Title: "will continue"** in all (5) goals was recommended.
- Goal # 3: - **recommended modification**; PCHS to increase student success through equitable classroom practices and positive classroom climate.
- Goal # 4: - **recommended modification**; PCHS to foster a positive school climate by maintaining a trust among students, parents, faculty, staff, administrators, and Board members by educating all stakeholders about the needs and concerns of other stakeholder groups, demonstrating respect for all types of diversity, and increasing cohesion, connectedness, and compassion at all levels.
- Goal # 5: - **recommended modification**; PCHS will identify sources of funding, coordinate and build fundraising efforts, personalize the fundraising with focused goals and projects, and set measurable short- and long-term goals.

The recommended 2017-2018 goals will be reviewed by Dr. Magee and her Executive Team and brought back to the Board for approval.

D.

Board Committees - Purpose and Need

There was a discussion regarding the purpose and need for all the current Board committees. It was decided before recommendations to eliminate or retain any committees is made more information regarding the committees will be needed. Mystic Thompson made a motion to have all the Committee Chairs present at the next Board Meeting, how often they meet and if they need new members. Robert Rene seconded the motion. The board **VOTED** unanimously to approve the motion.

Roll Call

Shawn McClellan	Aye
Emily Hirsch	Aye
Robert Rene	Aye
Emilie Larew	Aye
Leslie Woolley	Aye
Rocky Montz	Aye
Deanna Hamilton	Aye
Mystic Thompson	Aye
Camille Schoenberg	Aye
David Carini	Aye

III. New Business / Announcements

A. Announcements / New Business

New business to be discussed at future Board Meetings:

- Leveling current enrollment/class sizes
- The merits of class ranking
- School wide goals for 2017-2018

IV. 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 2:52 PM.

Respectfully Submitted,
Emilie Larew

Coversheet

Faculty Report

Section: II. Organizational Reports
Item: D. Faculty Report
Purpose: FYI
Submitted by:
Related Material: II_C_Faculty Report for Board Mtg 9.17.pdf



PALISADES

CHARTER HIGH SCHOOL

FACULTY REPORT

Board of Trustees Meeting

Tuesday, September, 26, 2017

PE teacher Amanda Campbell asked that the following letter be shared with the Board on her behalf:

Dear Board Members,

Ever since I started teaching at Pali in 2013, our Physical Education Department has been made up of a solid group of hard-working teachers who collaborate effectively, continually look for ways to improve their teaching, and created meaningful PLC goals each year. Along the way, as you may know, we have developed a draft system which allows students to have a choice in which P.E. class they want to take each semester, with the goal of creating intrinsic motivation for students. I have been proud to be a part of this department and school as a whole since my first day here.

However, our department faces one particular challenge every semester. This is the issue of our teaching spaces being used for other events and therefore displacing our classes. First, I think its necessary for you to have an idea of how we operate. In the beginning of the year, we meet as a department and discuss what units we will all teach and which areas we will teach in, this is known as a pacing plan. Generally, we teach units that are four weeks long and then rotate areas and change units. The areas we use on a daily basis are the Big Gym, Small Gym, pool, blacktop, and football field. There is enough room for one class to be in one area at a time, except for the football field which can host two classes that split the space.

After we have established our pacing plan, we stick to it for the semester. Classes that also use those teaching areas during various periods include Dance (p.3,5 in small gym), swim team class (p.5 in pool), and marching band (p.6 on half of football field). So you can see we juggle a lot in the way of logistics in order just have an area to teach in. We work very hard to stay organized and create consistency for our students, which is essential for the best learning environment.

What has happened since I started working here in 2013, and I'm sure way before that, is various other events will be scheduled in our PE teaching areas throughout the semester. Some examples are filming, blood drive, long-term repairs such as the football field this semester, senior meetings, assemblies, and the list goes on. Usually each of these events will take up at least one teaching space, forcing that teacher to go somewhere else for that day. The issue is not necessarily being bumped for one day. The issue arrises when we are bumped repeatedly throughout the semester, and no one seems to care that we are left without a classroom. In addition, one teacher being bumped usually affects all other PE classes because the bumped class has to occupy another PE space, which forces that class to also not be able to operate. As you can see, it has a ripple effect, and finding another space that is usable for a class of 60 students is not an easy task.



PALISADES

CHARTER HIGH SCHOOL

Everyone expects us to be "flexible" and just do something else that day, which would be fine if we didn't care about our students learning anything and were fine with "rolling out the balls." But unlike many other high school PE programs around, we take pride in our profession, plan our lessons ahead of time, and have things to accomplish each class. Not only do we have things to accomplish for our department, but we also have PLC goals which we work on in class as well.

My point here is that it frequently feels like we are being worked against instead of supported. It often feels as though P.E. classes are not as high of a priority as other subjects, when in fact, the physical activity and physical literacy our students are learning in PE benefits all of their other classes as well as their lives beyond school.

All of the teachers in our department are extremely adept at being flexible..that is not the problem. However when we are told and expected to "be flexible" a dozen times, what that translates to in my mind is that PE classes being displaced has become so commonplace that no one views it as a hardship for us. Some events are not avoidable, but the impact to our classes could be minimized; some events should be scheduled more carefully to avoid impacting us at all; and sometimes it's the last minute or lack of communication that is the problem.

I will say that the communication ahead of time has gotten much better over the years, but I think that the impact on our classes could still be minimized much more. Some things I think will help are:

1. Better communication and more careful planning from Leadership Students scheduling the Blood Drive and other events.
2. Making it a priority to repair PE facilities in the summer or outside of school hours when possible.
3. Involving the PE Dept Chair more.
4. For everyone to be informed that we are heavily impacted by several events all the time, so even though your event might only be on or two days, in the big picture it may have a bigger impact than you think.

I'd really like to minimize the frustration that comes with constantly having my classroom taken away after I have thoughtfully planned out my curriculum. In the month of September alone, we will have been displaced on four different days, not including not being able to use the football field at all since the beginning of school.

We take pride in the excellence of our PE program, and our students need your support and the school's support in order to get the most out of PE classes.

I have to thank Don and Rocky for being in communication with us about the football field and various events. I know Don is doing his best with what he inherited. As a school I think we need to do more to prioritize PE areas as classroom space instead of thinking of them as areas up for use anytime. If Math teachers were consistently displaced from their classrooms, I think the school would pay attention and make the necessary changes. We need to step up and do the same for the P.E. department.



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CHARTER HIGH SCHOOL

Thank you for your attention to this matter. I am sorry I cannot be there to say this in person as I'd like to be. Please take these things I've said to heart. We are striving to do our best, we have met multiple times with administration, yet we have basically been told to deal with it. I believe you can help the school set it's priority to be the education of students in ALL subjects.

Thank you,
Amanda Campbell
Physical Education Teacher
Palisades Charter High School

Coversheet

Human Resources Director (HR) Report

Section: II. Organizational Reports
Item: E. Human Resources Director (HR) Report
Purpose: FYI
Submitted by:
Related Material: II_G_Org Human Resources_09_26_17.pdf



PALISADES

CHARTER HIGH SCHOOL

Human Resources Board Report

September 26, 2017

Elections/New Hires:

Name	Classification/Position	Funding	Effective Date
Taiyana Ballard	Special Education Assistant	General	September 18, 2017
Ana Ramirez	Special Education Assistant	General	September 18, 2017
Cindy Bernstein	Substitute Teacher	General	September 18, 2017

Resignation/Retirement/Release:

Name	Classification/Position	Funding	Effective Date
Siquia Harris	Human Resource Specialist	General	September 20, 2017

Benefits:

Open Enrollment has closed. All staff including retirees have turned in any plan changes for the 2017/2018 year.

Culture & Climate:

The Culture & Climate committee has met and will be implementing changes throughout the year. The committee's goals for the 2017/2018 academic year include mediation for staff, strong communication of current policies, and team building. Each area is aimed at impacting school climate for continuous improvement.

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_Operations_09_26_17.pdf



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CHARTER HIGH SCHOOL

Board of Trustees Meeting Operations Report September 26, 2017

Transportation:

- Start-Up Registrations/Payments Completed
- All Bus Route scheduling adjustments made and final schedule now in place for remainder of the school year
- Registration Info through 9/13/2017:
 - Number of Special Ed Buses/Riders – 2 Buses & 5 Riders
 - Number of To/From Buses – 16
 - Number of Registered & “Paid” Riders – 828
 - “Paid” means Family Paid or PCHS Scholarships
 - 200 PCHS Full Scholarships Provided
 - 169 PCHS Partial Scholarships Provided
 - Number of Routes Completely Full – 4 (804, 805, 809, 816)
 - Number of Routes Almost Full (1-2 seats remaining) – 6 (800, 802, 803, 806, 812, 813)
- Fall Athletic Buses & Field Trips All Going as Planned/Needed

Security/Safety:

- Additional Cameras for Video Surveillance System Installed – Refinement and Integration now being done by in-house IT
- 2017-18 Safety Plan Updates being finalized for Oct 2017 Board review/approval
- Safety Presentation made to Faculty & Staff at Sept. Faculty Meeting
- Safety Drill to be conducted on Mon 9/25
- Classrooms stocked with Emergency Supplies – Water/Crackers & Updated Evacuation maps
- Safety/Security Fencing being considered for front and parking lot side of school
- Additional Safety/Evacuation Gates being contemplated for perimeter locations

MGAC/Pool:

- 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)
- Waiting on Revised Bids for Possible Improvements of:
 - Shade for Bleachers on Temescal Side of Pool
 - Outdoor Showers Added under Scoreboard



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CHARTER HIGH SCHOOL

Permits & Setups:

- All Fall Permits are Active & Underway
- Many September activities such as: Back-to-School Night, Blood Drive, Parent Breakfast, etc.
- USC Student Film being done
- Hosted CA Coast Classic Bicycle Road Race finish
- October has multiple PCHS setups, Parking Related Permits, and some Reunions Events

Facilities Projects:

- **Stadium Repair:**
 - Track & Field Base Repairs Already Completed
 - Field Turf Installation Mostly Completed
 - First Home Football Game Played on Thu 8/31 – Pali Landslide Victory 😊
 - Track Refinishing being done 9/23 thru 10/1
 - Anticipating a 2nd half of Oct final completion of entire project
- **School Accountability Report Card (SARC) Inspection** – LAUSD Annual SARC Inspection (Facilities State/Maintenance Inspection) prepared for and conducted in Sep. Inspection done on Fri 9/22/2017. Report to be issued in Oct 2017.
- **Garden Gateway Phase 3** – Landscape Architect design received, waiting for Electrician detail design to be received for responding to LAUSD requests for clarifications and refinements. Once received, project will be re-submitted to LAUSD for hoped final approval to proceed.
- **Security Fencing** – Security/Safety fencing plans has been reviewed by PCHS Administration Team, LTSP Facilities Committee, and discussed with the Budget & Finance Committee. Discussion with Board to be conducted at 9/26/2017 meeting. Looking to work through financing with Budget & Finance Committee in Oct/Nov for presentation to Board for a vote sometime this semester.

Coversheet

Director of Development Report

Section: II. Organizational Reports
Item: G. Director of Development Report
Purpose: FYI
Submitted by:
Related Material: II_G_Org Development_09_26_17.pdf



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CHARTER HIGH SCHOOL



Board of Trustees Meeting Development Report September 26, 2017

Total Funds Raised to date \$127,035

- \$36,502 – The PCHS Fund
- \$90,533 – Donor Brick Campaign

Donor Brick Campaign mailing to 3,524 families and local businesses sent out September and ½ page advertising campaign in the Palisadian Post and Palisades News will commence in October. Direct email campaign to the Alumni Association will be sent out the week of September 18th. Link to the campaign will be placed on the PCHS Facebook account.

The PCHS Fund Direct Mail campaign was mailed out to all families on August 16th and will be promoted by follow-up emails, parent newsletter, Back-to-School Night and the New Parent Welcome Breakfast.

Fundraising for clubs, teams, and extra-curricular

- New online donation portal for athletics and extra-curricular is now available on the school website. Donating is simple and easy and goes directly into the specific ASB account.
- New outside source for many fundraisers available to ASB and clubs looking for something different that can raise considerable funds.

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_Org CBO_09_26_17.pdf
II.H - Monthly Schedule of Reports-2017-18.pdf
II.H - Credit Card 08.31.17.pdf



PALISADES

CHARTER HIGH SCHOOL

CBO REPORT BOARD OF TRUSTEES MEETING September 26, 2017

2016-2017

ASB financial results for 2016-2017 Financials have been completed and will be presented as a separate Agenda item. 2017-2018 Budget for ASB is included as well.

2017-2018

Cash Balances for PCHS at the end of month end were \$7.8 million (\$7.4 Unrestricted) \$8.9 million due to lower funding in July & August and Year-end accruals that were paid off. This is normal for the months of July & August. (\$9.5 Unrestricted and \$5.34 million in Fund 20.0- Lifetime Benefits Account, excludes loan from Permit account). The September Funding will be higher for both Quarterly EPA (Prop 30) funding of approx. \$1.05 million and monthly funding levels from September-June at 9% per month compared to 5% per month funded in July & August.

A kick off meeting was coordinated by PCHS and the financial staff of El Camino, Granada & Birmingham to meet with the CBO's and managers. Common issues and best practices were the primary topics of discussion. Regular meetings have been scheduled for the remainder of the year. Outreach to LAUSD as a group was also discussed as being a priority.

Cafeteria

The new Food Service Management Company (Chartwell) has started and is fully staffed. The Biometric devices deployed at the start of the year are now fully operational and working as expected. Participation has increased significantly from last year. In the first 15 days of school this year, Lunch participation is up 35% & Breakfast participation is up 40% from last year. The Free & Reduced Student counts for the beginning of the school year are 1,050 students or (34.3%) qualified (885 eligible in same period 2016-17). This is a full 3% more F & R students eligible than from 2016-2017. In addition to participation increases, this will also result in increased LCFF funding from the State in 2017-2018.

Additional new food service equipment has also been ordered to expedite the service and delivery of food to our students & staff.

Our Mission:

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



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CHARTER HIGH SCHOOL

CBO REPORT BOARD OF TRUSTEES MEETING September 26, 2017

Special Education COP-(Option 3)

I will continue to serve as Co-Chair of the Fiscal Committee of the LAUSD Option 3 SELPA which serves 163 charter schools in LAUSD. In this capacity, I led the Fiscal meeting on September 8th and will be able to oversee the fiscal decisions in support of the Special Education students of this group. Additionally, I will be attending a special Fiscal Subcommittee meeting of the COP today (September 26th) to discuss funding formulas for the Special Ed students in these Option 3 charters.

Attendance

The reported Month 1 attendance and ADA shoed 3058 Students Enrolled (2,984 in 2016/17) and an ADA of 2,981 or 97.5% (2,903 or 97.3 in 2016/17). Initial combined enrollment included 62 at Pali (Temescal) Academy and 49 in Virtual Academy. Higher enrollment #'s are attributed to more local families enrolling at PCHS and a higher than average Class of 2021 matriculation from our feeder middle school (Paul Revere). The Budgeted ADA for 2017-2018 is 2,854.

LACOE

PCHS successfully solicited and coordinates with LACOE to have a meeting with multiple Charter Schools to hear and discuss issues and learn more about LACOE staff. Additionally, LACOE staff will be on site next Thursday to conduct more in depth training on the new BEST Financial software being implemented for select Districts in 2018-2019. PCHS is one of only 8 Districts and the only Charter School in LA County selected for this opportunity.

Our Mission:

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**BUDGET & FINANCE COMMITTEE
PRESENTATION/DISCUSSION ITEMS
2017-18**

Aug-17	16/17 Unaudited Actuals
Sep-17	Capital Project Updates - Summer 2017 Tech Project Updates - Summer 2017 College Readiness Grant - Update Education Protection Account 17-18
Oct-17	Cafeteria Updates Transportation Updates
Nov-17	Civic Center Permits Update (1st Quarter) Track & Field Update
Dec-17	Annual Audited Financials Textbook/IMA Updates
Jan-18	2017-18 First Interim Report (Actuals to 10/17 & Full Year Projections) Drafting of 2017-18 Budget Calendar Curriculum Council recommending new courses
Feb-18	Civic Center Permits Update (including 10 year Cash Flow)/Prop 39 Impact (2nd Quarter) Transportation Updates Textbook/IMA Updates 17/18 Textbook Budget Approval 2018/19
Mar-18	Operations Updates (incl. Custodial Updates) 18/19 Budget Process - Updates Capital Projects Updates (CapEx & Tech)
Apr-18	2017-18 Second Interim Report (Actuals to 2/18 & Full Year Projections) IMA Review 18/19 Cafeteria Updates
May-18	Revenue/Exp Updates for Budget Preparation (Includes updates for all of the above areas)
Jun-18	2018-2019 Budget Approval
Jul-18	No Meeting

Palisades Charter High School
 Credit Card Reconciliation Form
 For the Period of: 8/1/17 - 8/31/17

PLEASE COMPLETE

For finance use only

Date	Vendor	Description of Expense	Cardholder	Requested By	Amount	Board Approval Required?	Resource	Budget Category
8/2/2017	MAILCHIMP *MONTHLY - MAILCHIMP.COM, GA	communications	PAM MAGEE	PAM MAGEE	150.00	No	00000.0	5310
8/3/2017	INDEED - 203-564-2400, CT	HR job listings	PAM MAGEE	A. NGUYEN	81.50	No	00000.0	5310
8/3/2017	IN *SOUTHERN CALIFORNIA A - 310-8916889, CA	AP insitute	PAM MAGEE	A. FOSTER	795.00	No	62640.0	5220
8/4/2017	IN *TRANSLATION SERVICES - 310-5847481, CA	Document Translation	PAM MAGEE	PAM MAGEE	1,350.00	No	20150.0	5310
8/15/2017	DOMINO'S 8546 - 310-473-6575, CA	9th grade registration	PAM MAGEE	PAM MAGEE	235.89	No	00000.0	4390
8/16/2017	ANAWALT LUMBER - LOS ANGELES, CA	D202 Materials	PAM MAGEE	D. PARCELL	131.86	No	00000.0	5510
8/18/2017	EXPEDIA 7288633297240 - EXPEDIA.COM, WA	Infinite Campus Training	PAM MAGEE	D. MOO	2.42	No	00000.0	5220
8/21/2017	SPIRIT AIRL 4870157329656 - MIRAMAR, FL	Infinite Campus Training	PAM MAGEE	D. MOO	135.19	No	00000.0	5220
8/21/2017	UNITED 0168646972961 - 800-932-2732, TX	Inifinte Campus Training	PAM MAGEE	D. MOO	161.80	No	00000.0	5220
8/21/2017	NOAH'S-ONLINE CATERING - 180-022-4356, CO	School Welcoming	PAM MAGEE	PAM MAGEE	159.93	No	00000.0	4390
8/22/2017	NOAH'S-ONLINE CATERING - 180-022-4356, CO	After School Meeting - Hate Events	PAM MAGEE	PAM MAGEE	233.64	No	20150.0	4390
8/28/2017	PAVILIONS STOR00022319 - SANTA MONICA, CA	Admin Meeting Materials	PAM MAGEE	PAM MAGEE	43.75	No	00000.0	4390
8/29/2017	PINOCCHIO IN CUCINA - PACIFIC PALIS, CA	Board Retreat	PAM MAGEE	PAM MAGEE	316.97	No	00000.0	4390
8/29/2017	HAMPTON INN LINO LAK - 763-7467999, MN	Infinite Campus Training	PAM MAGEE	D. MOO	451.50	No	00000.0	5220
8/29/2017	NOAH'S-ONLINE CATERING - 1800224356, CO	Board Retreat	PAM MAGEE	PAM MAGEE	96.86	No	00000.0	4390
8/30/2017	JCL TRAFFIC SERVICES - MONTEBELLO, CA	Blue Paint for Track and Field	PAM MAGEE	D. PARCELL	392.48	No	99500.0	6200

Grand Total **4,777.79**

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_EDP_09_26_17.pdf



PALISADES CHARTER HIGH SCHOOL

PALISADES CHARTER HIGH SCHOOL BOARD OF TRUSTEES MEETING EXECUTIVE DIRECTOR AND PRINCIPAL REPORT SEPTEMBER 26, 2017

Unity and Community Focus

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

Goal #4 has guided much of the school's focus in the first weeks of the school year. Regardless of the situation, this goal has been the north star as we work to build unity and community throughout all areas of our campus. A few of these opportunities include Back to School Night/Parent Fair along with a New Parent Breakfast. Other initiatives include:

- **Community Days** for students and staff – School follows a special schedule to provide time for students to participate in team building through the “Hello!” activity (see the Unification page on the PCHS website for more details)
- **Community Day School-wide Assembly** (Wednesday, September 27) – The presentation showcases the school's commitment to social justice, unification, and community. Student performances and presentations are featured.
- Roll out of a new **school-wide protocol for addressing sensitive issues** related to school and beyond. The protocol was developed by the Social Studies department to address concerns related to community and national events..
- Initiation of **courageous conversations** to raise awareness of the varied experiences of the many individuals who make up our culturally rich community.
- **Human Relations Committee set the following goals for management:** 1) Develop clear rules and policies for adult and student behavior, 2) Be willing to go to the next step if someone is not following a policy, 3) Provide mandatory cultural sensitivity training for all adults on campus, 4) Ensure clear communication and follow up when there are concerns, and 5) Make team building opportunities a priority.

***PCHS Staff Commitment to Social Justice:** Our vision is to become a cohesive and constructive community for students to learn who they want to be. As staff members, we are fully committed to our mission statement. Together we will cultivate an uplifting environment where students are inspired and empowered to pursue their personal aspirations. We will not tolerate and we will stand against any form of hate or discrimination based on race, ethnicity, religion, gender, abilities, sexual orientation, citizenship, or socioeconomic status. Our goal is for all students to know that they are safe, valued, and respected.*



PALISADES

CHARTER HIGH SCHOOL

Emergency Communication Review

The Emergency Communications Team recently reviewed and revised emergency procedures as well as trained staff members on the use of Infinite Campus and Schoology systems. In the event of a crisis situation, PCHS will send notifications and updates via email, recorded phone messages, and Schoology to parents and staff. Students will be notified via Schoology posts. **To ensure that households receive this information, it is critical to have accurate information on file. Please contact the Attendance/Admission Office to update contact information.**

In addition, a new Crisis Management app will be available in the near future. The app provides quick access to PCHS crisis/emergency plans and procedures.

Reporting Campus Concerns

The best means to reach PCHS personnel before or after school hours is through two anonymous reporting systems:

- 1. My Safe School online reporting system (www.mysafeschool.com)**
- 2. Tip Line (text or phone message) – (310) 570-6111**

Both systems send automatic alerts to designated staff.

All reports are taken very seriously and will be promptly investigated.

PCHS works closely with the Los Angeles Police Department to resolve concerns and ensure that our campus is safe at all times.

Recent steps taken to improve campus security

- Increased security cameras and monitoring of cameras
- Increased security personnel and hours of coverage
- Visitor screening process in the Main Office
- “No Drop-off” policy
- More controlled access to school
- Ongoing training and practice drills emphasizing situational responses and good judgement

UPCOMING EVENTS:

Senator Ben Allen STEAM/Innovation Day

Senator Allen will be visiting PCHS **Thursday, September 28** to learn more about innovative programs at our school. Senator Allen serves as chair of the Senate Education Committee as well as the Joint Committee on the Arts. PCHS is looking forward to showcasing entrepreneurship programs, STEAMshop, game design, environmental engineering and many other programs and classes.

DACA Information Night

PCHS is hosting a free **DACA Information night** for our families. Immigration lawyers will be present to present important DACA updates and answer questions. This event is scheduled for



PALISADES

CHARTER HIGH SCHOOL

Thursday, September 28 in Gilbert Hall at 6:30 PM to 8:00 PM. There will be food served, and all who are interested are invited.

Coversheet

Academic Accountability Committee Presentation

Section: III. Board Committees (Stakeholder Board Level Committees)
Item: A. Academic Accountability Committee Presentation
Purpose: FYI
Submitted by:
Related Material: III_A_Board Committee Academic Accountability_09_26_17.pdf



PALISADES

CHARTER HIGH SCHOOL

Academic Accountability Committee

Purpose: 1. The Academic Accountability Committee will provide oversight regarding PCHS adherence to meeting our academic mission as stated in our charter (as requested). The committee will measure to what extent PCHS has achieved its academic mission using both quantitative and qualitative data. The Committee will examine and analyze data that examines PCHS' commitment to meet the academic success of whole student including, but not limited to grades, safety concerns, and the socioemotional well-being of the student as requested by the Board of Trustees.

2. The Academic Accountability Committee will monitor and analyze PCHS data (testing, attendance, graduation rates, etc...) of federal and state academic standards and mandates to ensure that PCHS is compliant with necessary academic requirements and benchmarks.

3. The Academic Accountability Committee will highlight areas of success or concern to the Board of Trustees and conduct additional, more specific areas to research. This may include, but is not limited to, researching and gathering and analyzing data concerning specific departments, Professional Learning Committees (PLCs), academic programs, and student demographic groups.

4. At each regular Board of Trustees meeting, the Academic Accountability Committee may make a presentation to the Board concerning an academic department or part of an academic department. In making its presentation, the Committee shall be cognizant that the level of detail presented to, and obtained by, the Committee during its meetings may well be more specific than the appropriate level of detail for the Board of Trustees.

5. Any presentation can be the subject of discussion at the Board meeting at which it takes place, and shall be placed on the agenda as a Discussion Item. Sufficient time shall be set aside at each meeting as early in the meeting as is practicable for the presentation and discussion. In some cases, the presentation of information may extend over more than one meetings. Appropriate members of the faculty will be invited to the Board of Trustees meeting to aid in the presentation, answer any questions, or present any other information that the faculty believes is helpful.

6. In the event that the Academic Accountability Committee is unable to obtain the information necessary to make a presentation to the Board, the administration shall, to the extent reasonably possible, aid the Committee in making the presentation.

7. Throughout the year, the Committee will monitor and analyze data that pertains to the Board's schoolwide academic goals.

8. Nothing in this Resolution shall be interpreted to be in conflict with any collective bargaining agreement and, to the extent such a conflict exists, the terms of the collective bargaining agreement shall control.

Current Members:

Michael Friedman – Chairman
Monica Iannessa
Chris Lee
Paul Mittelbach
Cristina Costa
Steve Klima

Open Seats: 3 seats

Coversheet

Budget & Finance Committee Presentation

Section: III. Board Committees (Stakeholder Board Level Committees)
Item: B. Budget & Finance Committee Presentation
Purpose: FYI
Submitted by:
Related Material: III_B_Board Budget Finance Committee.pdf

BUDGET AND FINANCE COMMITTEE REPORT to the Board of Trustees

*Please note that text in italics are taken directly from the most recent PCHS Charter.

1) What does your committee do? (Its purpose and what is actually being accomplished at meetings.)

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.

Tasks accomplished during Budget and Finance Committee meetings include:

- Examining audited and unaudited reports involving revenues/expenses
- Discussing financial reports from different groups/programs monthly (EX: ASB, Booster Club, Lifetime Health Benefits, Fundraising & Development, CTE, etc.).
- Keeping abreast about departments/programs that have significant financial impact on the school (EX: Transportation, Technology, IMA/Textbooks, Cafeteria, Civic Center Permits, Operations/Facilities, Capital Ex, etc) on a regular, rotating basis.
- Reviewing current Purchasing/Accounting Procedures and making recommendations for changes as necessary.
- Considering budget requests both during the regular Budgeting process and as they occur for non-budgeted items
- Assessing budget proposals to recommend to the Board for specialized grants/funding (Common Core, College Readiness, Educator Effectiveness, EPA – Prop 30, etc).
- Recommending a balanced budget to the Board annually.

2) How often does your committee meet?

Second Monday of each month (except during the summer or when it falls on a non-school day)

3) How often do you feel your committee should meet? (Monthly? Quarterly? Etc. – not necessarily the same as how often it actually does meet)

Monthly or more depending on the Budget Cycle

4) Information on anything the committee needs from the Board in order to function effectively

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.

5) A recommendation regarding the committee’s future (Do we/will we continue to need this committee in the future?)

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 (Stakeholder Board Level Committee).

6) A complete list of current committee members, including any new members who wish to join – we will also be approving committee membership at this meeting

The Budget and Finance Committee shall be open to all stakeholders 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. 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.*

Continuing Members:

1. Minh Ha Ngo	Teacher (Math)	Chair
2. Olivia Castro	Teacher (English)	Secretary
3. John Vieira	Teacher (Science)	
4. Ivy Greene	Parent	Booster Club Rep
5. Sara Margiotta	Parent	Vice-Chair/Ed Fund Rep
6. Rich Wilken	Community Member	

New Members:

1. Ali Zafar-Khan	Student	ASB Treasurer
2. Camille Schoenberg	Community Member	Board Rep
3. Amy Nguyen	Adminstrator	
4. Daphne Gronich	Parent	
5. Elizabeth Stoyanovich	Teacher (VAPA)	

Open Seats (at most 6):

1. Classified Staff Member
2. Teachers (Social Science, Special Ed, PE, Technical Arts, Counseling)
3. Other Stakeholder group members may join if there are still open seats

Coversheet

Charter Committee Presentation

Section: III. Board Committees (Stakeholder Board Level Committees)
Item: C. Charter Committee Presentation
Purpose: FYI
Submitted by:
Related Material: III_C_Board Charter Committee_09_26_17.pdf



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CHARTER HIGH SCHOOL

Charter Committee

Purpose: To consider and recommend to the Board of Trustees changes to the PCHS's Charter.

Charter Renewal: The term of the current Charter is July 1, 2015-June 30, 2020. The renewal petition must be completed no earlier than September, 2019 and no later than January 31, 2020.

Last Meetings Held: June 6, 2017, February 15, 2017 and November 18, 2015

Anticipated Meetings: Two or three meetings for 2017-2018 school year. Four to five meetings for 2018-2019.

Current Members:

Deanna Hamilton, Committee Chair, Parent

Monica Iannessa, Administration

Carol Croland, Faculty

Rocky Montz, Board Member, Staff

Emilie Larew, Board Chair, Faculty

Required Members: One parent Board member and a total of at least three parent members. Faculty has the right to a majority of members, but not an obligation.

Open Seats: Three parents

Coversheet

Election Committee Presentation

Section: III. Board Committees (Stakeholder Board Level Committees)
Item: D. Election Committee Presentation
Purpose: FYI
Submitted by:
Related Material: III_D_Board Elections Committee - 9.26.17 Board Meeting.pdf



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CHARTER HIGH SCHOOL

Role of Elections Committee

Presented at September 26th, 2017 Board Meeting

Purpose:

- Oversee Elections process for yearly elections of new board members (including 6 seats elected per year). Duties include, but are not limited to:
 - Discussing, adjusting, and updating Elections Timeline
 - Promoting recruitment of new candidates
 - Communicating with different electorate groups (Parents, Faculty, Staff, & Students) regarding elections process; as well as promoting and overseeing the registering of parent voters
 - Verifying candidate paperwork
 - Running elections process via online election program
 - Verifying election results and communicating results to Board of Trustees
- Continually reviewing and reassessing the Elections process to give recommendations to the Board of Trustees more effective policies and procedures

Frequency/Schedule of Meetings:

- Election Committee Meetings are not set on a monthly schedule but instead are scheduled on an Ad Hoc basis with the bulk of meetings between February and May (just prior to and during the election cycle).

Rough Yearly Schedule:

- Fall (August to December): One to Two meetings to discuss basic committee administrative information and set Elections Timeline
- Spring (January to June): Monthly meetings in January & February, then monthly to bimonthly meetings in March, April, and May.
- Summer: No Meetings in June, July or August

Information Needed from Board

- Elections Committee's greatest need from the Board is to verify all election results. Also, the Elections Committee serves on the Board's behalf regarding the elections process, but all Board decisions regarding Elections supersede those of the Elections Committee. Election Committee policies and procedures then need to be in alignment with the Board and the Board needs to communicate clear with the Committee if the two parties are out of sync.

Recommendation Regarding Future of Election Committee

- As long as the Board of Trustees continues to renew its membership yearly via a fair and open election, the Election committee is necessary to insure a fair and open election. Procedural discussions and tasks should be completed at the committee level and then reported to the Board.

Current Membership

- **Board Members:** Rocky Montz (Chair), Leslie Woolley, Deanna Hamilton
- **Non-Board Members:** Rob King (Vice Chair), Jeanne Siazza (Secretary), Sherry Martin
- **UTLA Representative Member:** Steve Klima
- **Non-Voting Student Member:** Abby Fisher
- *No Current Unfilled Seats but new members are more than welcome to join*

Coversheet

Post-Retirement Healthcare Benefits Committee Presentation

Section: III. Board Committees (Stakeholder Board Level Committees)
Item: E. Post-Retirement Healthcare Benefits Committee Presentation
Purpose: FYI
Submitted by:
Related Material: III_E_Board_Post Retirement_HC_Committee Report_09_26_17 v2.pdf



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CHARTER HIGH SCHOOL

Post-Retirement Healthcare Benefits Committee

Purpose: to determine if PCHS can afford to fund and how to fund retiree health care and options of how to provide a benefit to the retirees (who are members of the group who contracted for the benefit) if we cannot adequately fund retiree healthcare. Explore the possibilities of making the benefits last for the lifetime of the employees that qualify. We meet quarterly and have compiled information to present to the board on possibilities for this fund.

How often does the committee meet: approximately every other month

Information on anything the committee needs: at some point the committee may need to have reports prepared as to various options for funding retiree healthcare or approval to research investment options.

A recommendation: we need to continue with this committee until there is a determination as to how to handle funding retiree healthcare or how to manage the funds.

Current Members:

1. Dara Williams – Co-Chair
2. Rick Steil - Co-Chair
3. Susan Frank
4. Ellen Pfahler
5. Steve Klima
6. Karen Perkins
7. Sherry Martin
8. Linda Ello-Kay
9. Paul Mittelbach
10. Sophia Chock
11. Blaine Gorelik

Open Seats: there are no set number of seats on this committee

Coversheet

Grade Appeal Committee Presentation

Section: IV. Board Committees (Board Members Only)
Item: B. Grade Appeal Committee Presentation
Purpose: FYI
Submitted by:
Related Material: X_A_Grade Appeal Committee_09_26_17V2.docx.pdf



PALISADES

CHARTER HIGH SCHOOL

Grade Appeal Committee

Description: 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.

Purpose: For each class, the grade is assigned by the teacher and cannot be changed, except by the teacher, unless it is determined that there was a clerical error, mechanical error, fraud, bad faith, incompetency or a material violation of the PCHS grading policy.

This determination is made by the Grade Appeal Committee consisting of three (3) members of the PCHS Board of Trustees. Application to request a review of grade from the previous semester are available in the counseling office or at the PCHS website.

The request form deadline is 30 days into the subsequent semester. Any decision made by the Grade Appeal Committee is final.

Required Members:

- 1 Faculty Trustee
- 1 Classified / Management Trustee
- 1 Community Trustee

Current Members:

- Leslie Woolley – Chair, Community
- Andy Paris – Classified
- Mystic Thompson - Faculty

Alternates:

- Emily Hirsch - Community
- Rocky Montz – Management
- David Carini – Faculty
- Emilie Larew - Faculty

Coversheet

Survey Committee Presentation

Section: IV. Board Committees (Board Members Only)
Item: C. Survey Committee Presentation
Purpose: FYI
Submitted by:
Related Material: IV_D_Survey Committee Info 9.17.pdf



PALISADES

CHARTER HIGH SCHOOL

Survey Committee Information

Description From 2014 PCHS Charter:

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.

Purpose Served:

For the past several years the annual survey used has been through the Teachers' College at Columbia University (i.e. the Columbia Survey). The committee has revised the survey questions annually in collaboration with Columbia and the survey has been available to stakeholders in the late spring.

This annual survey has been used as our schoolwide stakeholder satisfaction survey. This information has been used for multiple purposes for both the Board and the administration. Board purposes have included gathering feedback regarding goal progress and achievement, areas of strength or improvement each year, areas of concern regarding the school (new or continuing concerns), and the evaluation of the Executive Director/Principal (EDP). Adjustments are made to the survey questions each year to ensure alignment with current goals, items of particular stakeholder interest in a given school year, and with the EDP evaluation rubric.

Frequency of Meetings:

The survey committee generally starts meeting in late January to early February and meets multiple times over the course of approximately 2-3 months until the survey is deployed. Committee members follow up with phone calls or email until the results are received. The committee reviews the results, ensuring names are redacted and that the results are presented to the full Board.

Potential Future Needs for This Committee:

If the Board wishes to have an annual survey tailored specifically to Board needs, then the committee should continue to exist to meet this purpose.

If the Board feels that an annual survey conducted by the administration is sufficient to meet the Board's needs, then this committee could be discontinued. Some type of coordination with the Executive Director / Principal may be required to ensure sufficient information is obtained in this case. If discontinued, a survey committee may at some point need to be created on an *ad hoc* basis to meet a specific surveying need (per the Charter).

Membership:

Current members: Emilie Larew (Faculty), Leslie Woolley (Community)

Open position: Parent Trustee

Coversheet

Risk Management Committee Presentation

Section: IV. Board Committees (Board Members Only)
Item: D. Risk Management Committee Presentation
Purpose: FYI
Submitted by:
Related Material: IV_D_Risk Management Committee Info 9.17.pdf



PALISADES

CHARTER HIGH SCHOOL

Risk Management Committee Information

Description From 2014 PCHS Charter:

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.

Purpose Served:

Risks of litigation (actual or potential) and significant grievances or potential grievances are, unfortunately, part of the operation of any school. The Risk Management Committee effectively serves its intended purpose. As with other Board committees, not every item needs to be reviewed or discussed by the full Board. This committee provides an avenue for the Executive Director/Principal (EDP) to meet the Board's requirements as stated in the Governing Policies EL #8: Communication and Support to the Board. The Risk Management Committee then determines which items need to come to the full Board based on the specific situation and in alignment with the Governing Policies. In addition to meeting Board needs for support from the EDP, it allows the Board to provide support for the EDP in addressing challenging situations.

Frequency of Meetings:

As needed

Potential Future Needs for This Committee:

This committee continues to be needed to address Board functions and serves key functions that are identified in the Governing Policies. There is no reason to believe the need for this committee will end in the foreseeable future.

Membership:

Current members: Emilie Larew (Faculty), Leslie Woolley (Community), Deanna Hamilton (Parent)

Open position: None

Coversheet

Columbia Survey Results

Section: V. Academic Excellence
Item: B. Columbia Survey Results
Purpose: FYI
Submitted by:
Related Material: V_B_Acad Exec_Columbia Survey Results.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.
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Teachers College | Columbia University | Survey Research Initiative

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Introduction

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

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

Design of the Survey

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

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

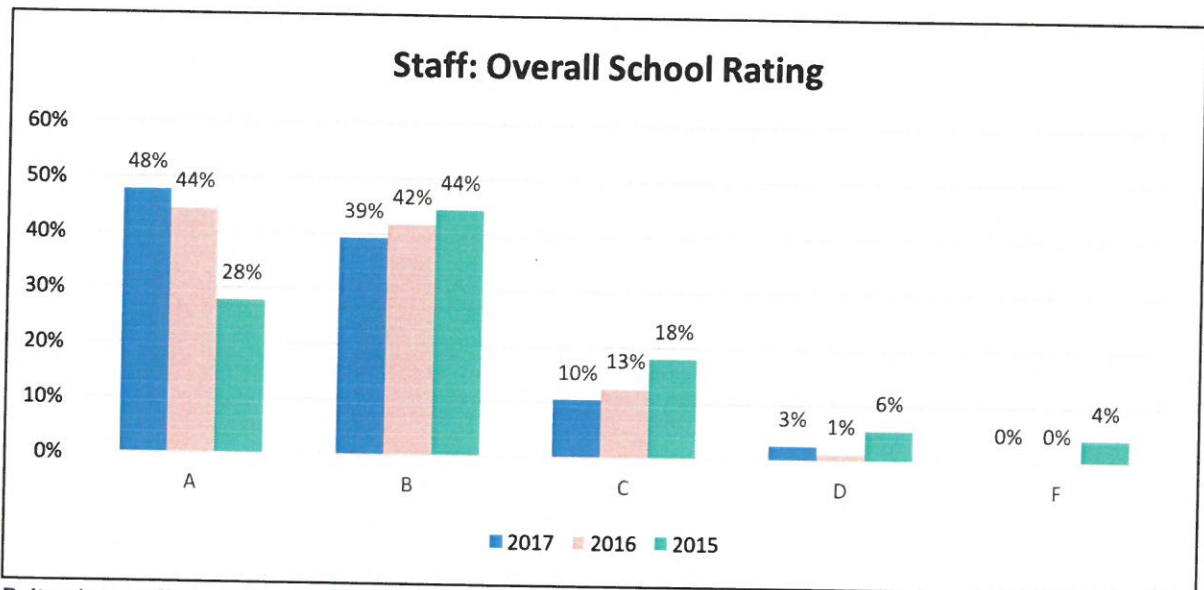
Stakeholder Responses			
	2015	2016	2017
Staff	74	79	175
Parents	360	294	292
Students	274	311	2,133

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

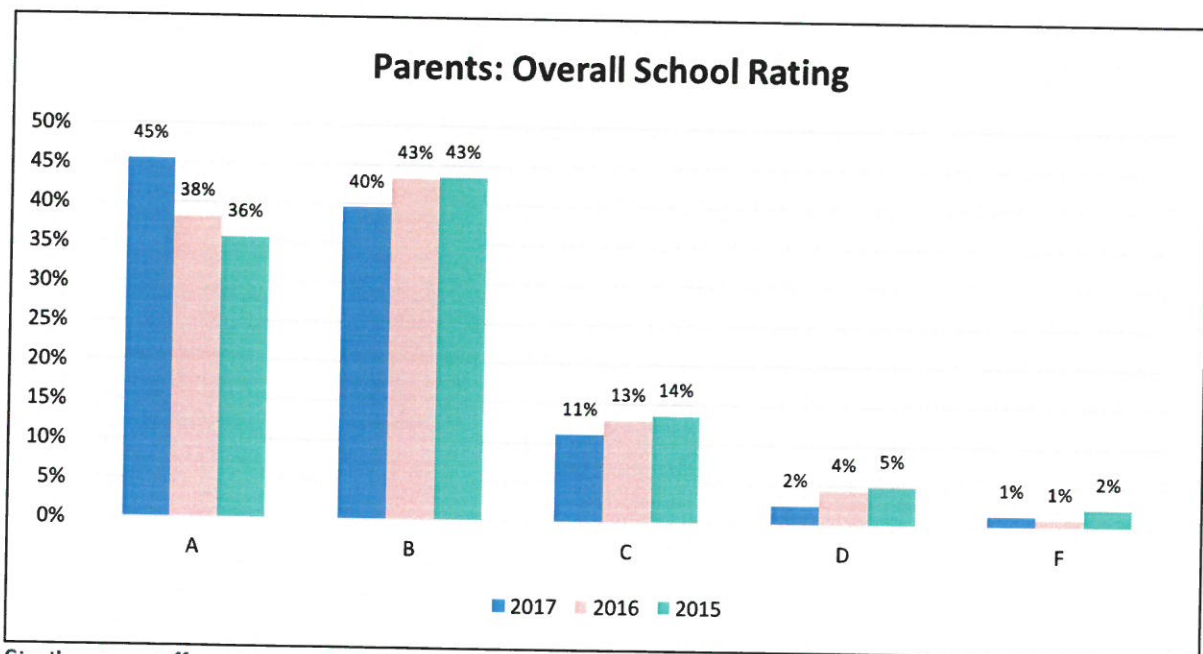
Organization of the Report

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

Overall School Ratings



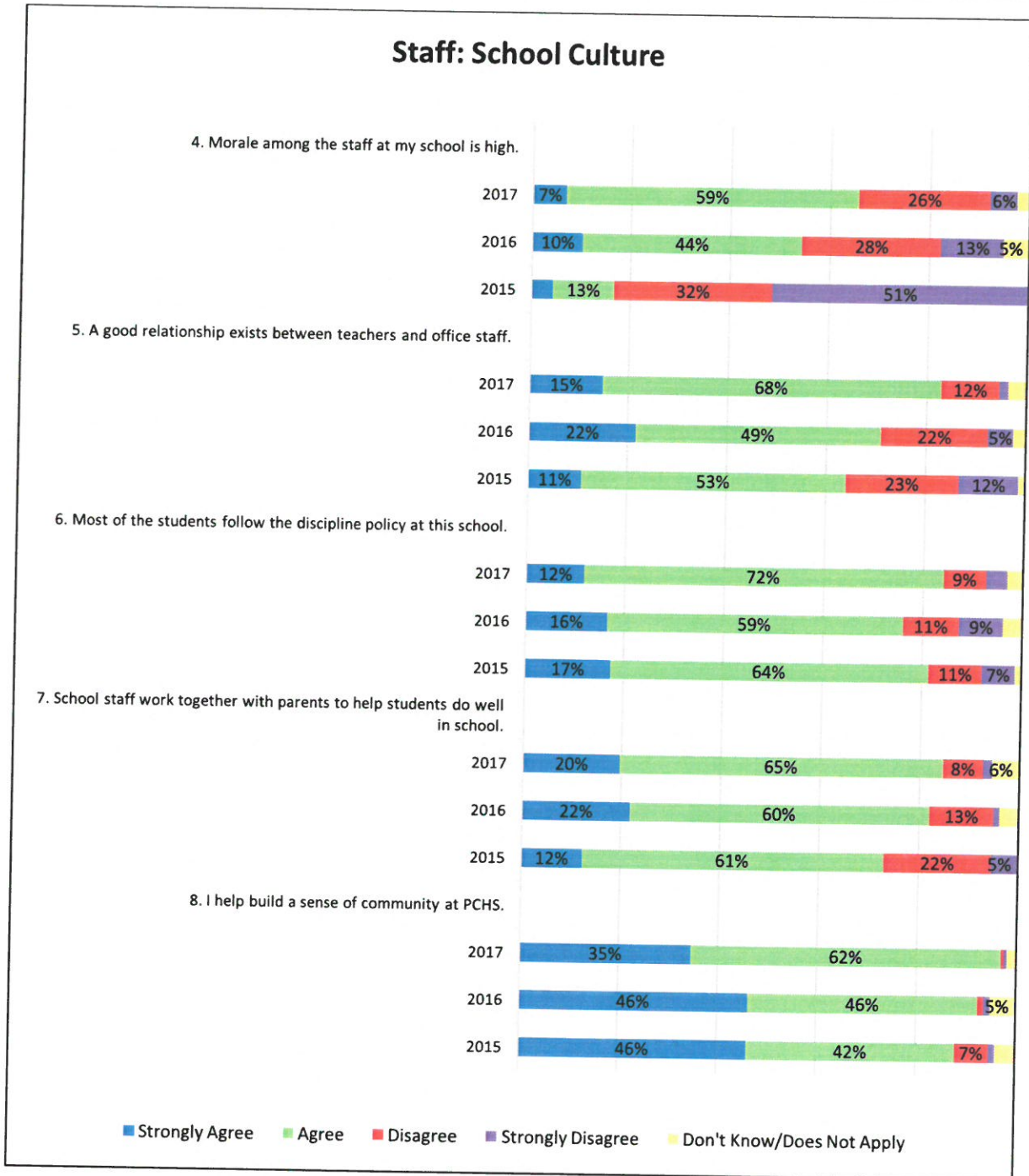
Palisades staff, in general, felt positively about their school. Nearly half of staff respondents gave the school an “A” rating (48% / 73 responses), and 39% gave the school a “B” rating (60 responses). This positive response is similar to that from 2016, but a significant increase from 2015 when only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

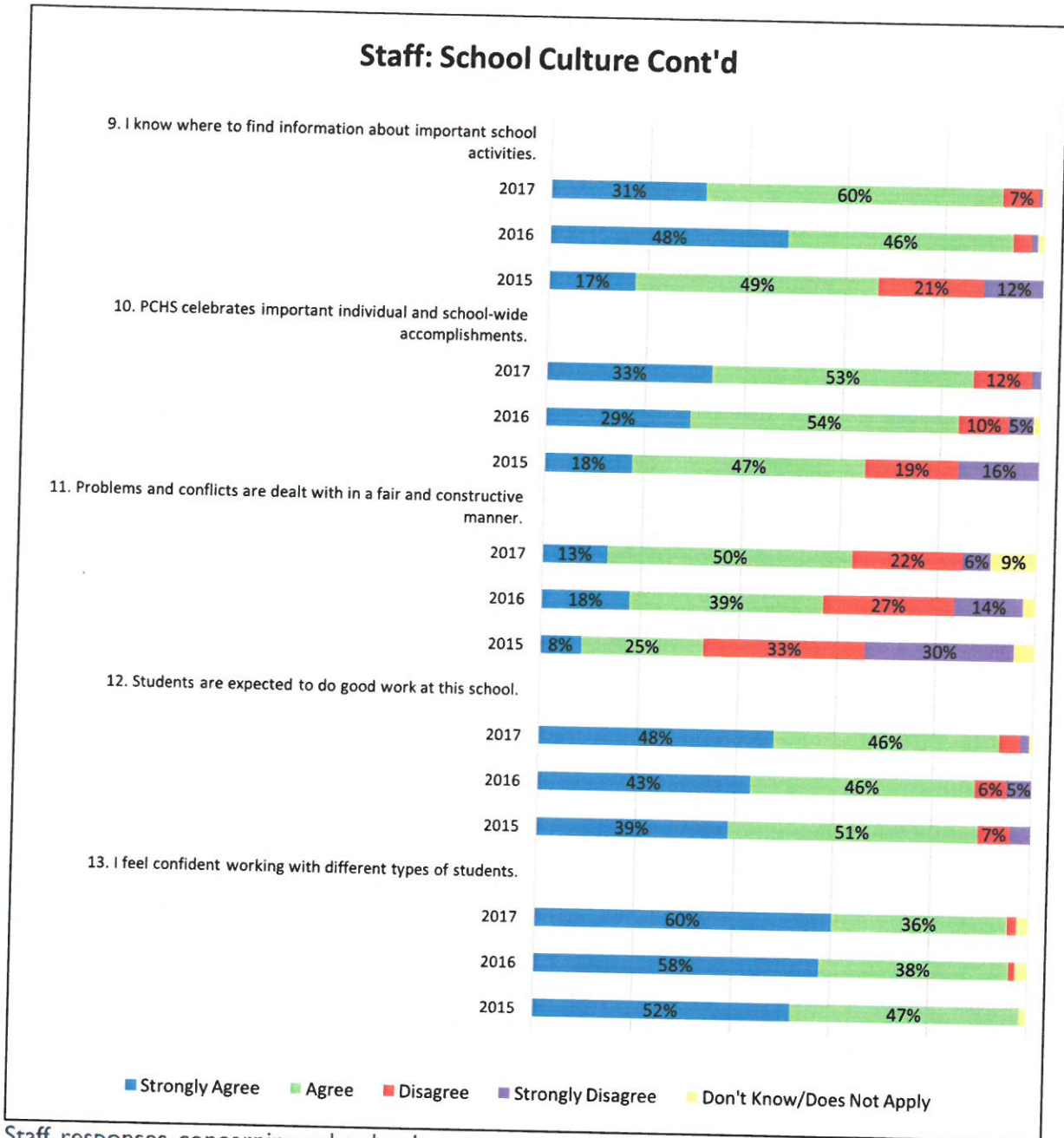


Similar to staff, parent respondents to the 2017 survey gave Palisades very high ratings. Most parents gave the school a “B” rating or higher (85% / 245 responses). This is a slight increase from 81% in 2016, and 79% in 2015.

Staff Survey Results

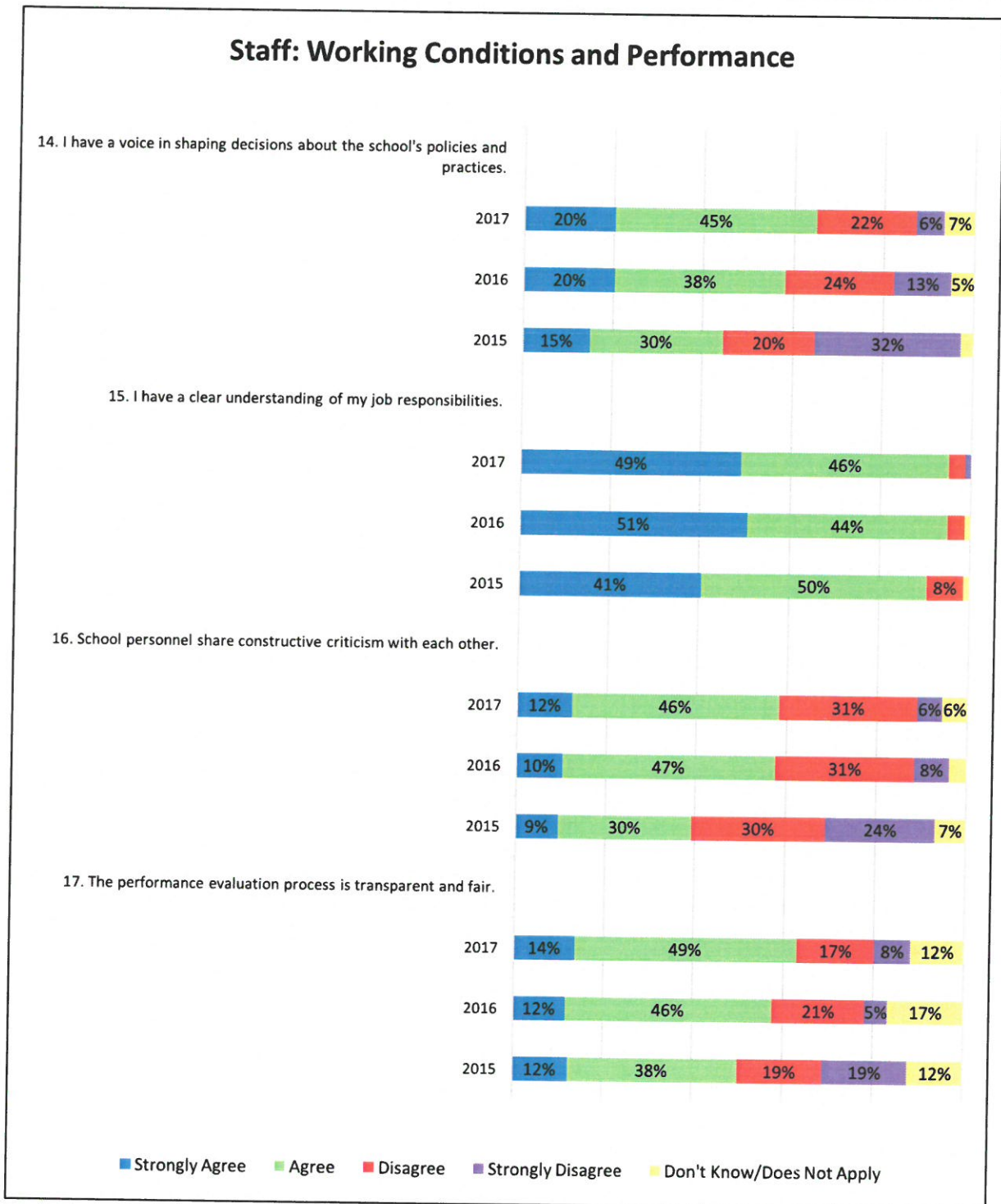
School Culture

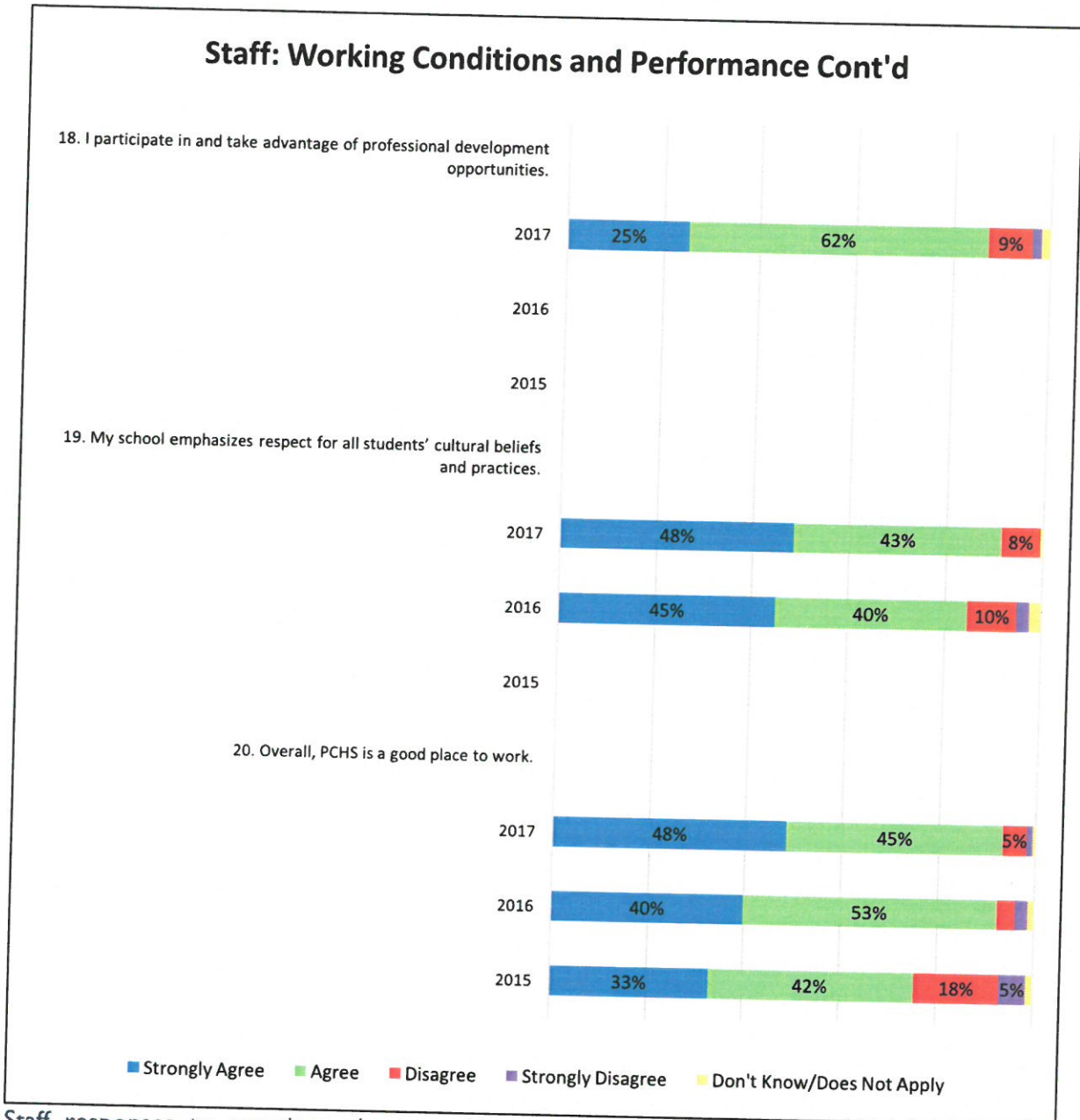




Staff responses concerning school culture were mixed, but have become increasingly positive since 2015. A comparison of staff responses show that, over the course of three years, morale has increased at PCHS. In 2017, 66% of staff respondents agreed morale was high (107 responses), compared with 54%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

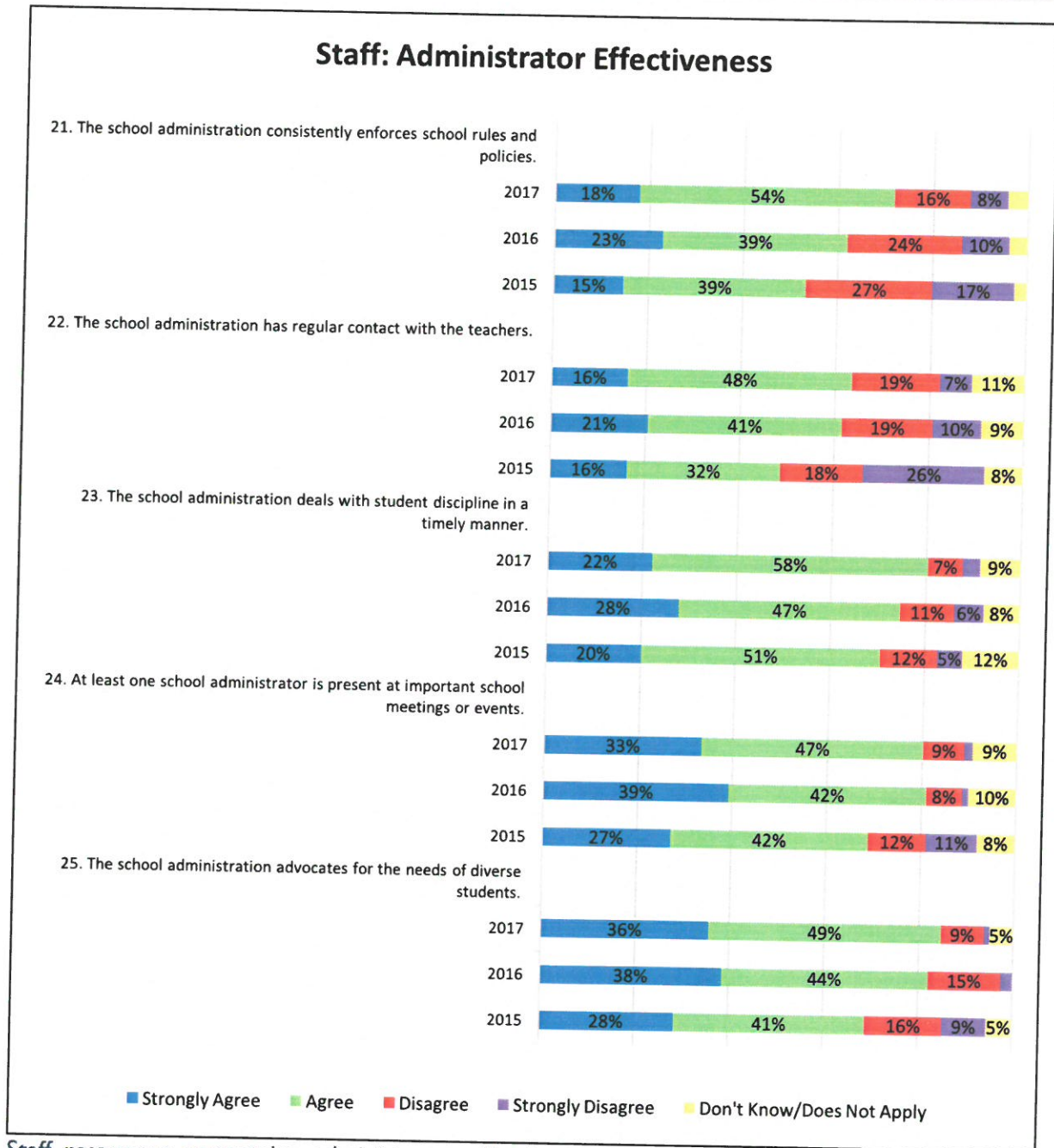
Working Conditions





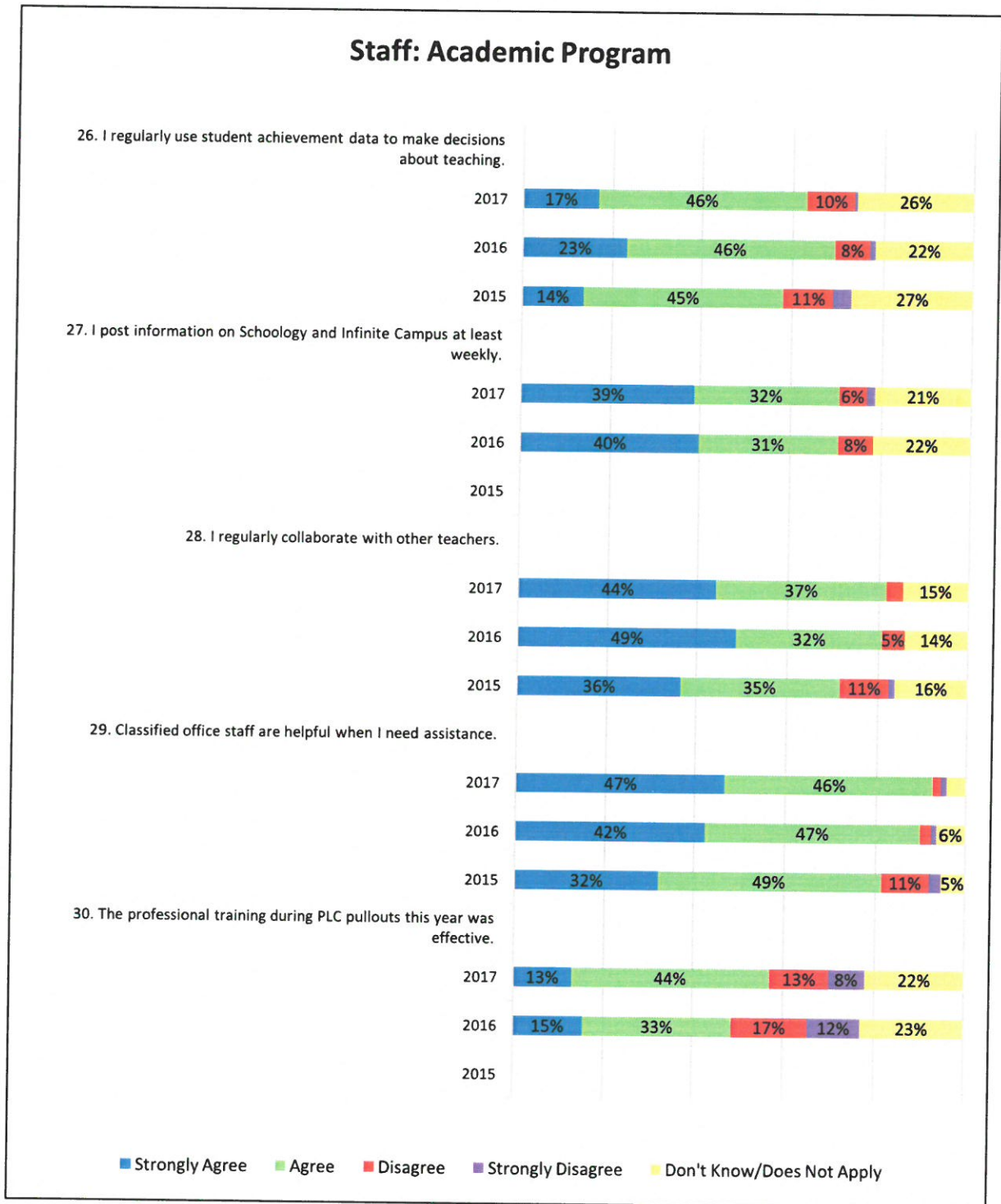
Staff responses to questions about working conditions and performance were also mixed across the three years the survey has been conducted. Since 2015, staff have felt increasingly included in the decision-making process at PCHS, with 65% of staff in 2017 feeling included compared to 45% in 2015. A higher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

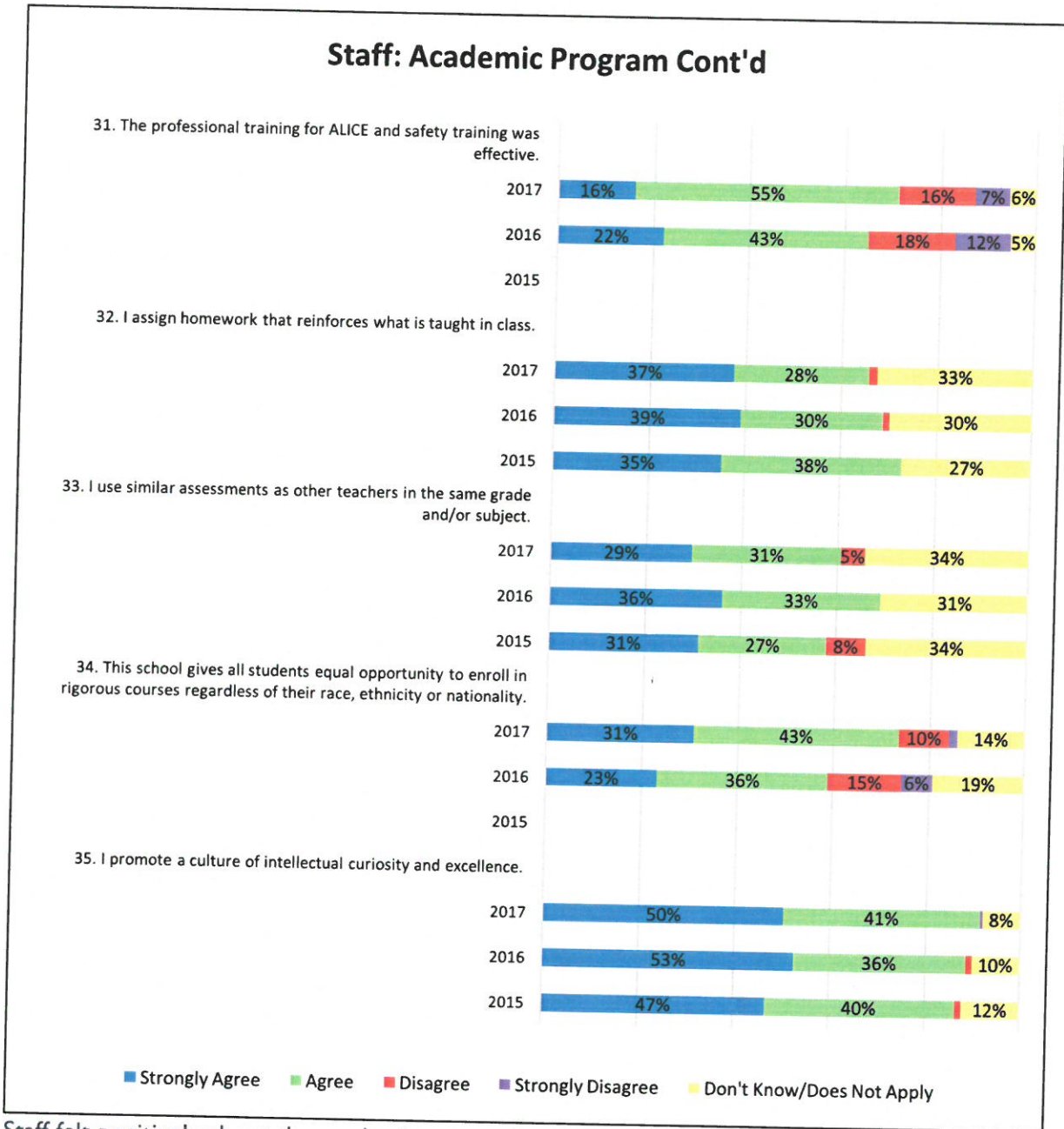
Administrator Effectiveness



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

Academic Program

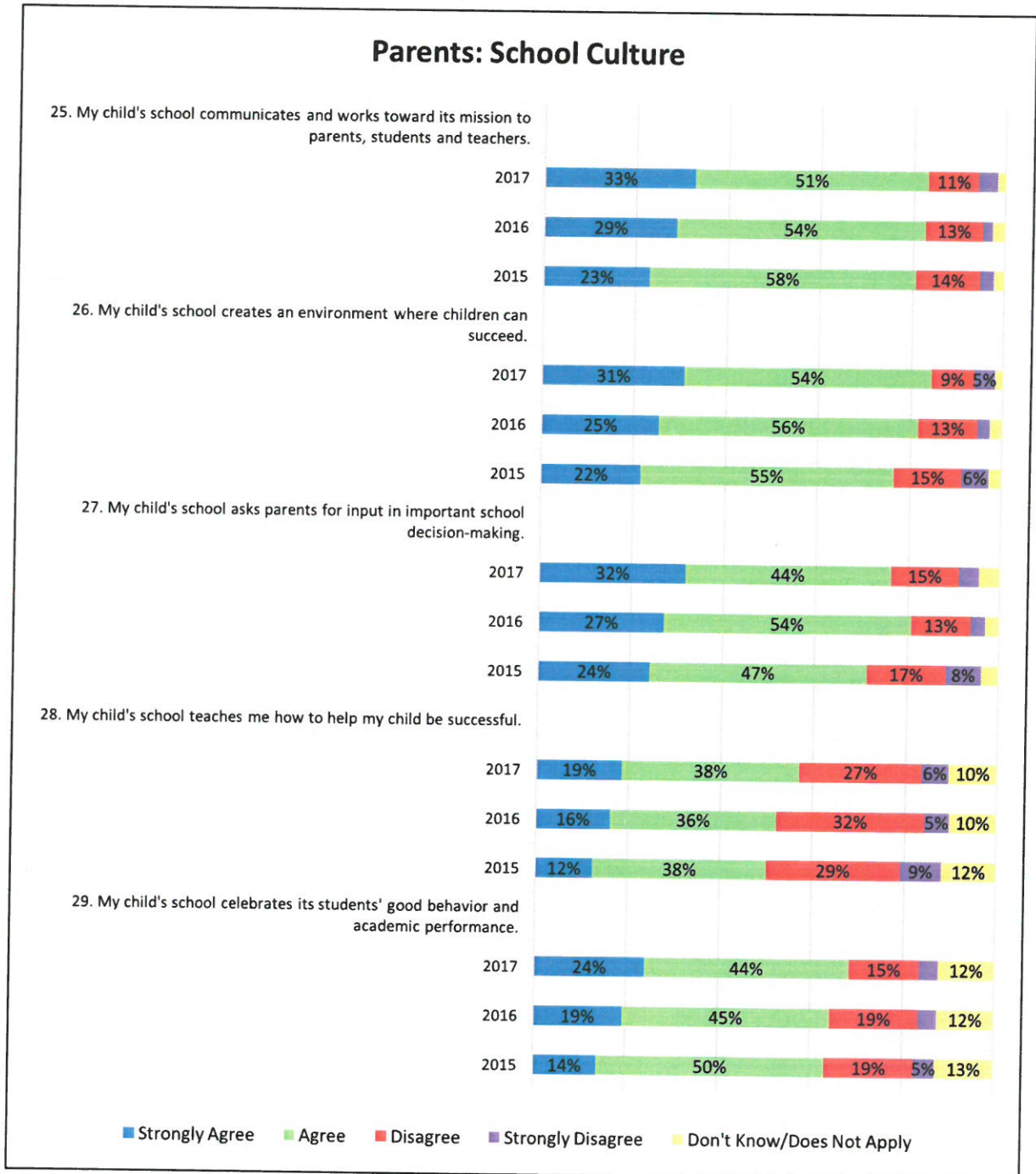


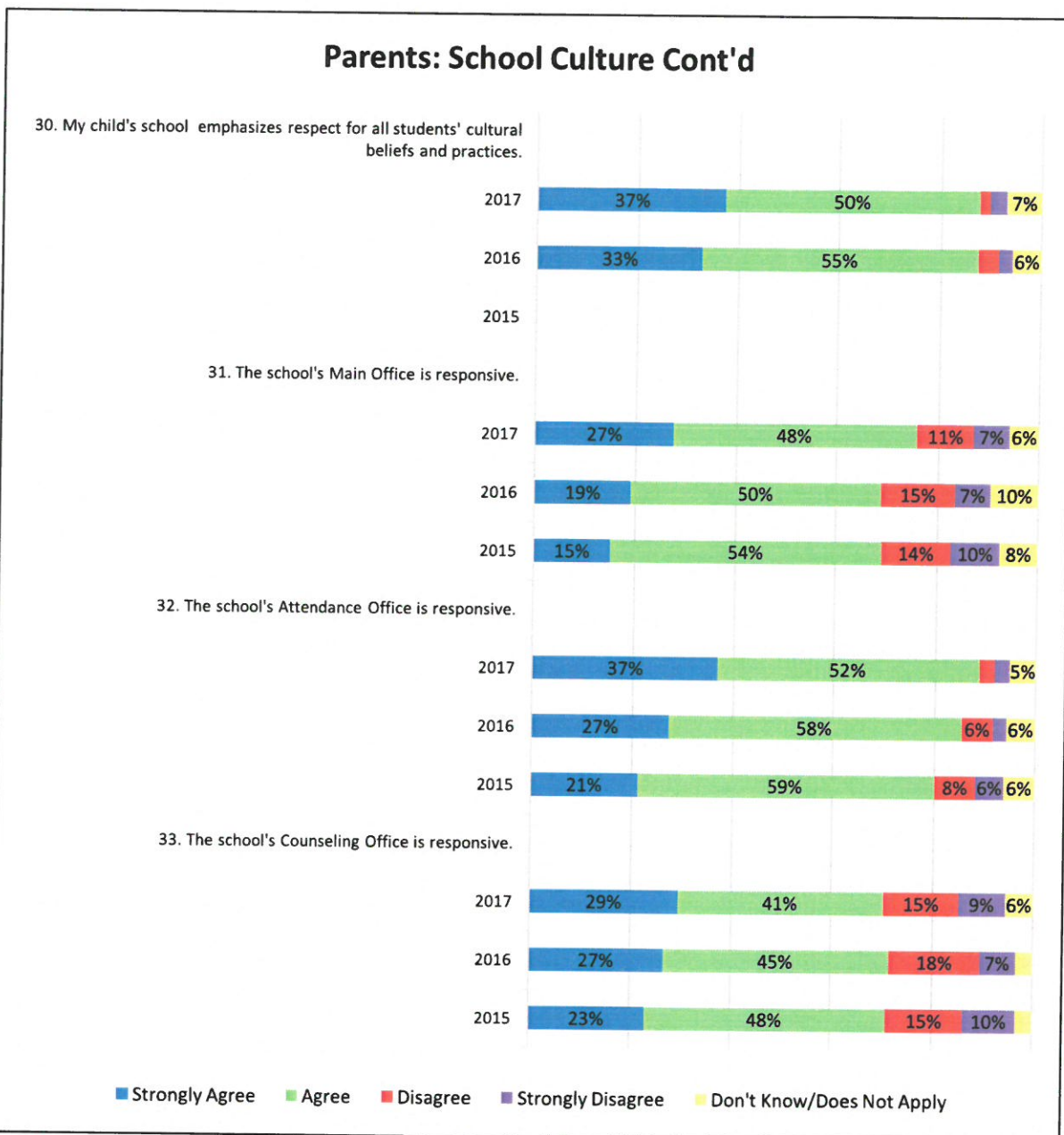


Staff felt positively about the academic program at PCHS across all three years. However, while most staff respondents agreed they regularly used student achievement data to make decisions about teaching, there was a decrease in this percentage since 2016 (63% compared to 69%). However, this year a higher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

Parent Survey Results

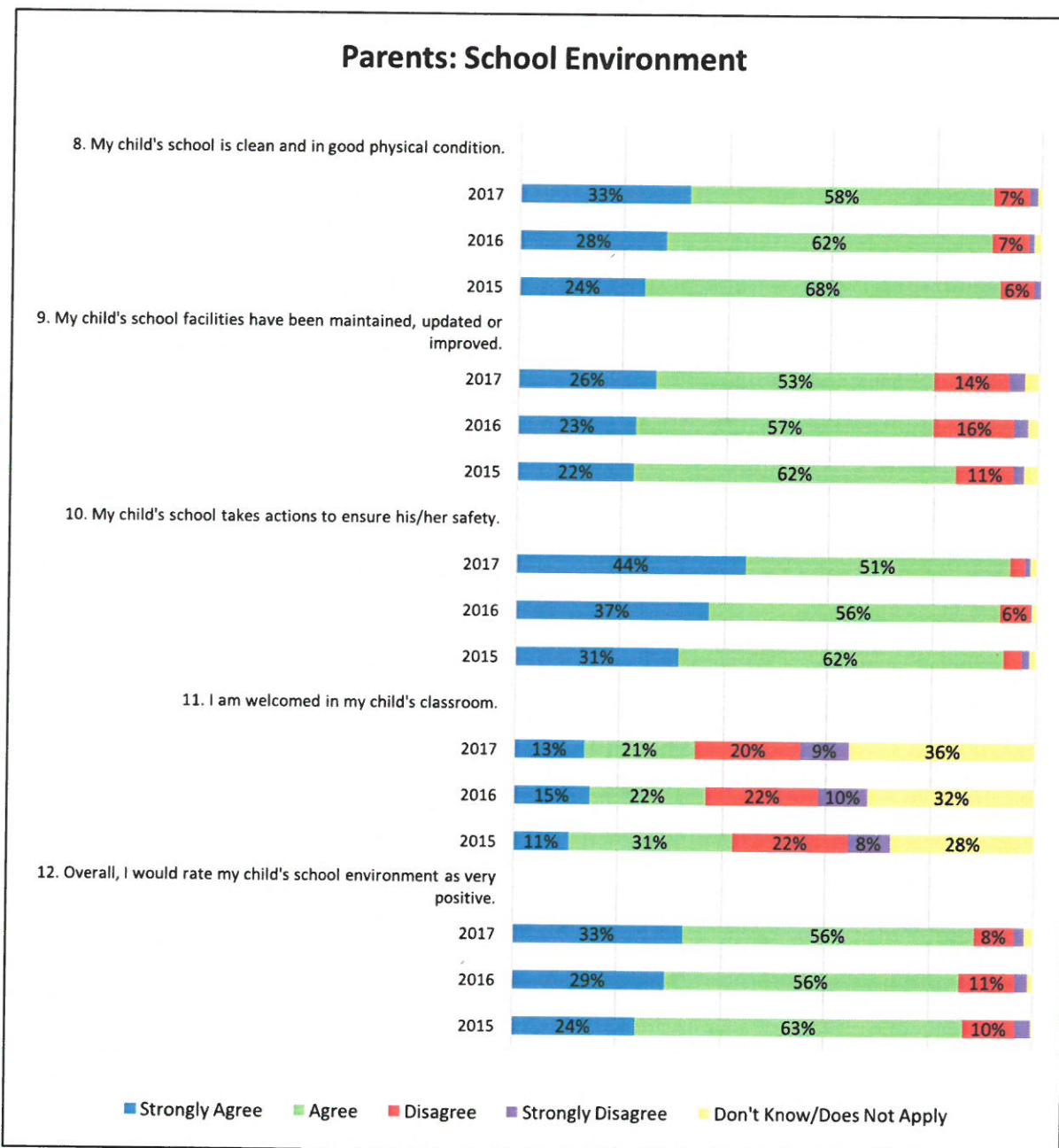
School Culture





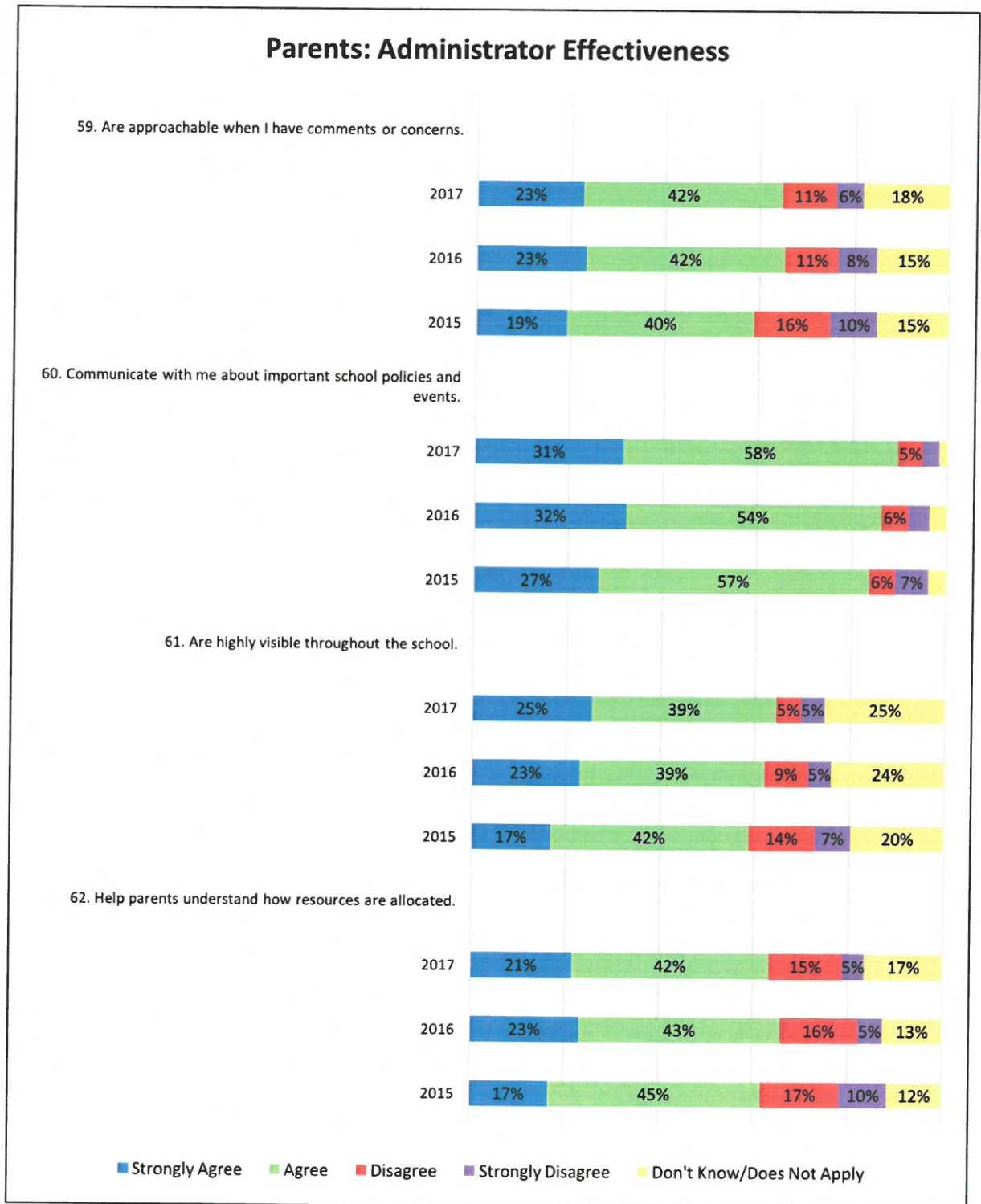
In contrast to staff responses, parents have felt positively about the culture at PCHS since 2015. In addition, parents have felt increasingly positive about certain aspects of the school's culture throughout the past three years. For instance, a higher percentage of parents agreed the Main Office was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

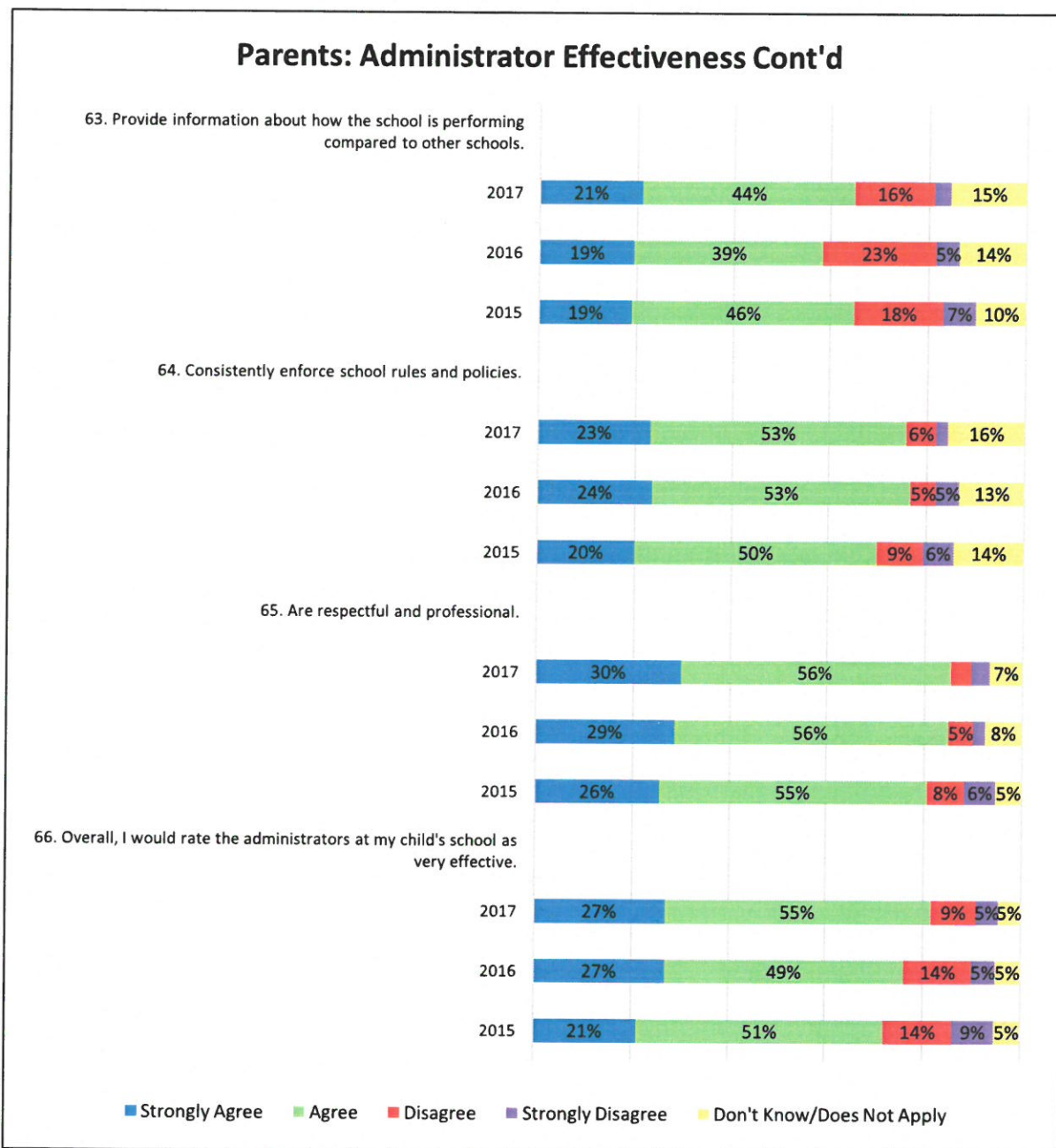
School Environment



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

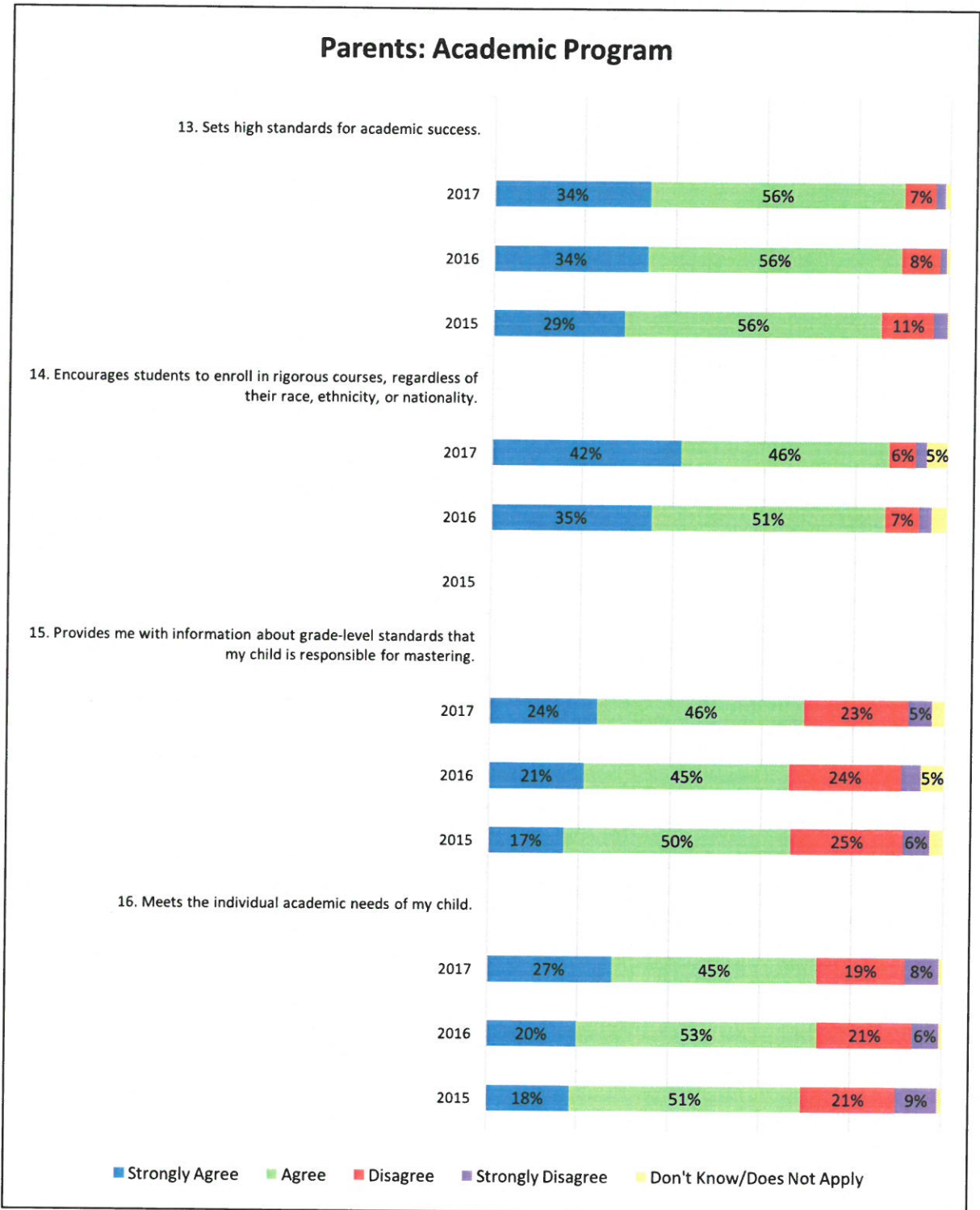
Administrator Effectiveness

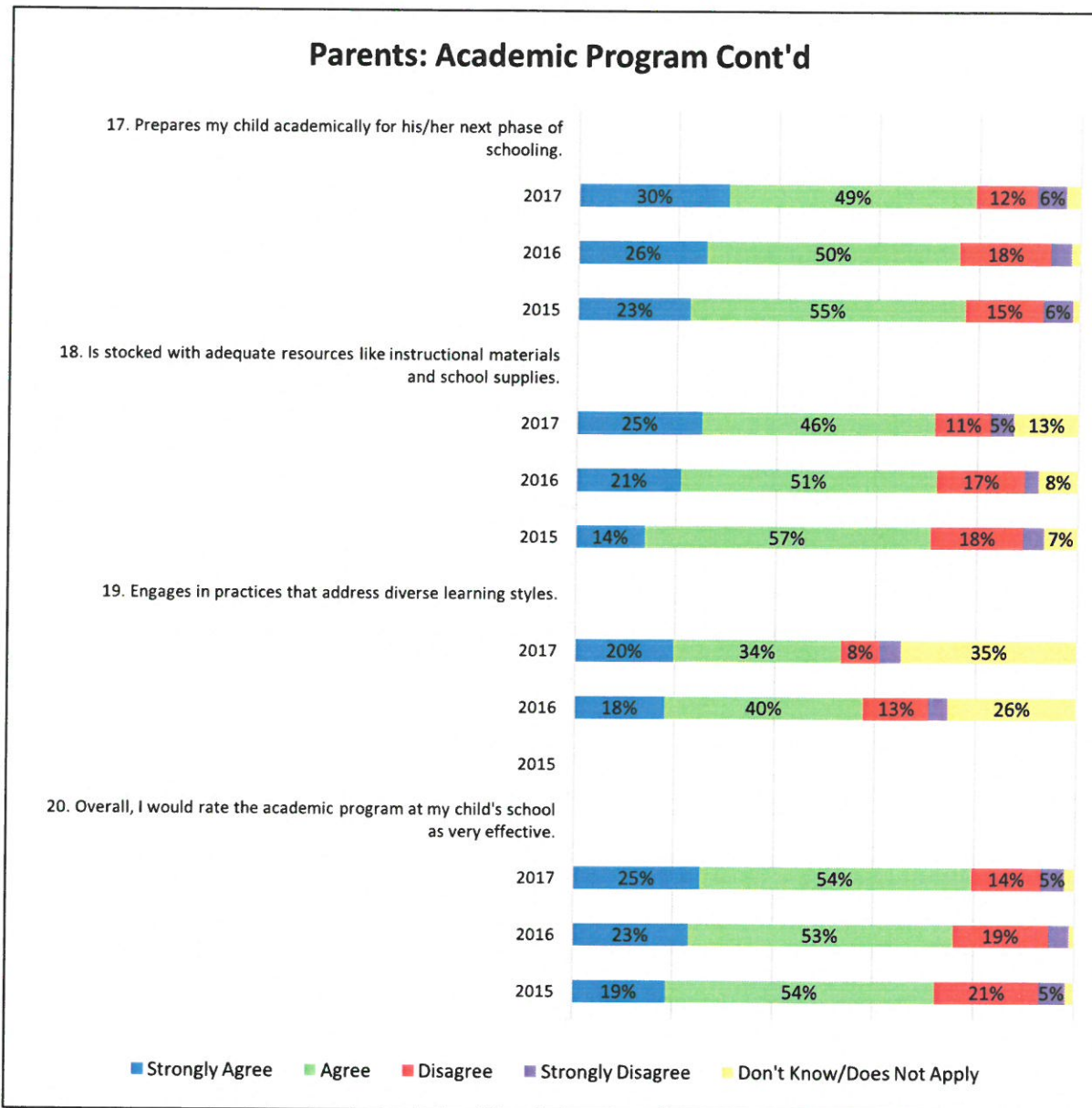




In general, parents responded very positively about the administration at Palisades Charter High School. Across all three years included in this report, parents agreed the administration was respectful and professional (86% / 244 responses), and consistently enforced school rules and policies (76% /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

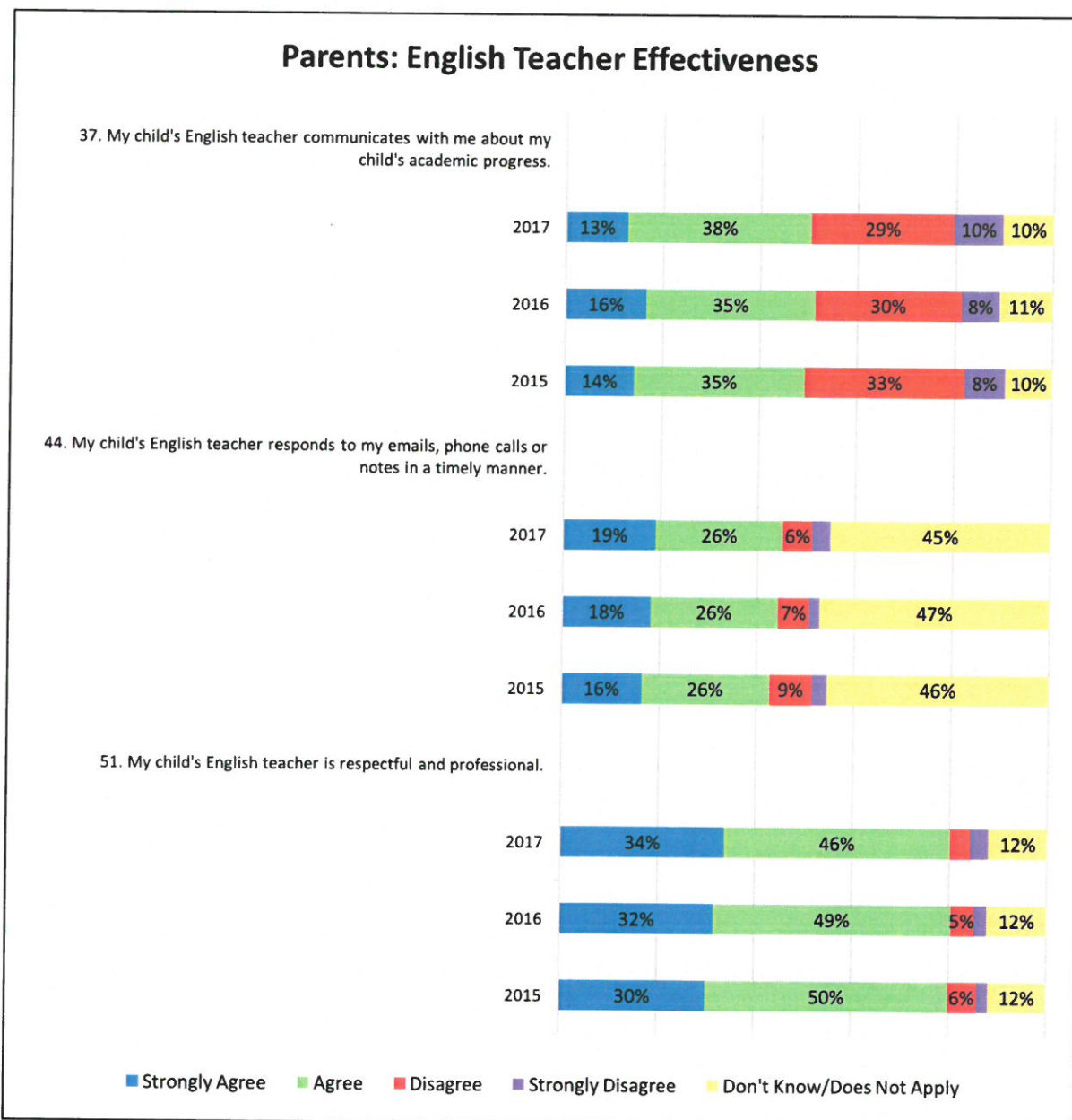
Academic Program



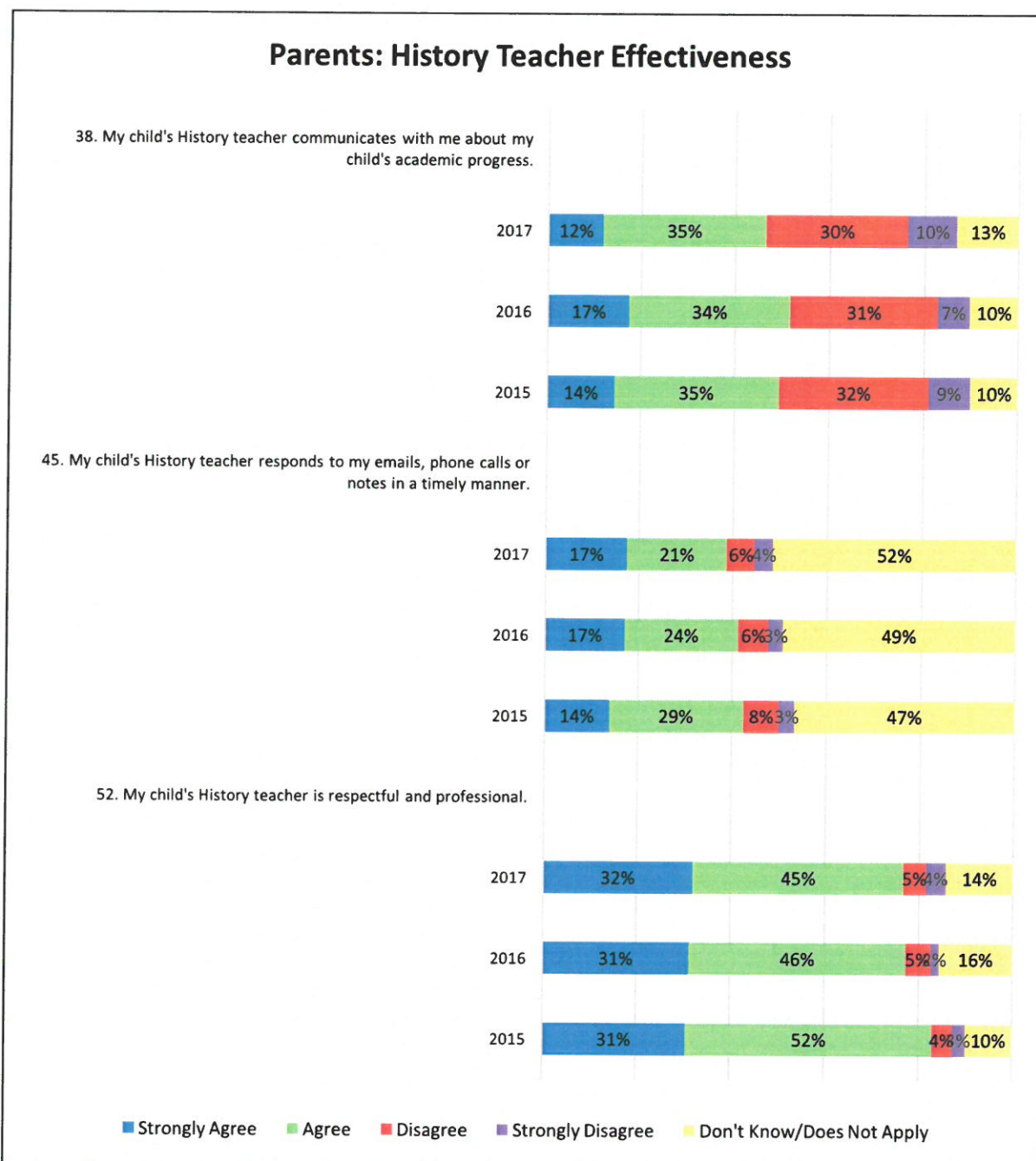


In general, parents responded positively to questions regarding the academic program at PCHS. However, a few indices show room for improvement. For instance, 28% of parents *did not agree* teachers provided them with information regarding the grade-level standards their child was responsible for mastering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

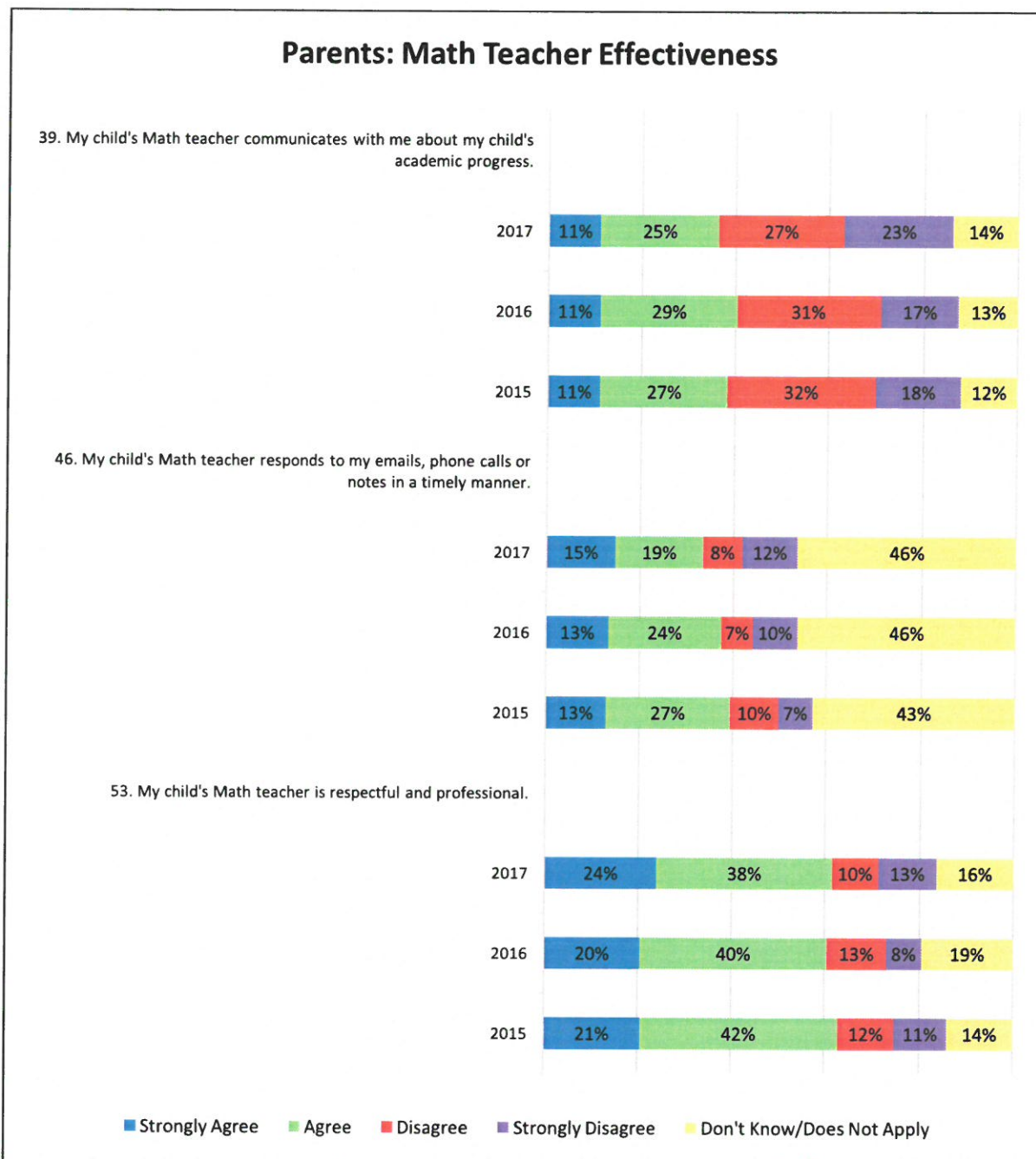
Teacher Effectiveness



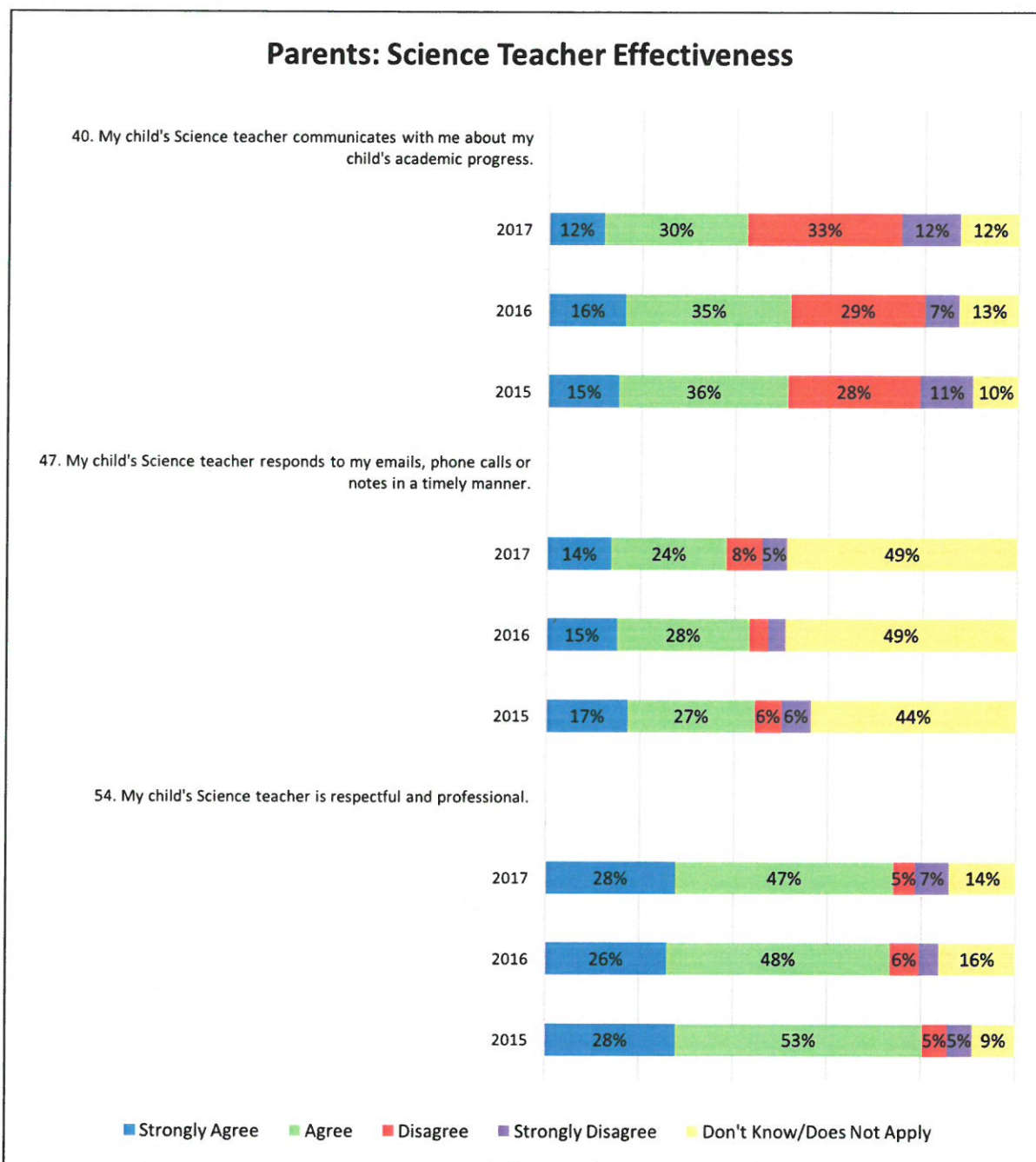
Parent responses regarding their child's English teacher have been consistent since 2015. Parents generally agreed the English teacher was respectful and professional (80% / 228 responses). However, roughly half of parent respondents did not know if the English teacher responded to emails, phone calls,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



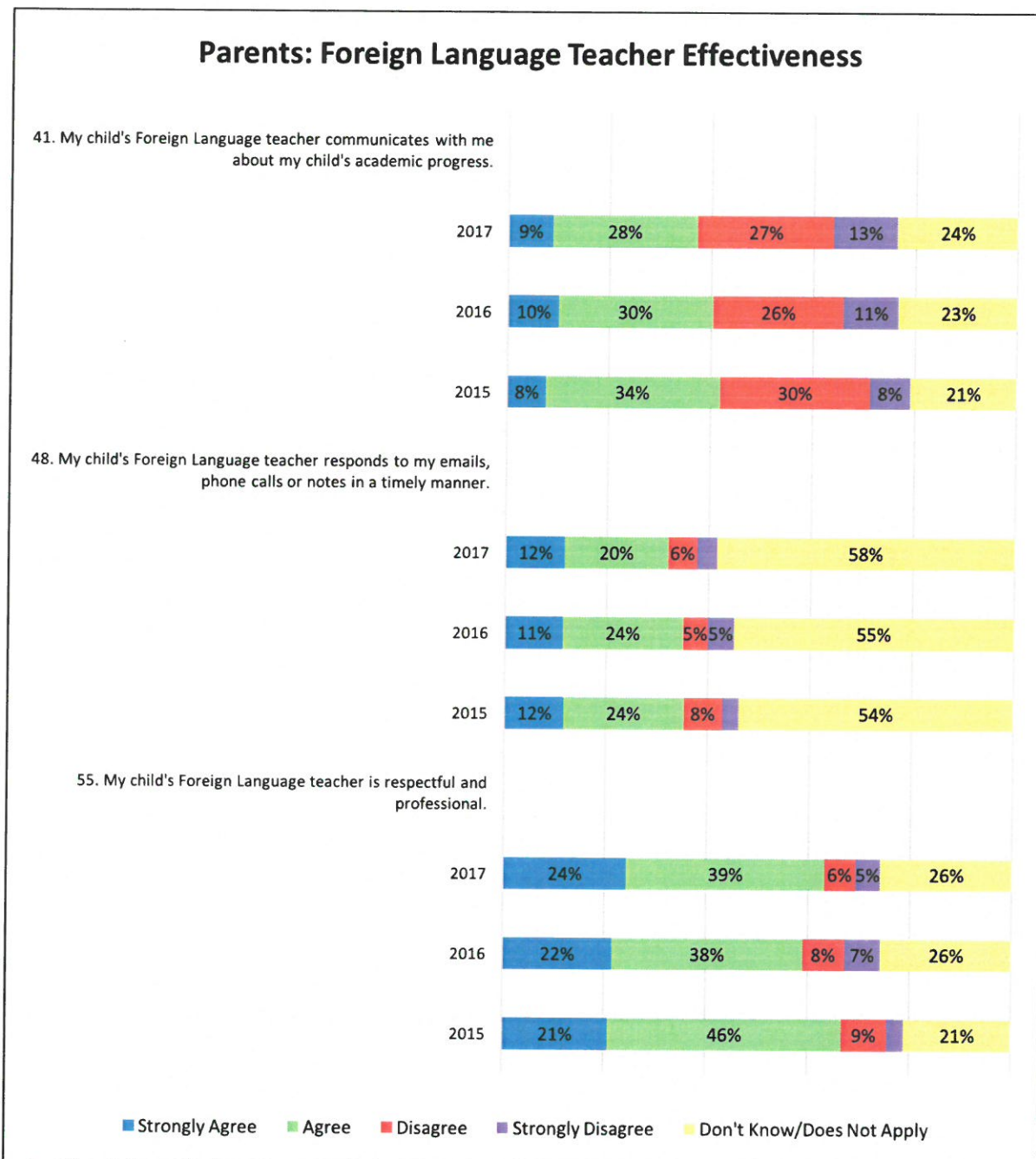
Parent responses regarding their child’s history teacher were similar to responses about the English teacher. Parents agreed the history teacher was respectful and professional (77% / 221 responses). Roughly half of parent respondents did not know if the history teacher responded to emails, phone calls,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



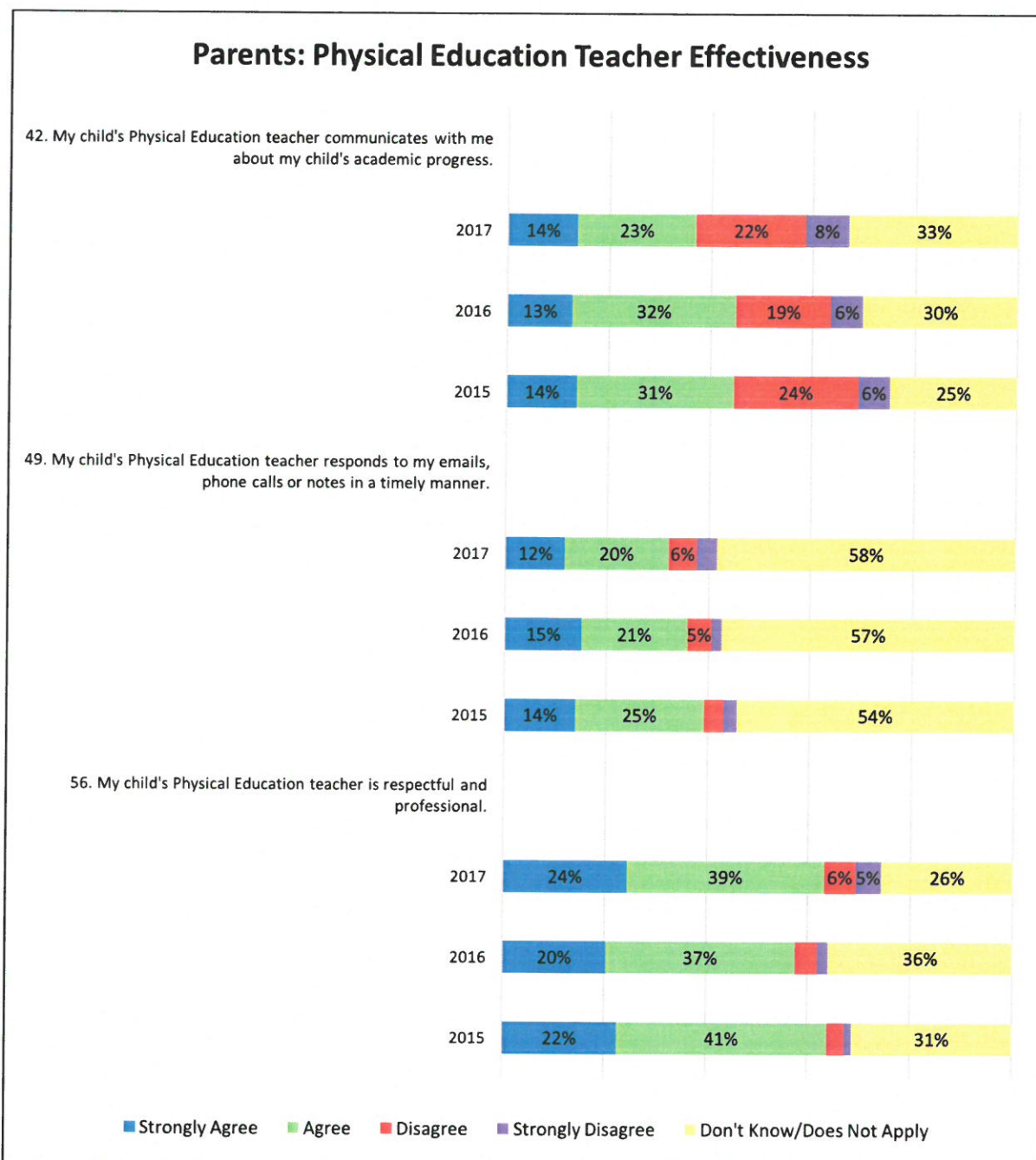
Parents responses to their child’s math teacher were relatively negative. Only 62% of parents agreed the math teacher was respectful and professional (177 responses). Additionally, 34% of parents agreed the math teacher responded to emails, phone calls, or notes in a timely manner (96 responses), while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



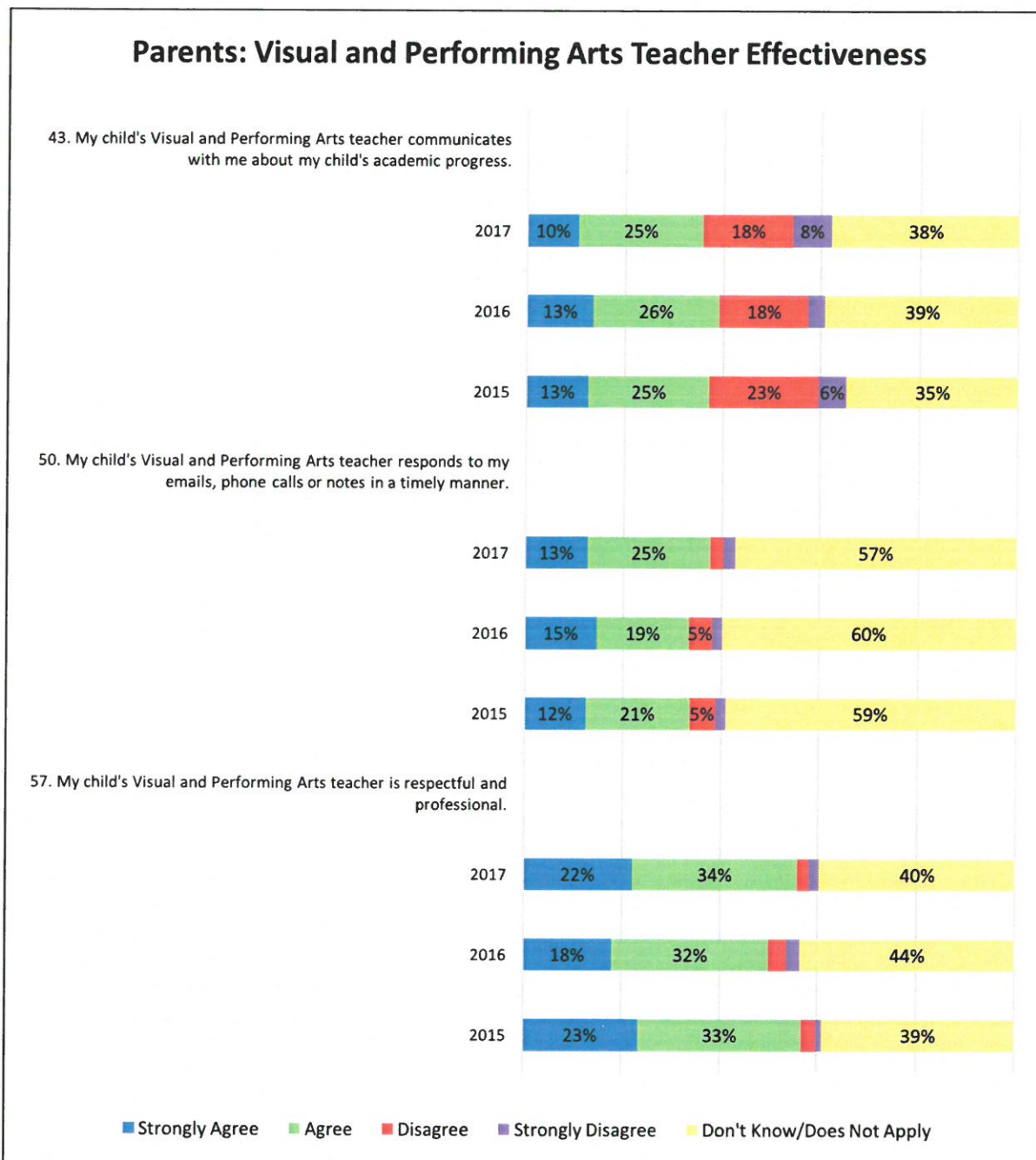
Parent responses regarding their child’s science teacher were similar to those regarding the English and history teachers. Three-quarters of parents agreed the science teacher was respectful and professional (212 responses). Additionally, 38% of parents agreed the science teacher responded to emails,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



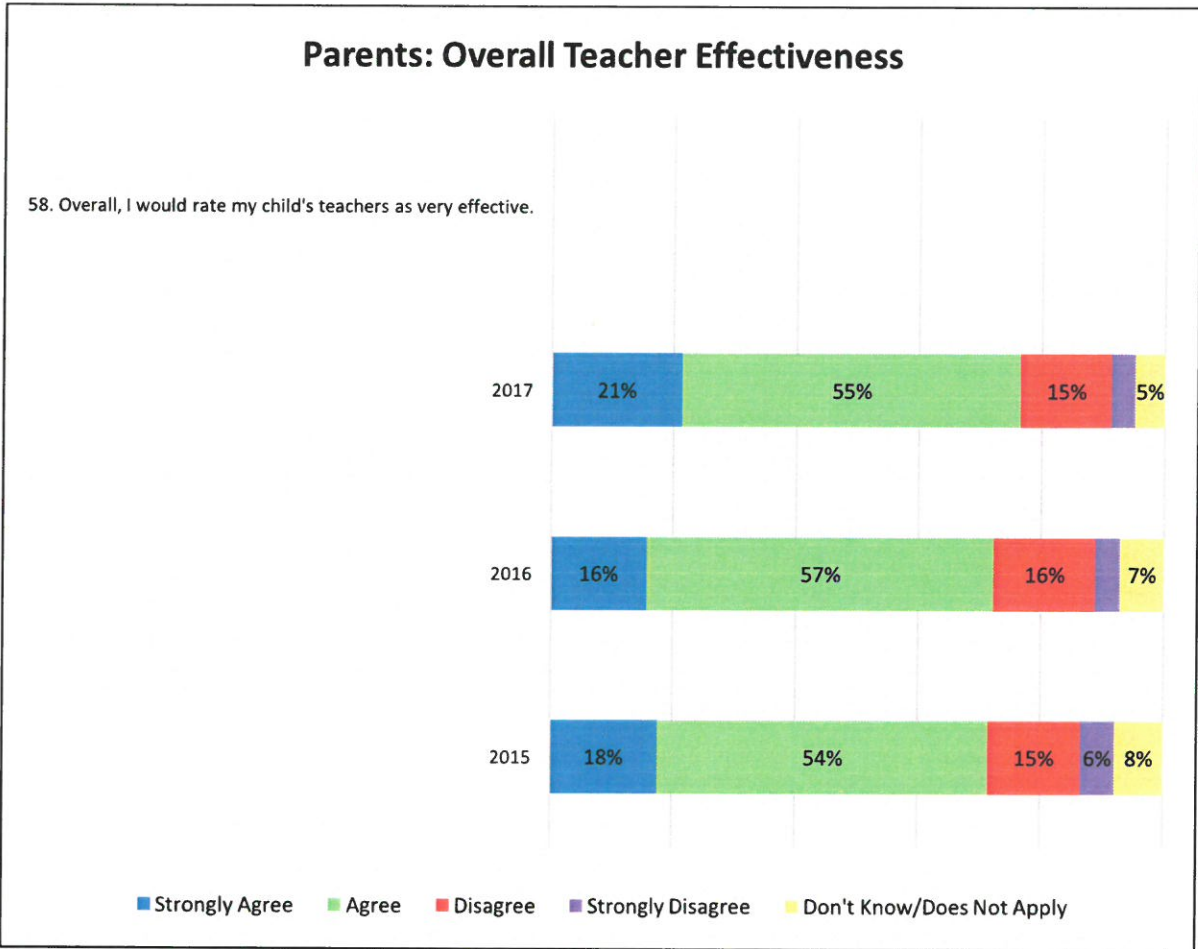
Parents were less sure how to respond to questions about their child's foreign language teacher. Of those who responded, parents agreed the foreign language teacher was respectful and professional (63% / 177 responses). Thirty-two percent of parents also agreed the foreign language teacher responded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



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

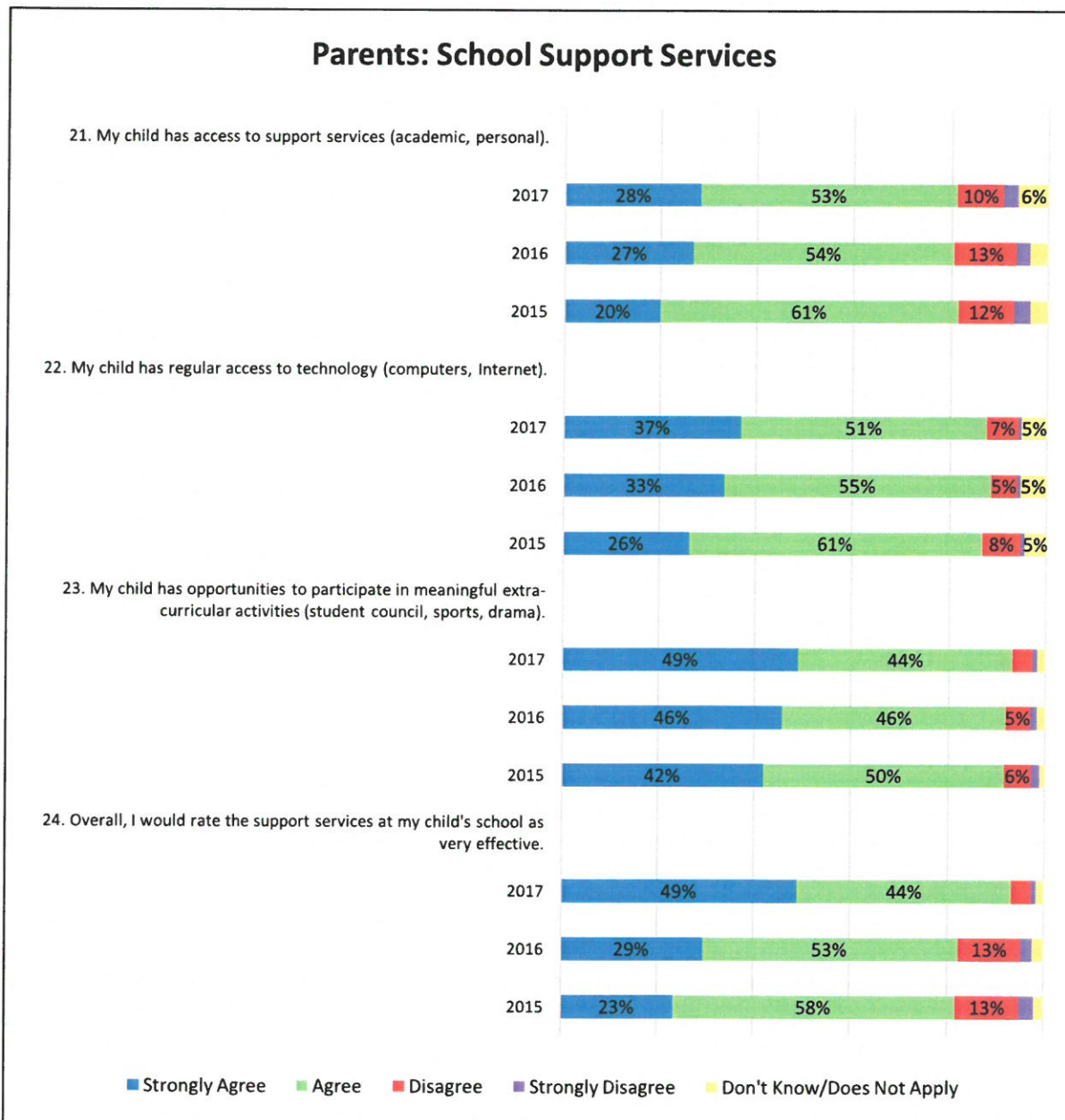


Parents also did not know how to respond to questions about their child’s visual and performing arts teacher. However, this year a larger percentage of parents agreed the visual and performing arts teacher was respectful and professional than in 2016 (56% compared to 50%). Additionally, 38% of parents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



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

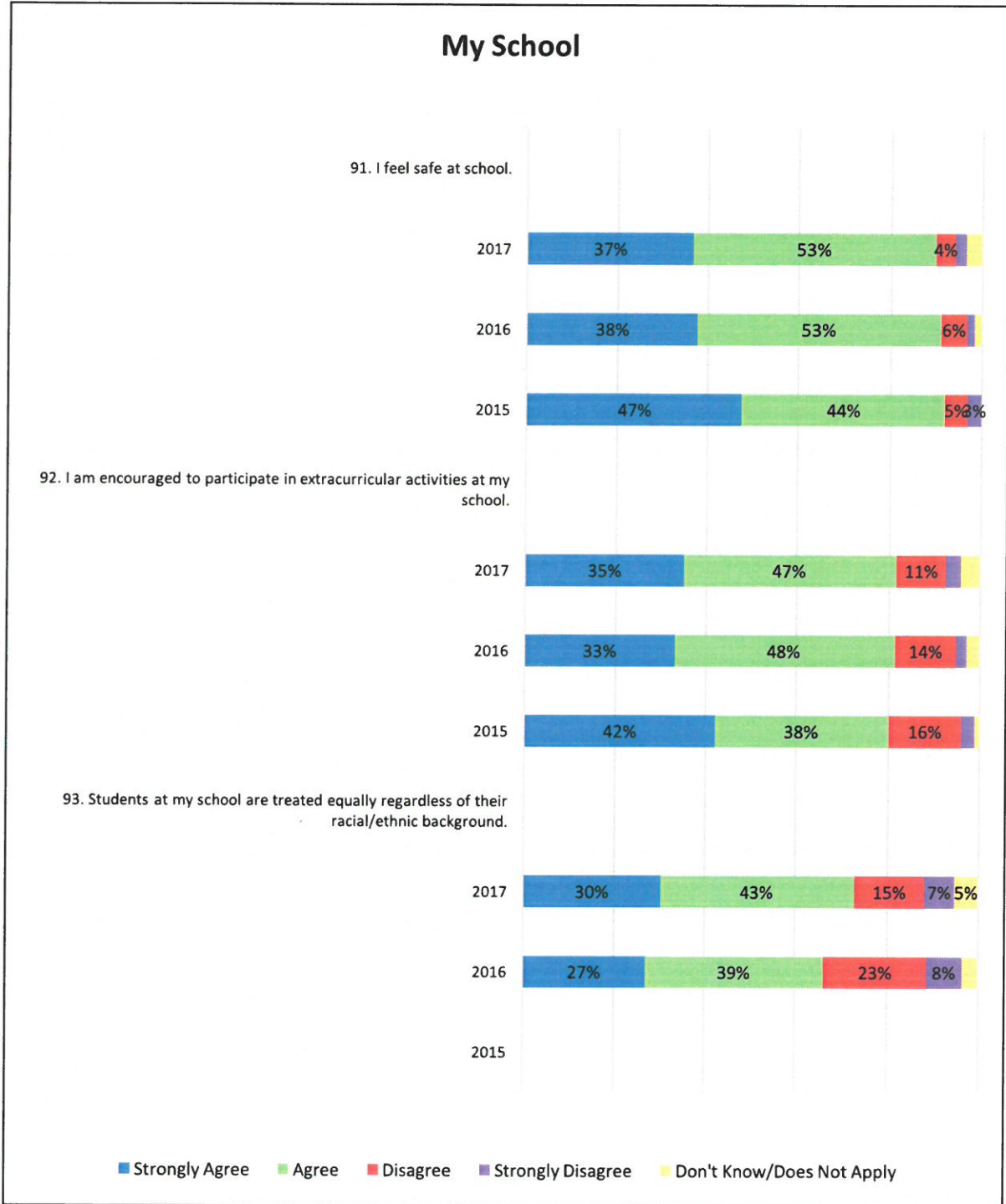
School Support Services

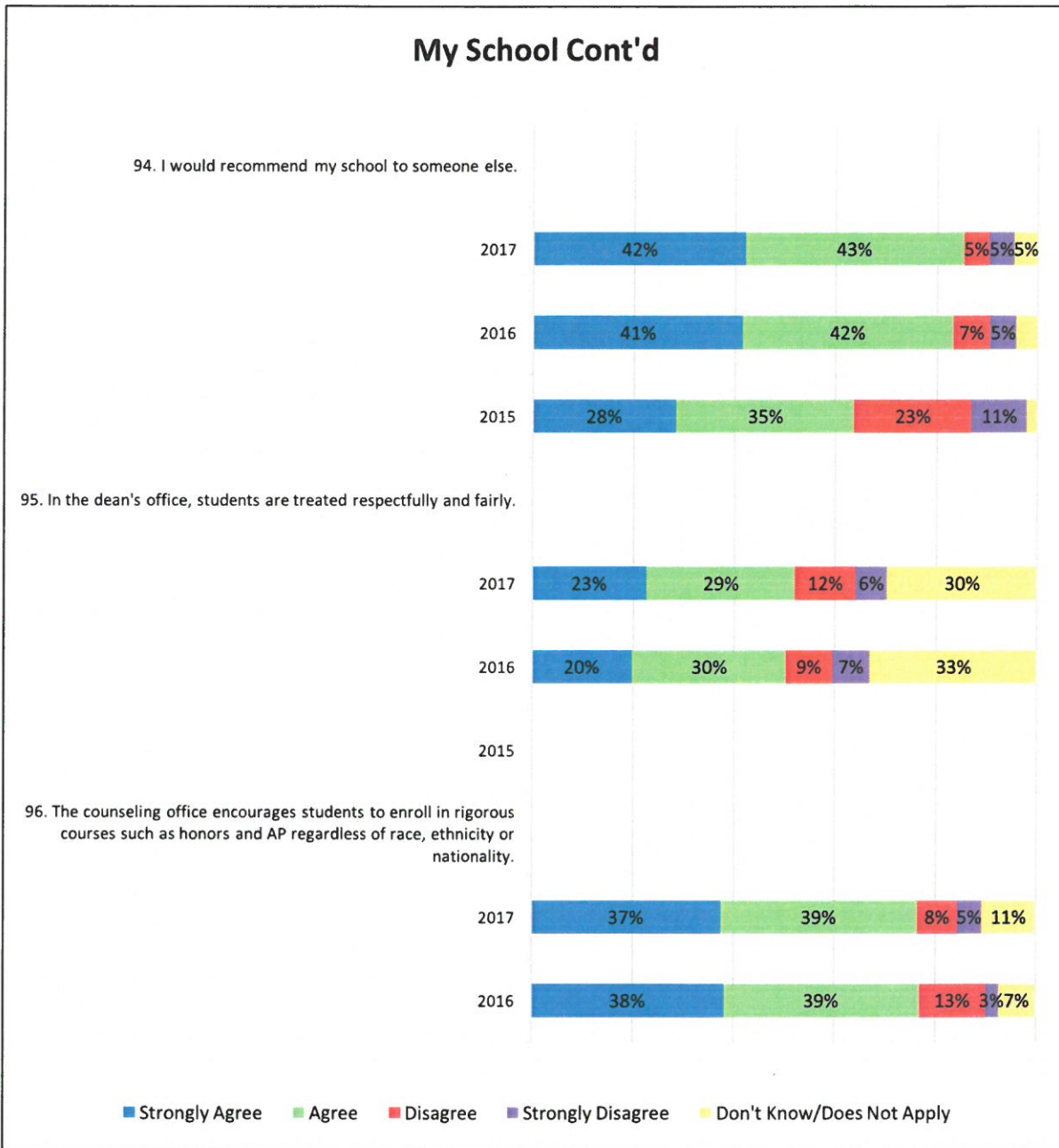


Since 2015, parents have responded very positively about the support services provided by PCHS. A clear majority of parents agreed their child had access to support services (81% / 235 responses), and regular access to technology (88% / 252 responses). Additionally, nearly every parent agreed their child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

Student Survey Results

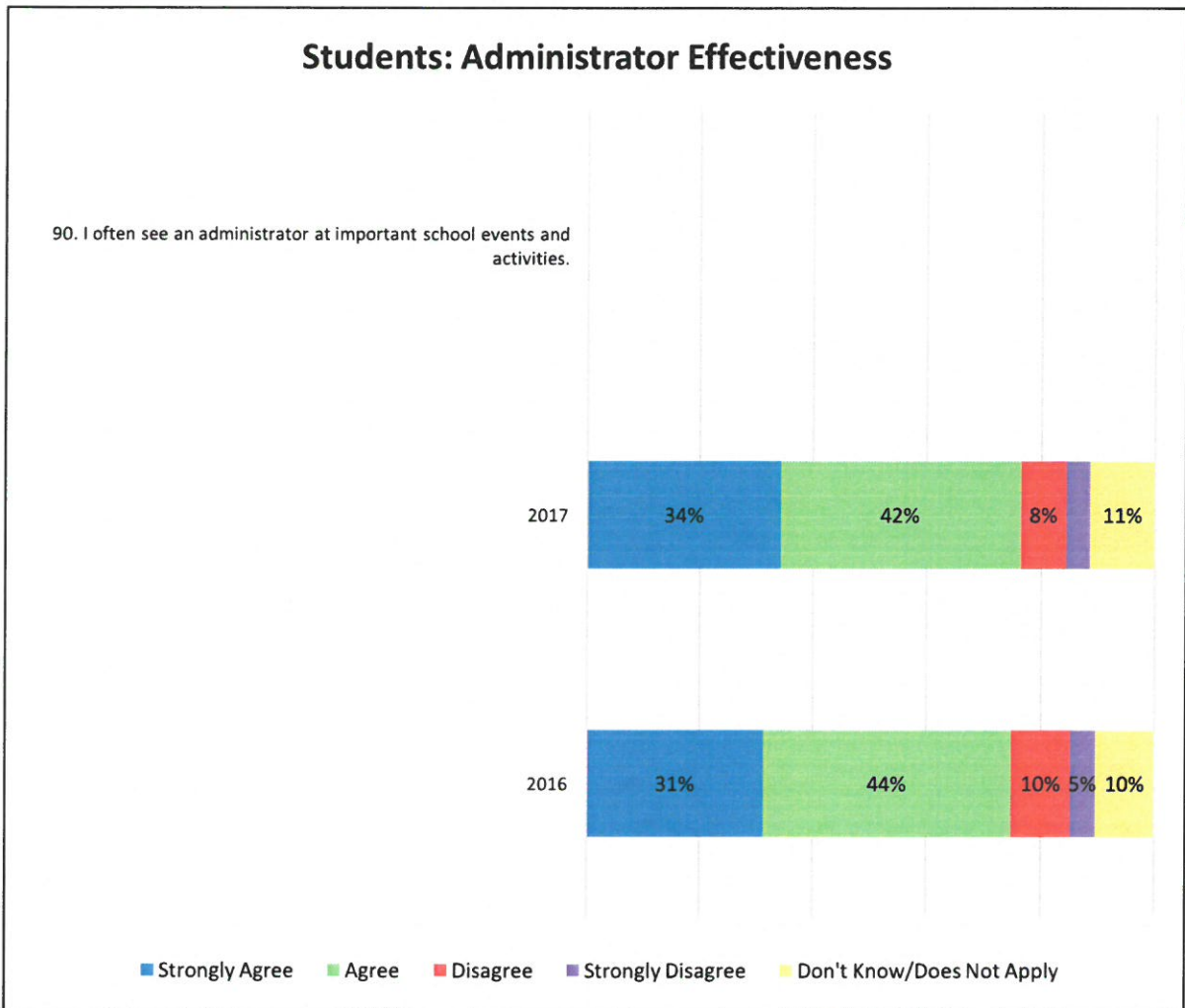
My School





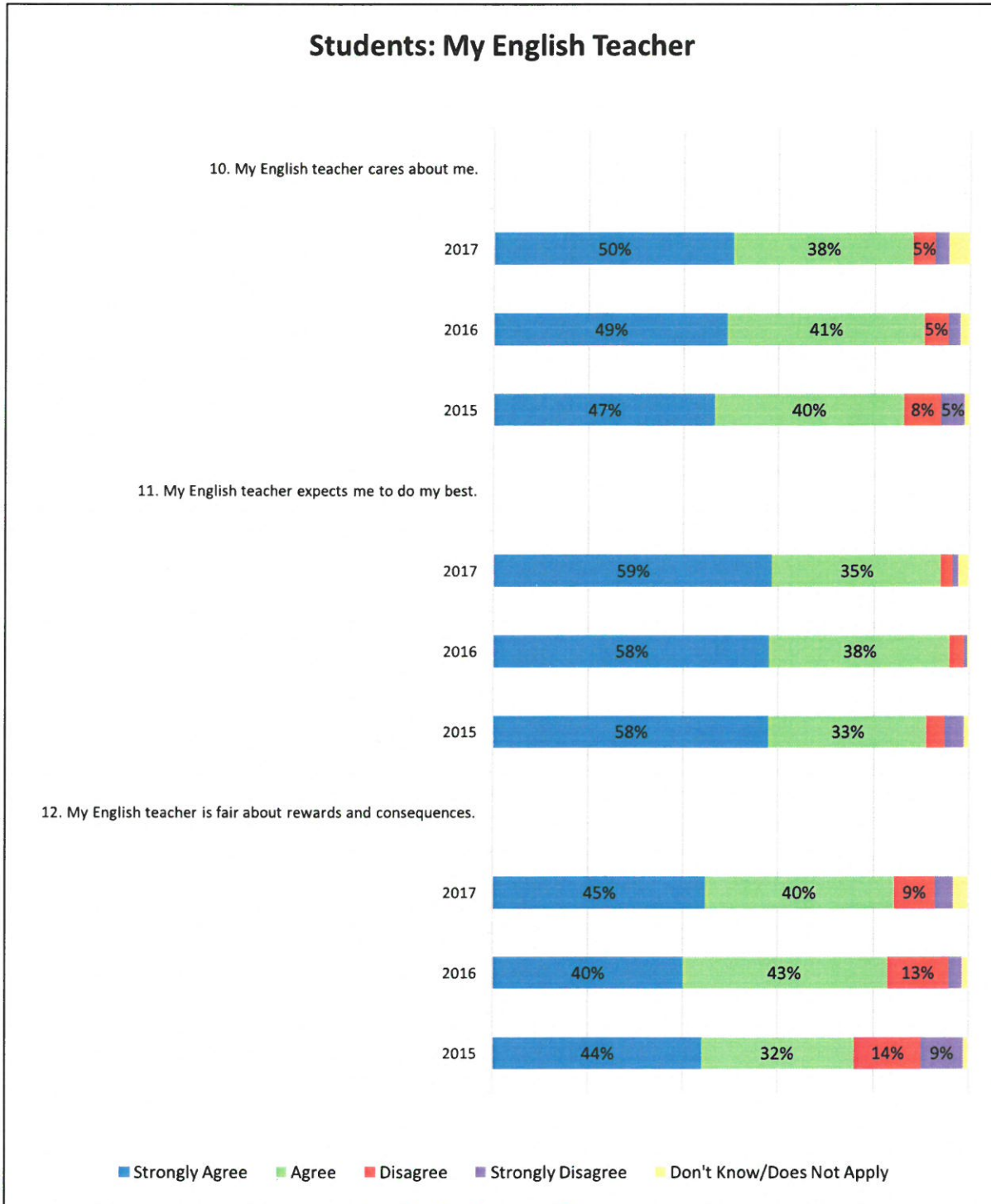
Student respondents have felt quite positively about Palisades Charter High School for the past three years. Students agreed they felt safe at school (90% / 1,241 responses), and were encouraged to participate in extracurricular activities (82% / 1,126 responses). Interestingly, in 2017, a larger percentage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

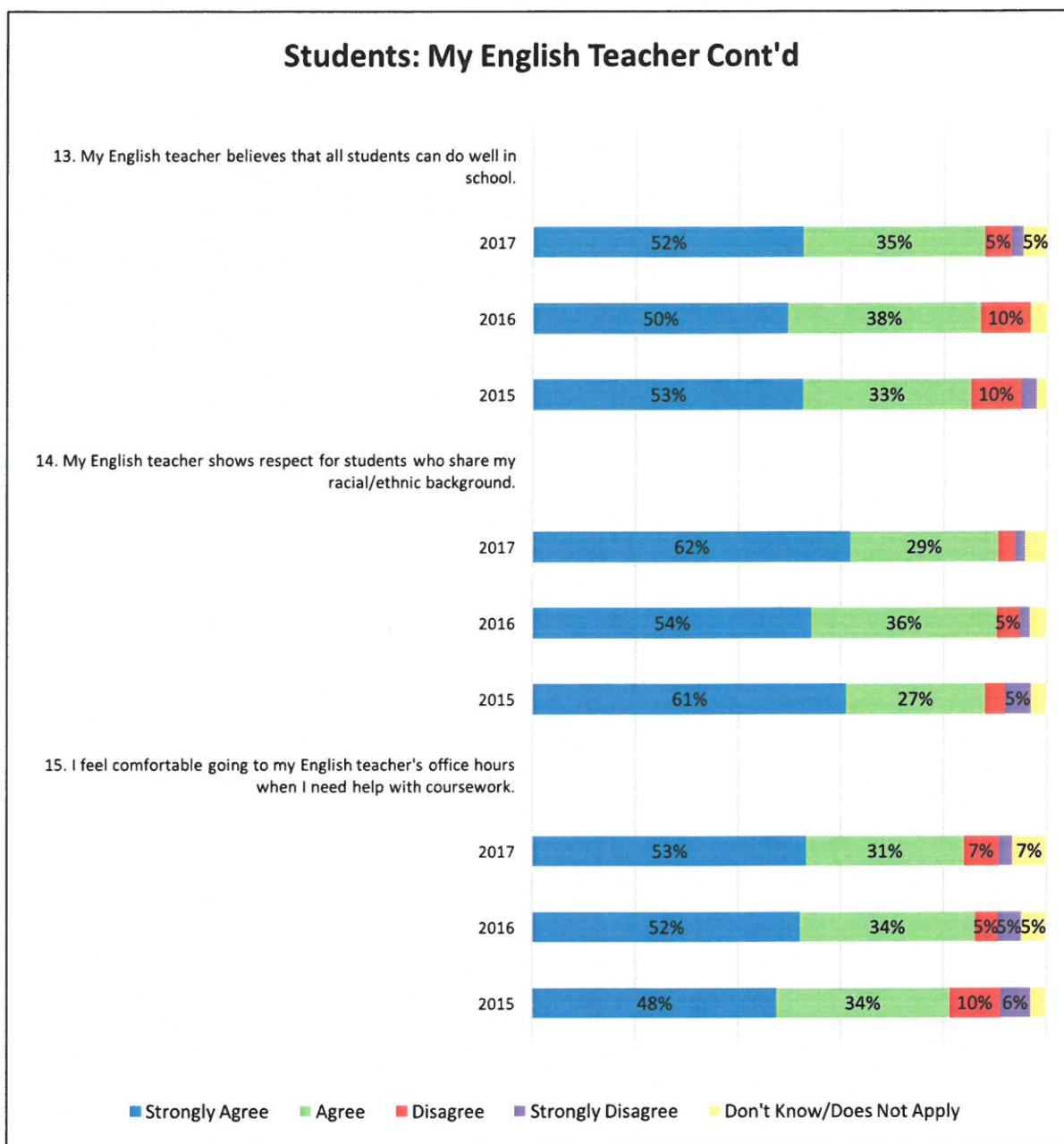
Administrator Effectiveness



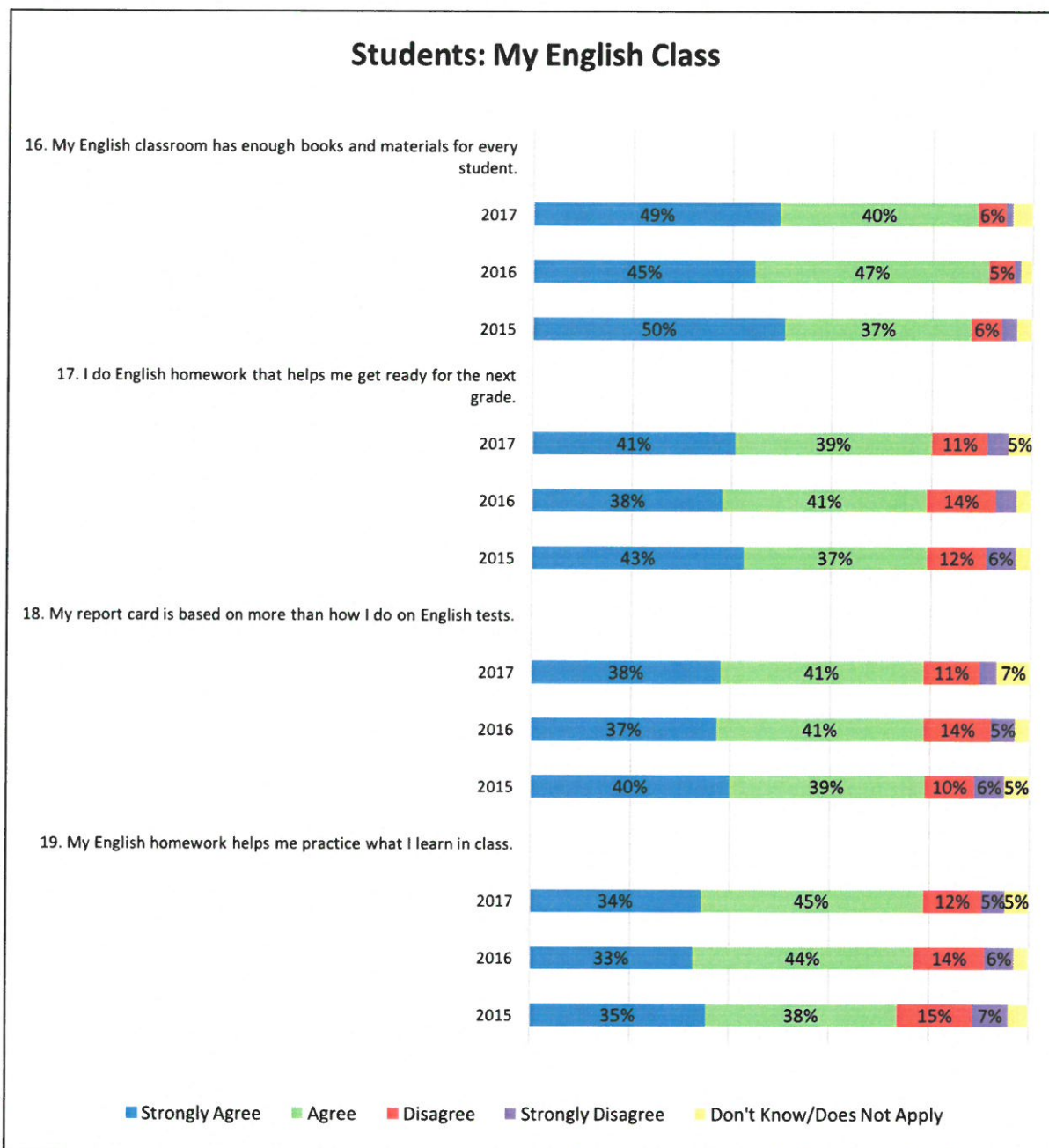
In both 2016 and 2017, roughly three-quarters of students agreed they often saw an administrator at important school events and activities (76% / 1,047 responses).

My English Teacher & Class



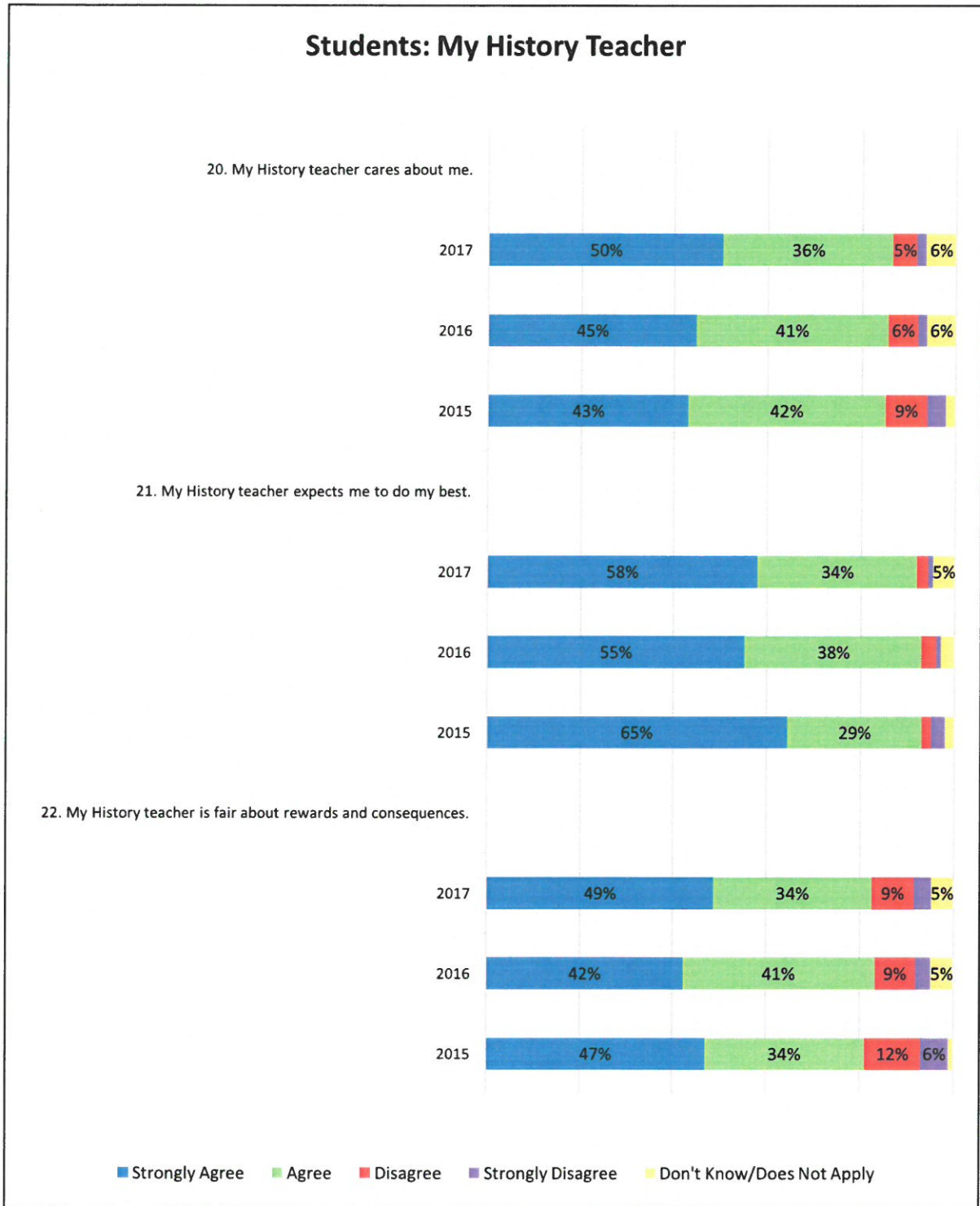


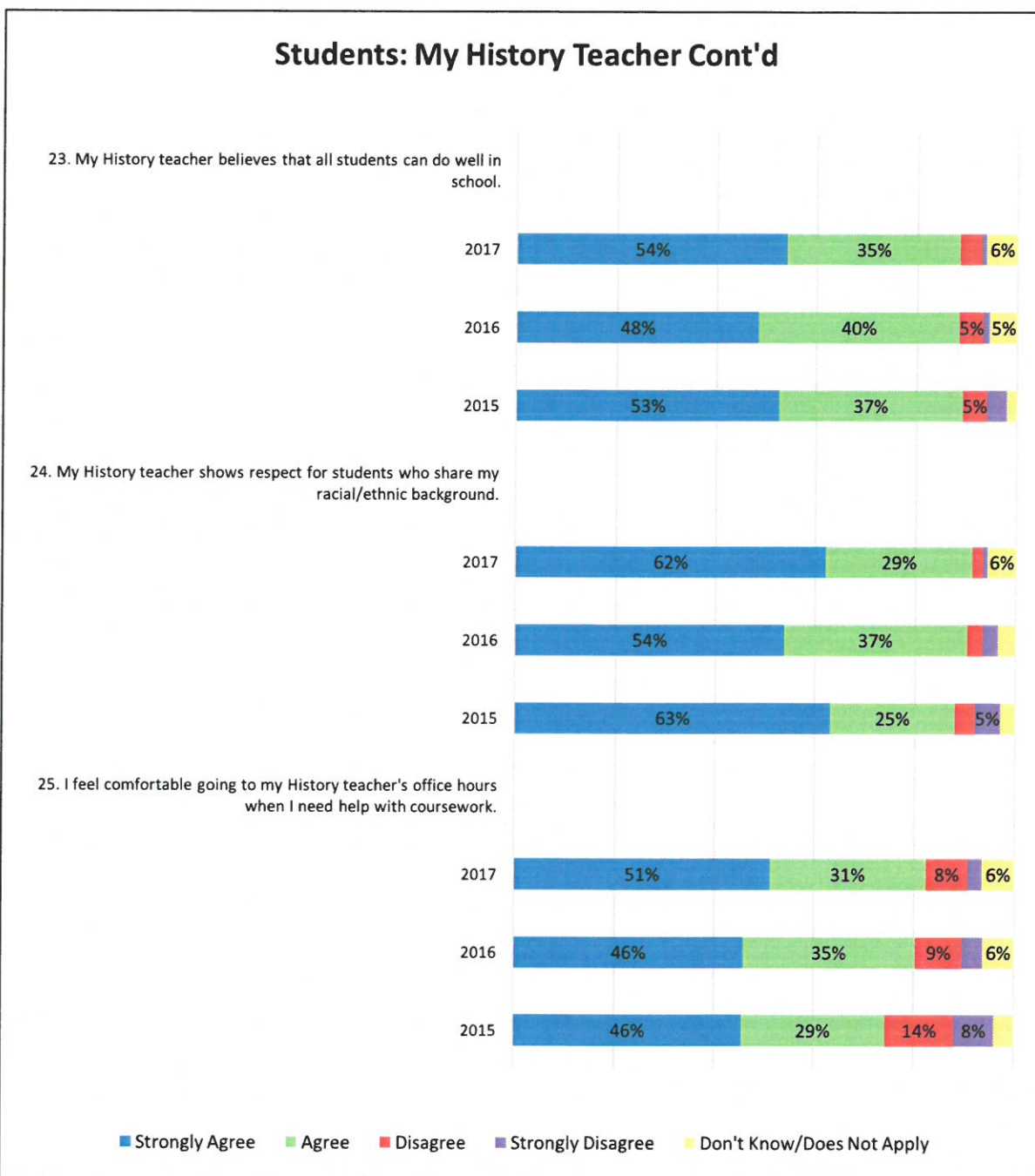
Student responses regarding their English teacher were overwhelmingly positive across all three years included in this report. Students believed their English teacher cared for them (88% / 1,236 responses), expected them to do their best (94% / 1,315 responses), and believed all students can do well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



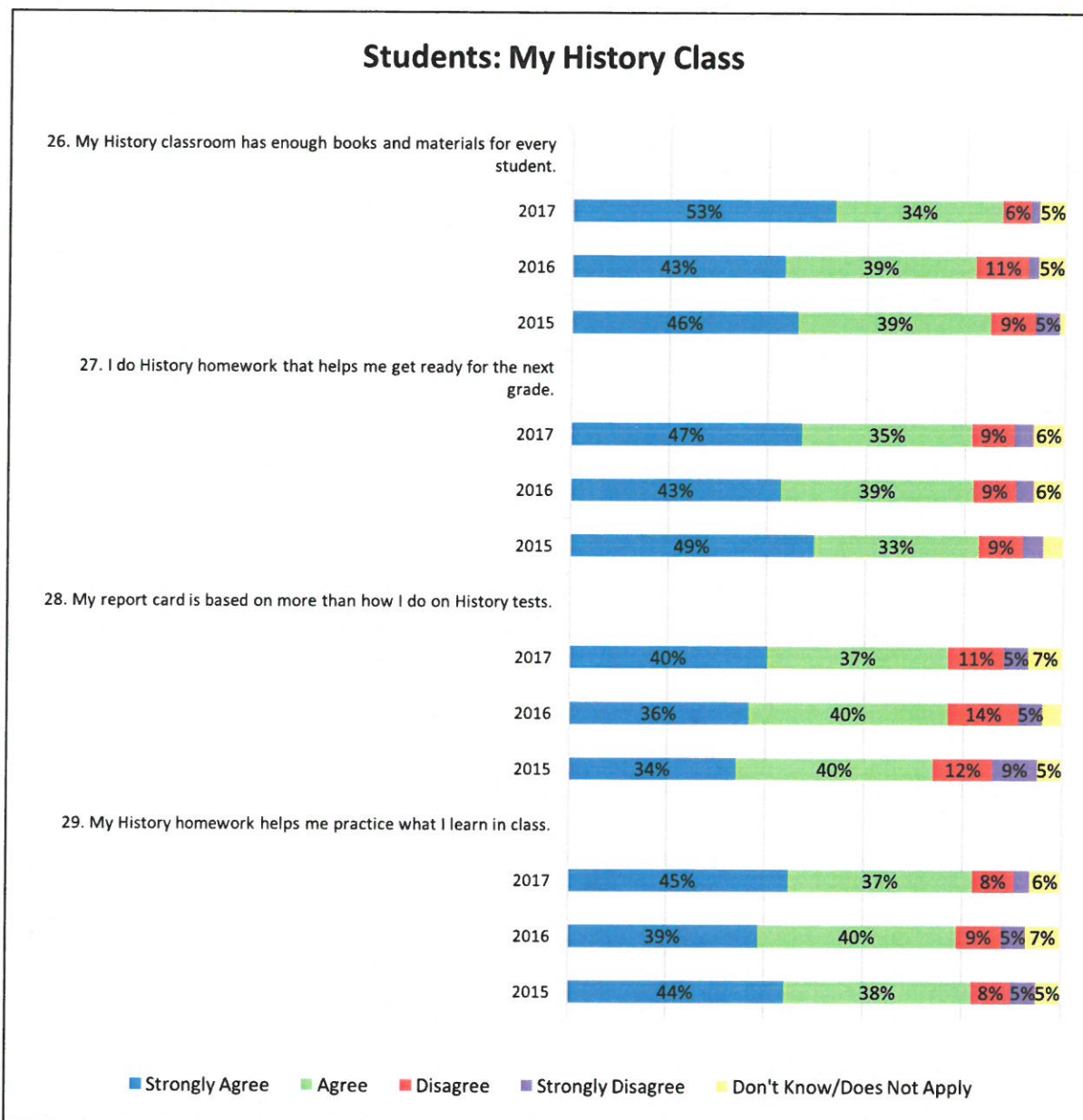
Students responded positively about their English class, which was common across all three surveys. Nearly every student agreed their classroom had enough books and materials for everyone (89% / 1,248 responses). Additionally, eighty percent of students felt their English homework helped them get ready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

My History Teacher & Class



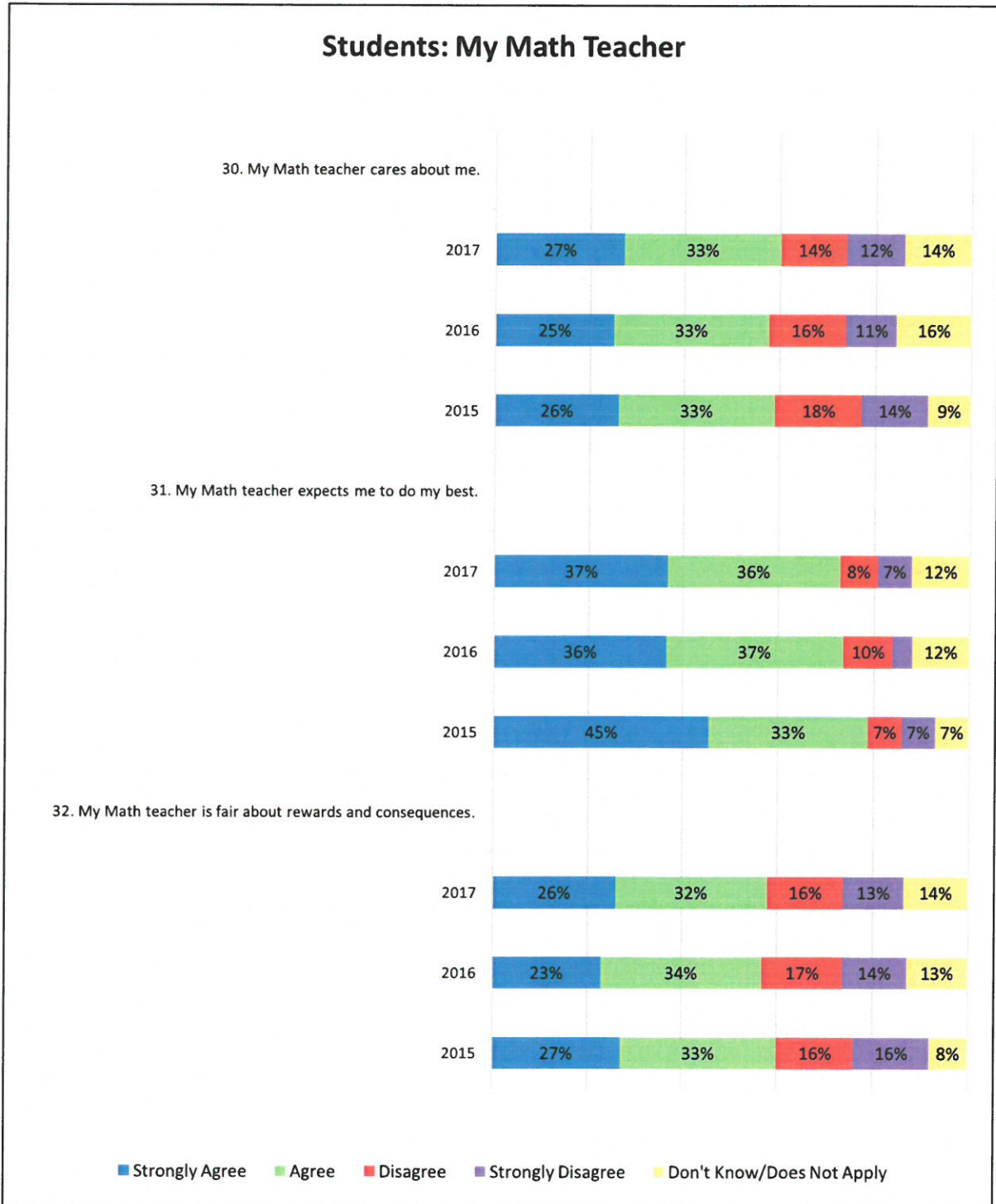


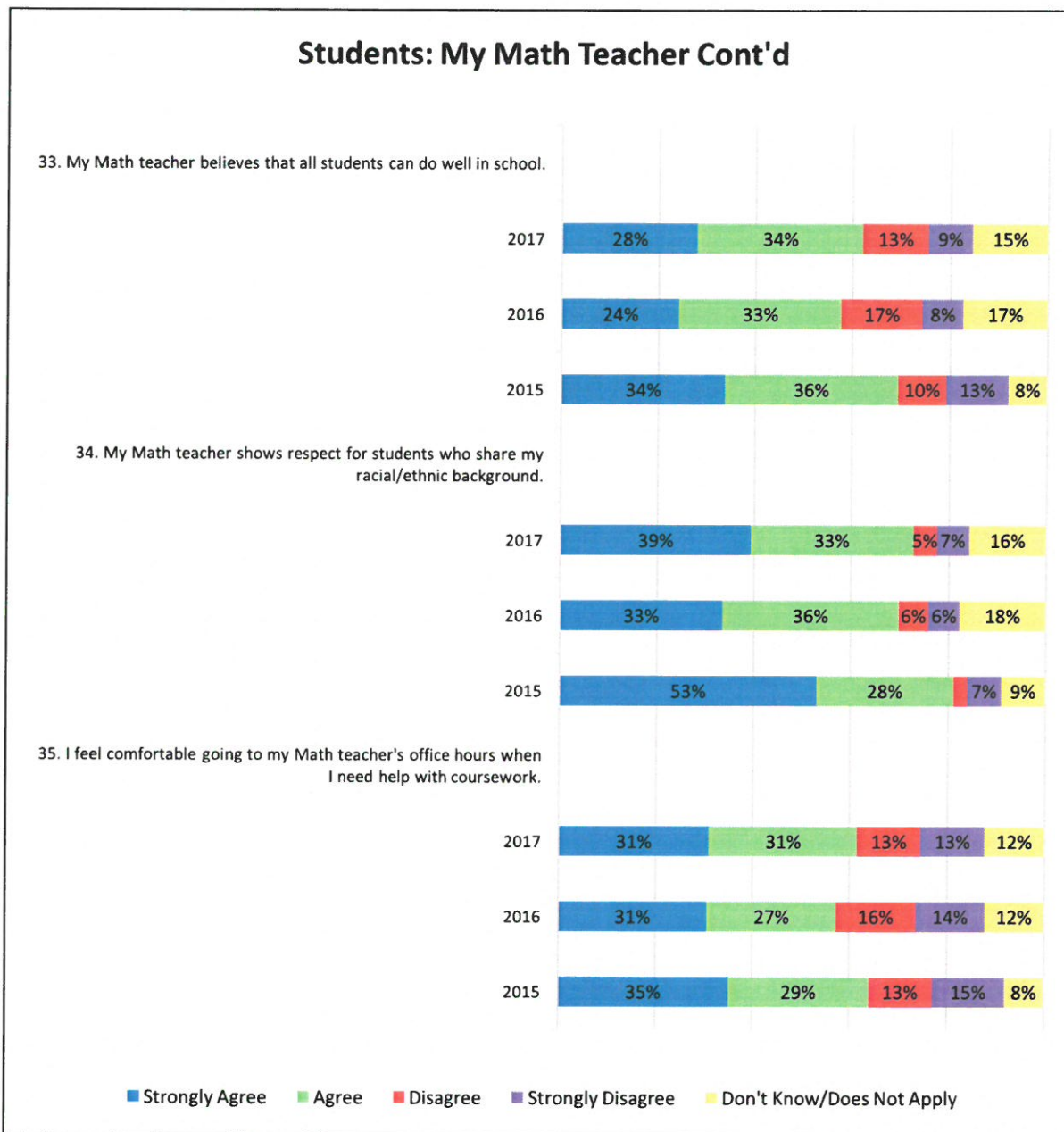
Student responses to their history teacher were also quite positive across all three years. Students believed their history teacher cared about them (86% / 1,2091 responses), expected them to do their best (92% / 1,284 responses), and believed all students can do well in school (89% / 1,234 responses).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



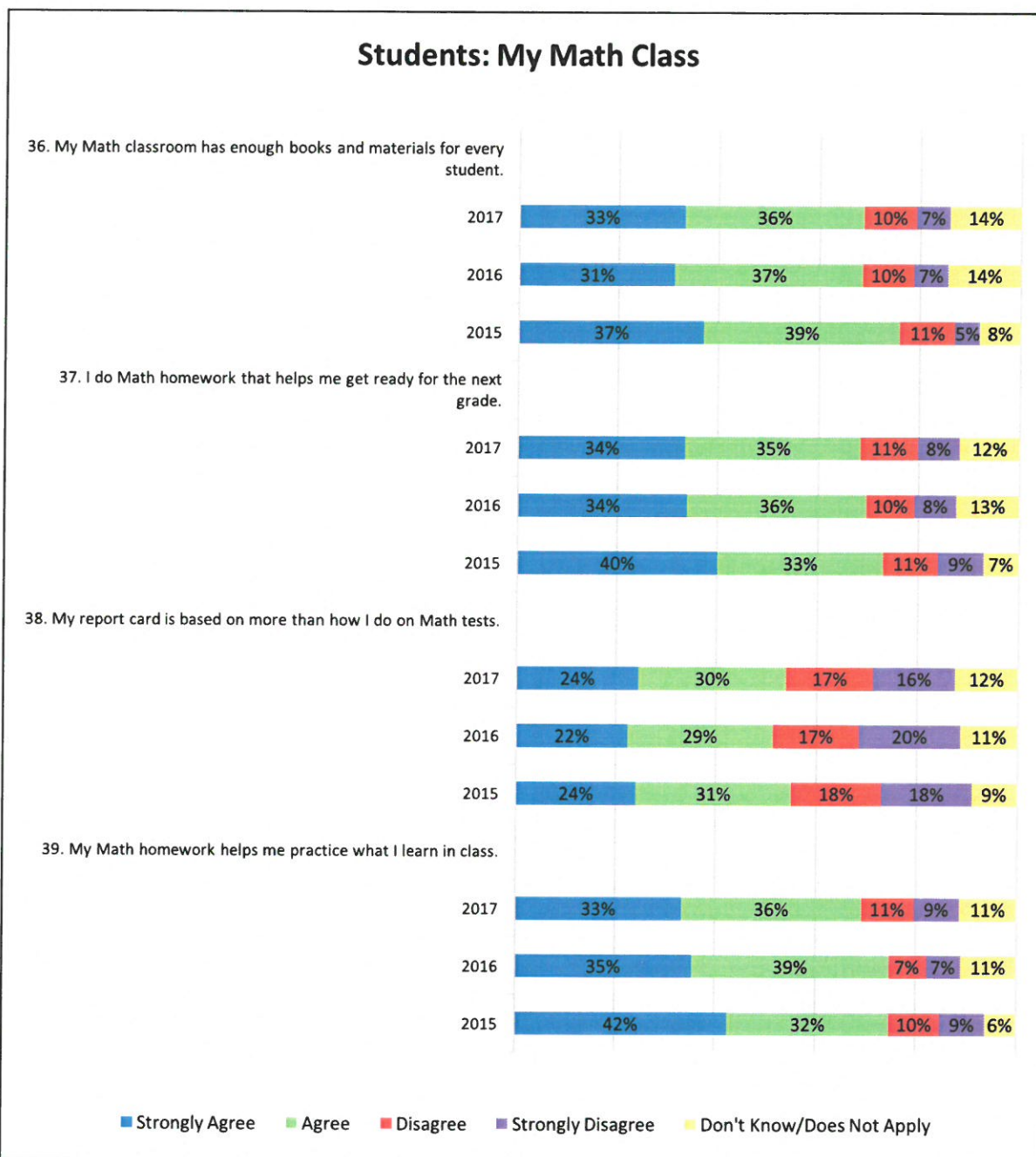
Students also responded positively to questions regarding their history class. Students believed their history homework helped them get ready for the next grade (82% / 1,136 responses), and their homework helped them practice what they learned in class (82% / 1,137 responses). However, 16% of students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

My Math Teacher & Class



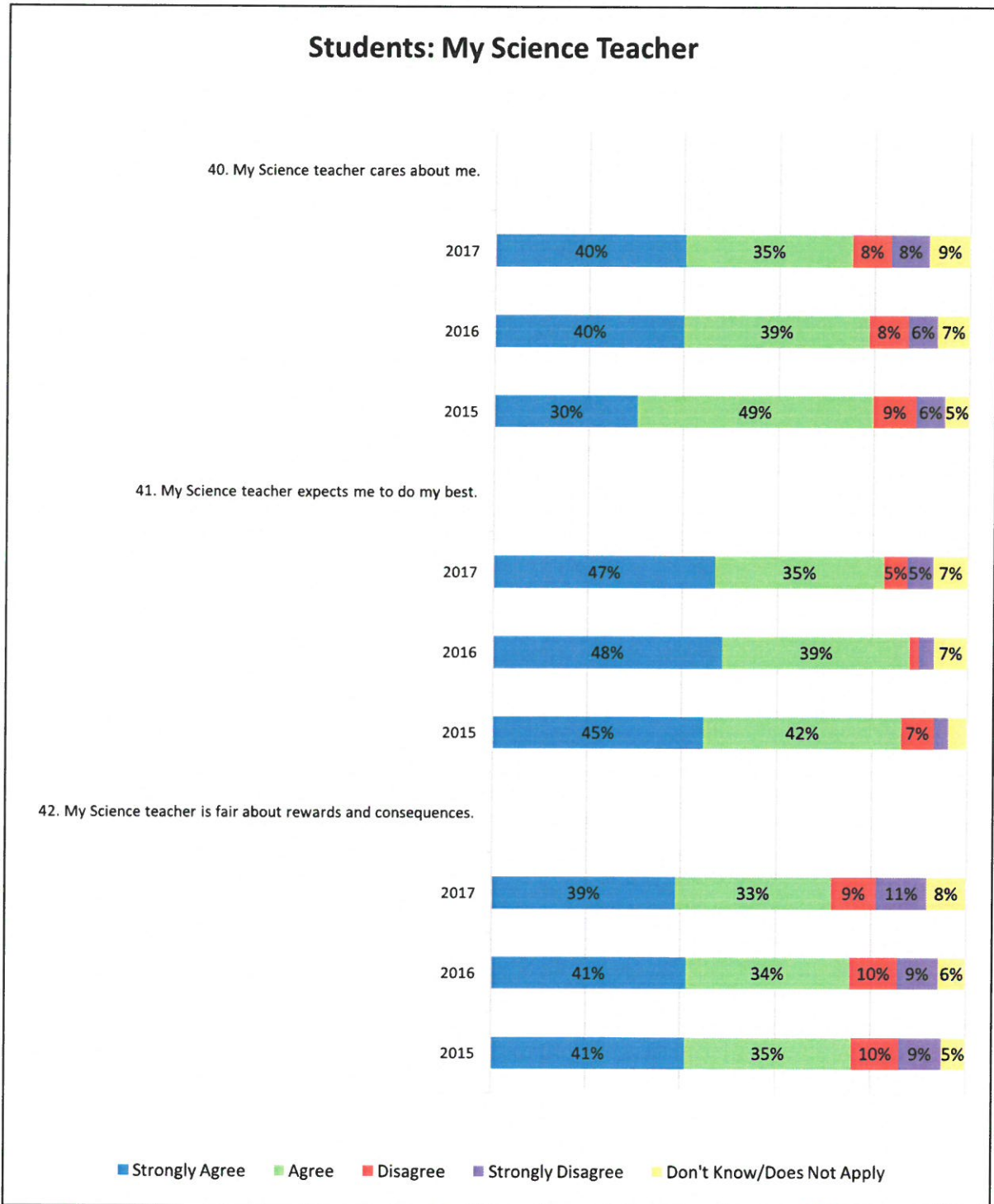


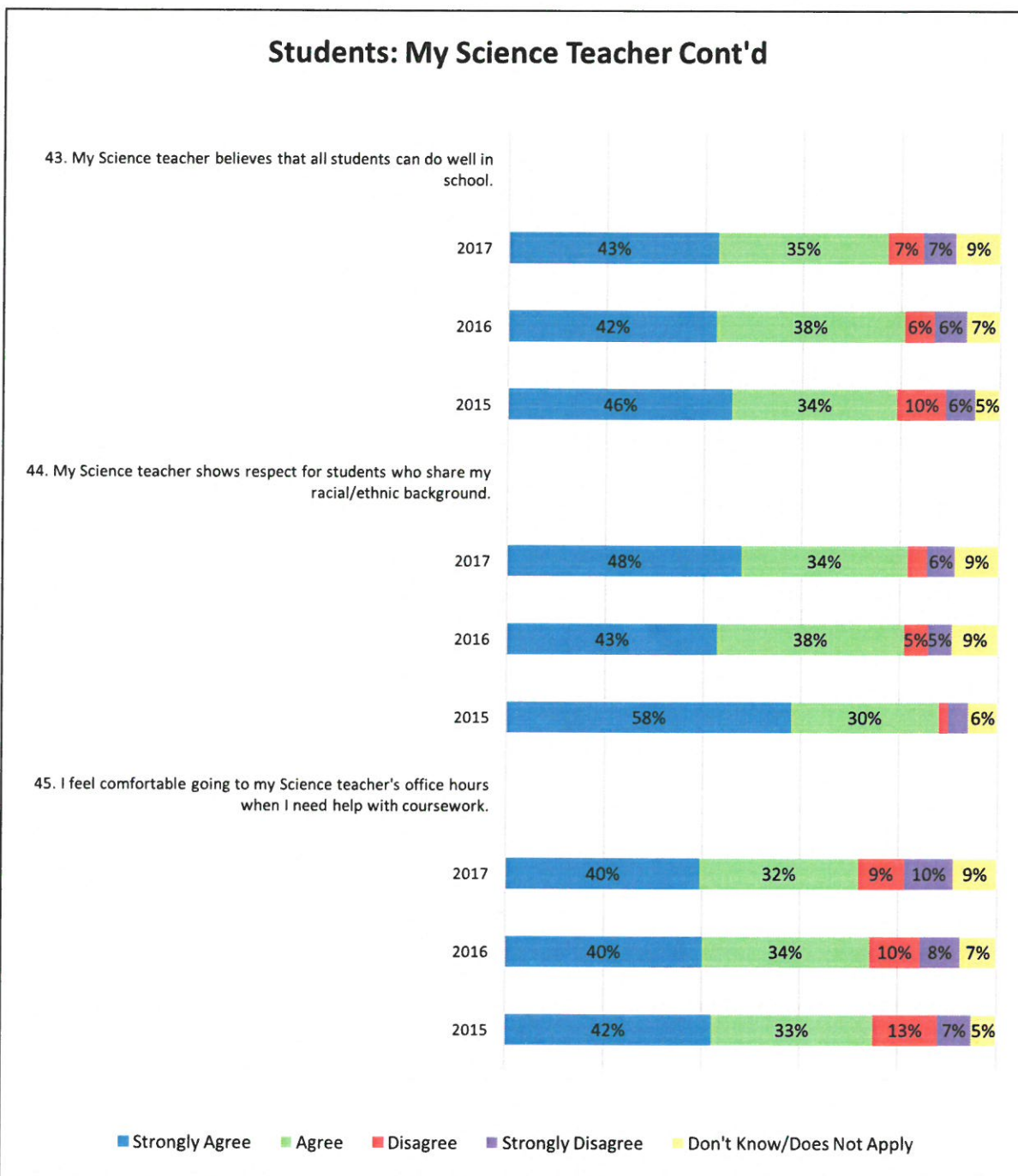
Student responses to their math teachers were less positive than responses to teachers of other required courses. While a majority of students agreed their math teachers cared about them (60% / 845 responses), roughly a quarter *did not* agree (26% / 361 responses). Similarly, 29% of students *did not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



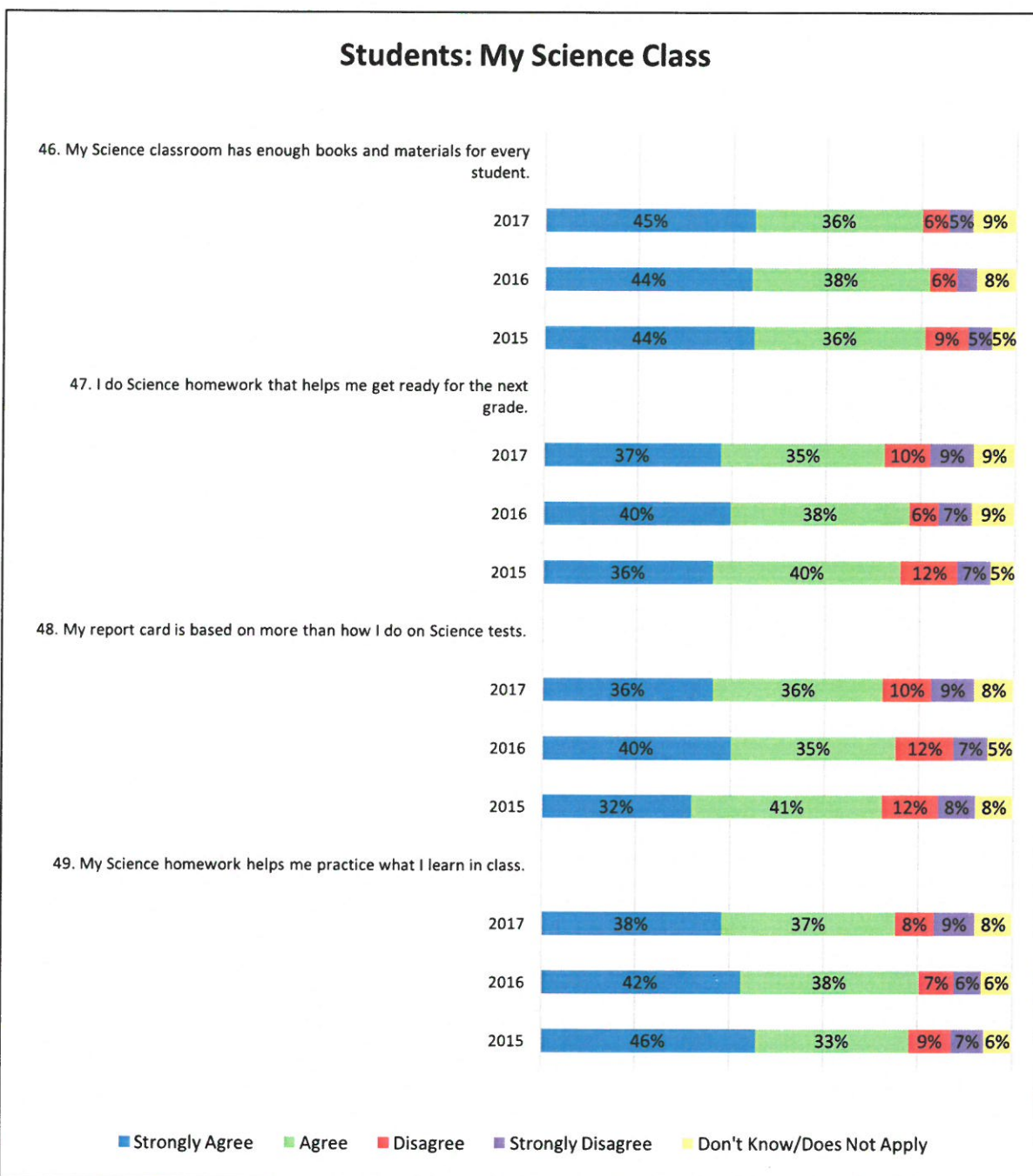
Positive student responses to their math class have decreased since 2015. In 2017, fewer students agreed their math classroom had enough books and materials for every student (69% compared to 76%). Additionally, fewer students felt their math homework helped them practice what they learned in class (69%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

My Science Teacher & Class



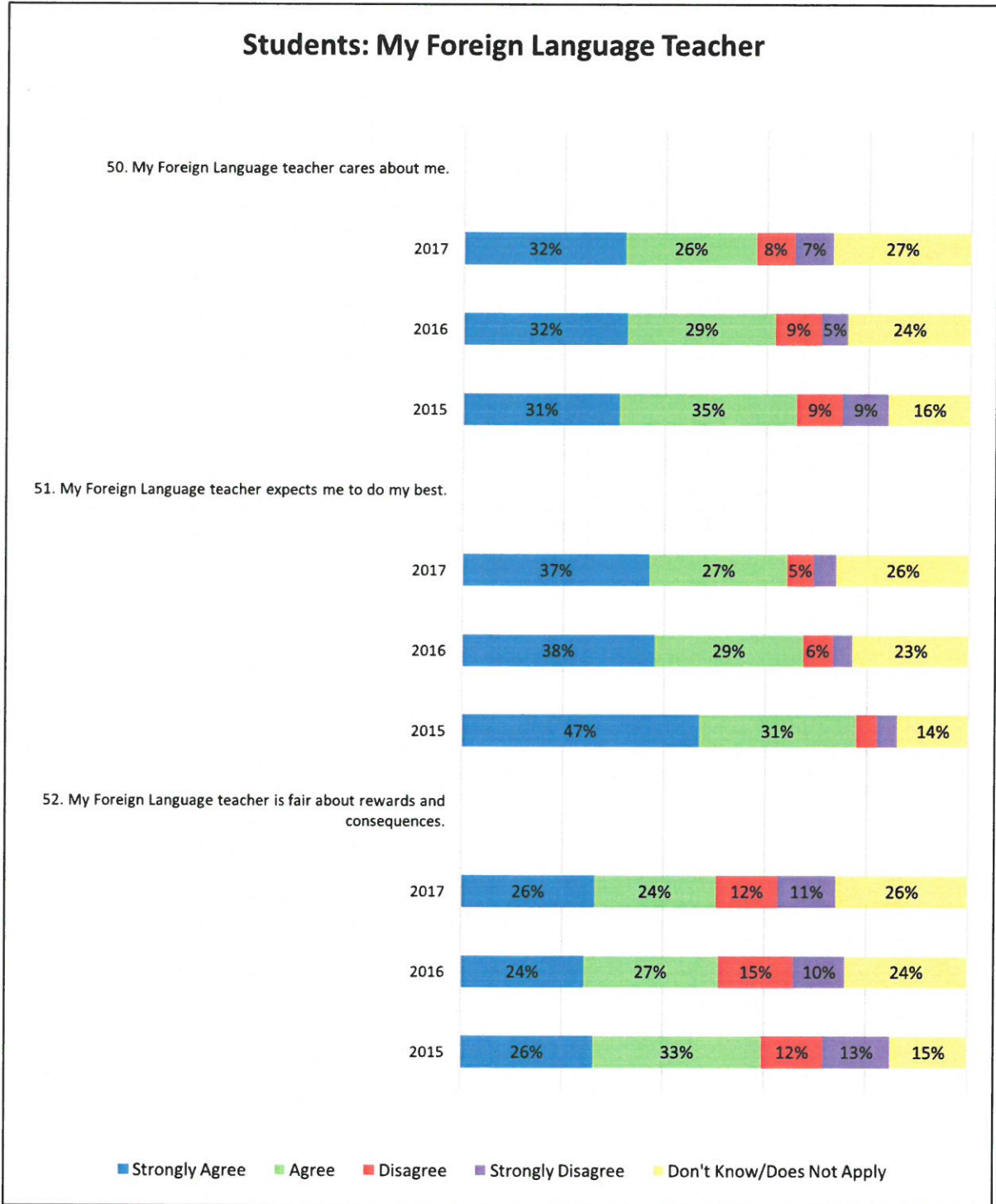


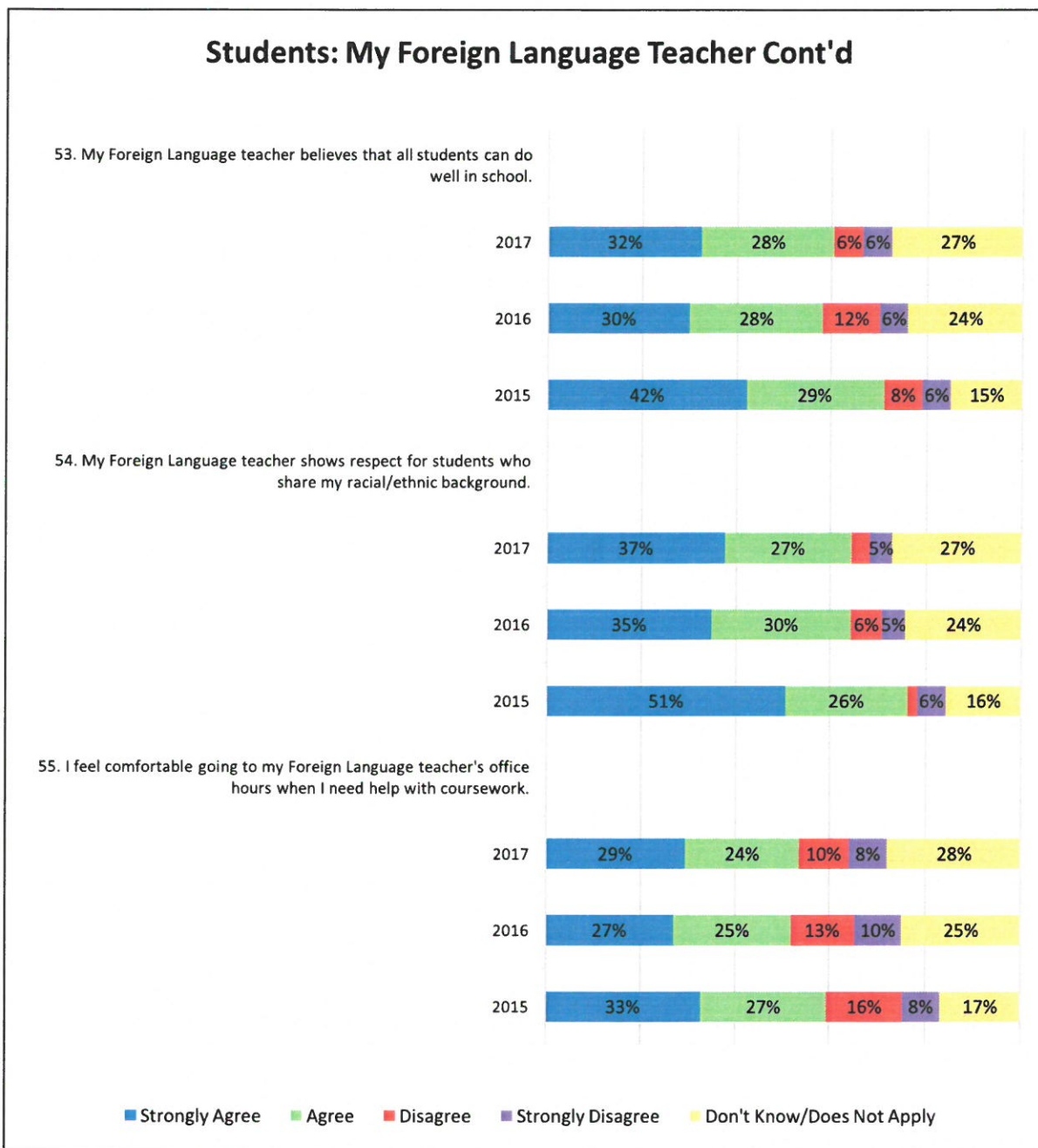
Similar to student responses to their English and history teachers, students felt positively about their science teachers across all three years. A majority of students believed their science teacher cared for them (75% / 1,052 responses), expected them to do their best (82% / 1,148 responses), and showed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



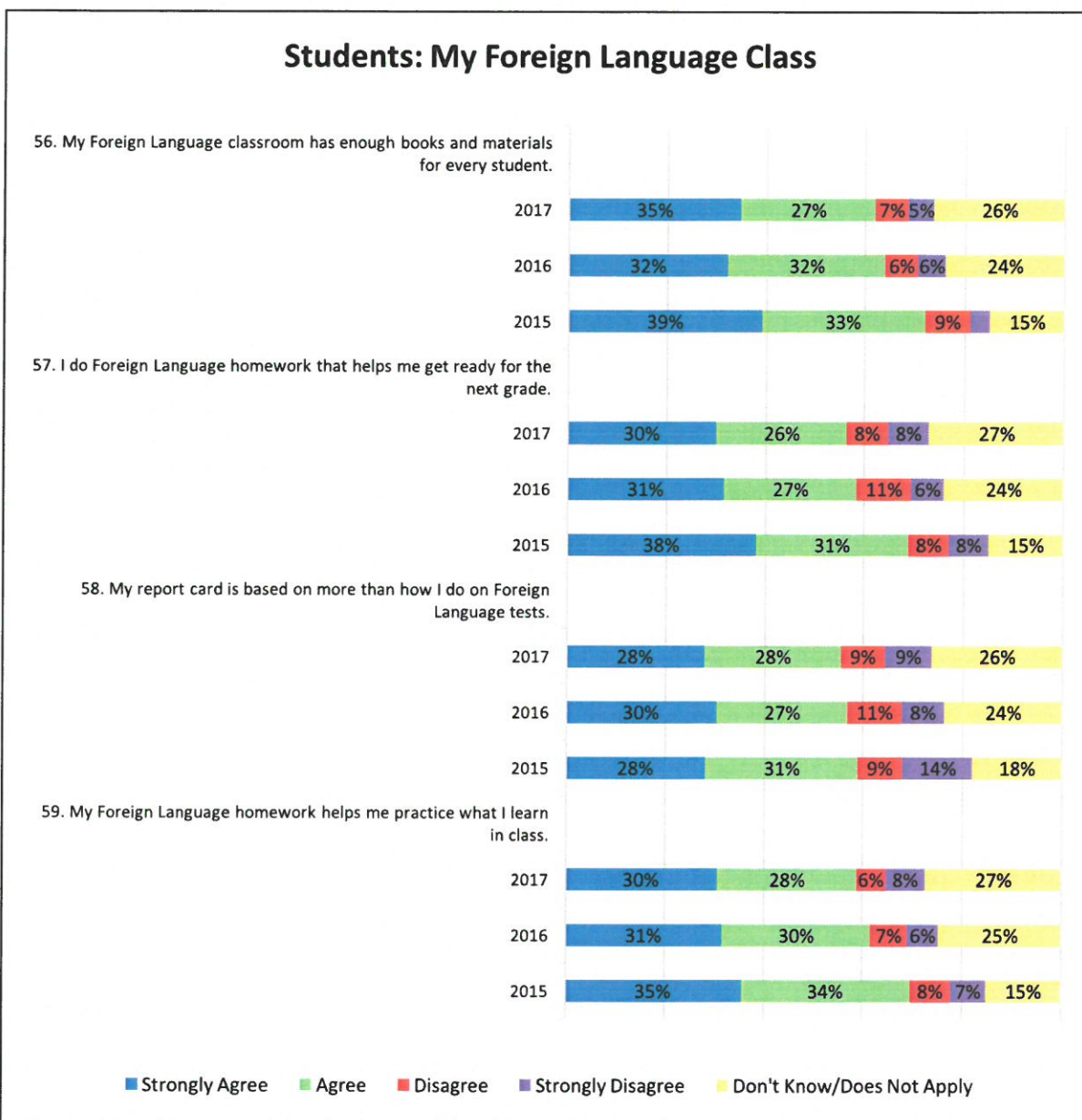
Student responses regarding their science class were quite positive from 2015 to 2017. Students generally agreed their science classroom had enough books and materials for every student (81% / 1,123 responses), and their science homework helped them practice what they learned in class (75% / 1,049 responses).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

My Foreign Language Teacher & Class



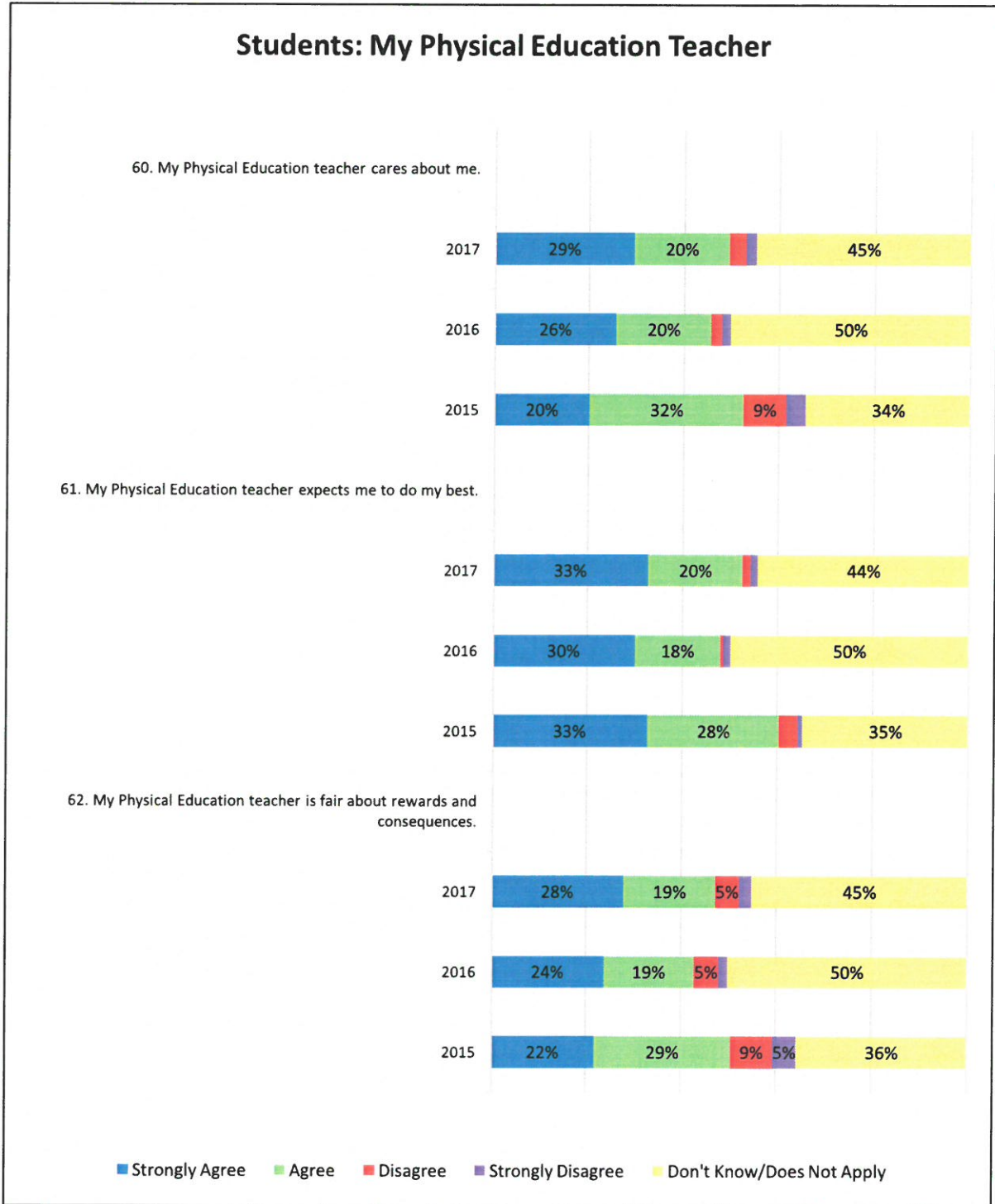


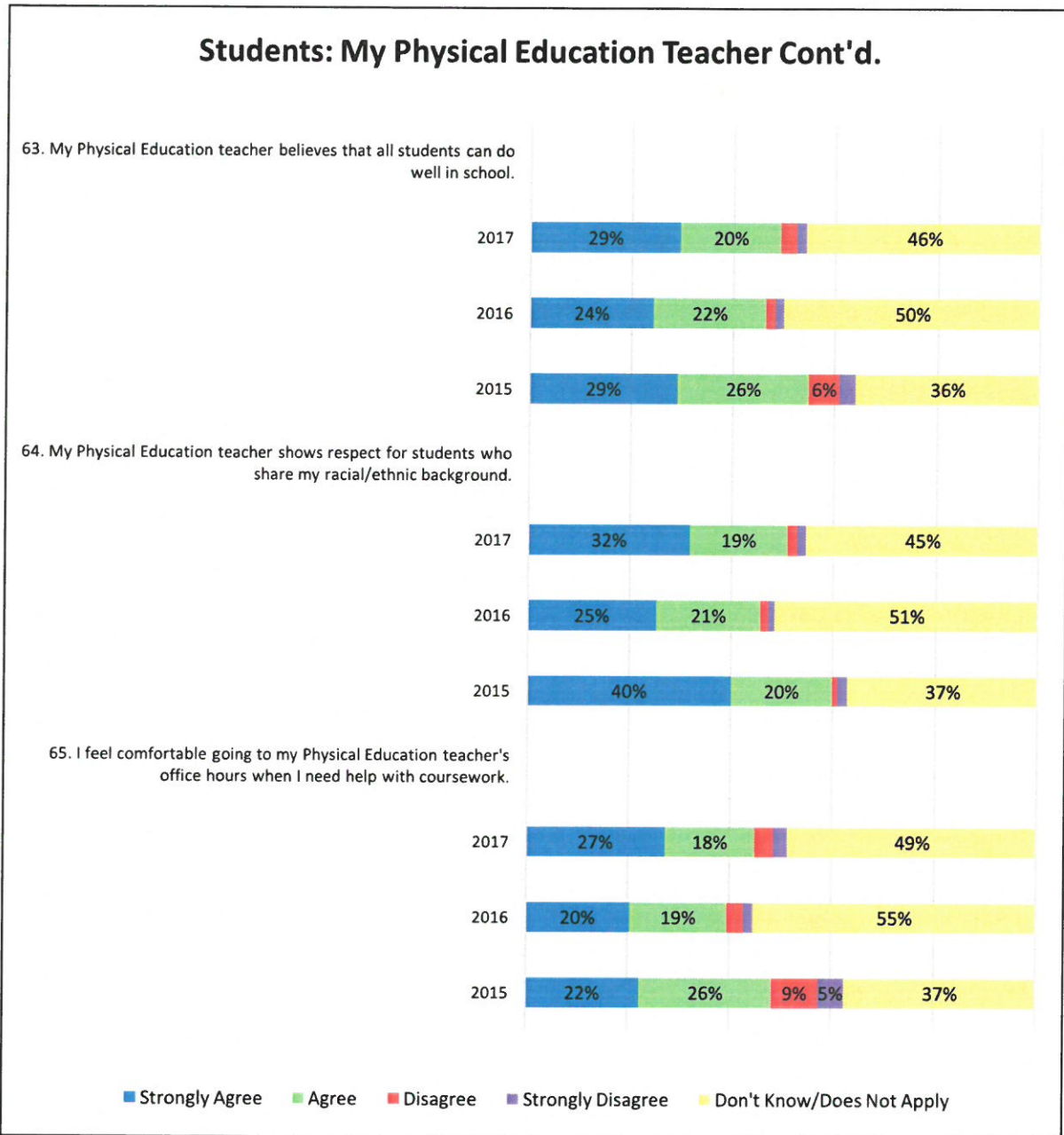
Student responses to their foreign language teacher have changed since 2015. Positive answers to questions about their foreign language teacher decreased by between 5 and 10 percentage points over the course of three years. Additionally, the percentage of students who did not know how to respond to questions,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



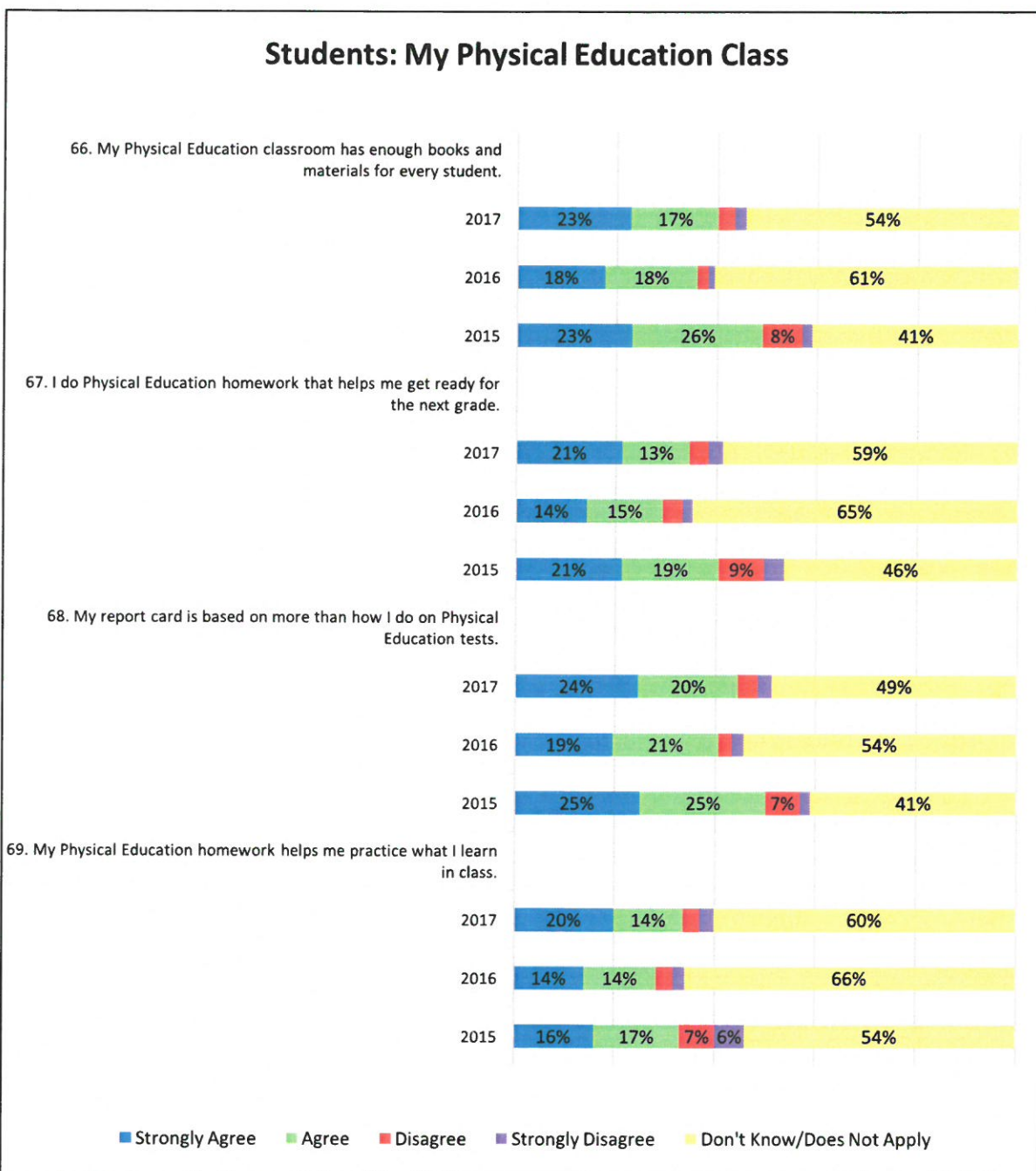
Student responses concerning their foreign language class were similar to those about their foreign language teacher. In 2017, fewer students agreed their foreign language homework helped them get ready for the next grade than did in 2015 (56% compared to 69%). Similarly, fewer students felt their foreign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

My Physical Education Teacher & Class



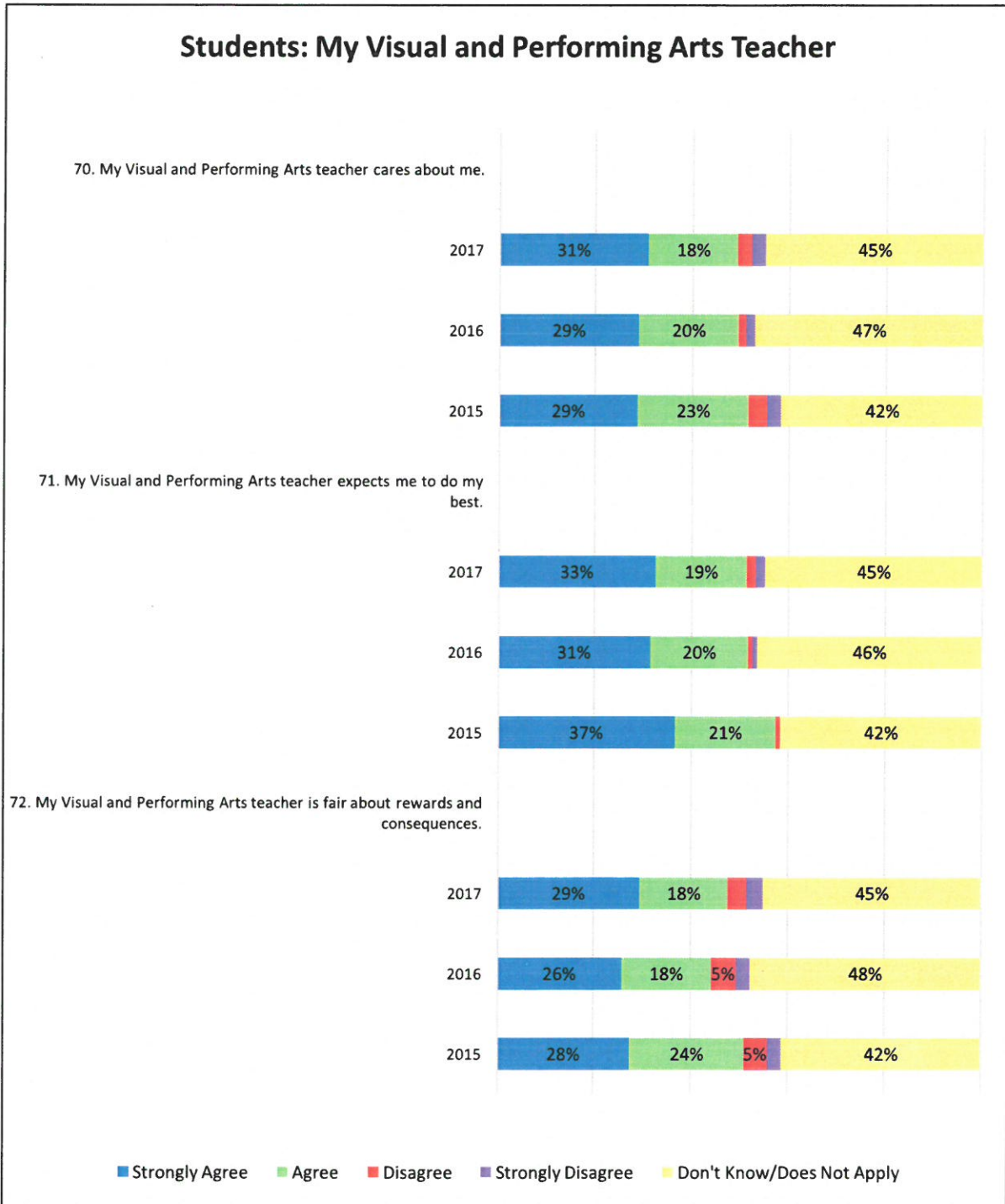


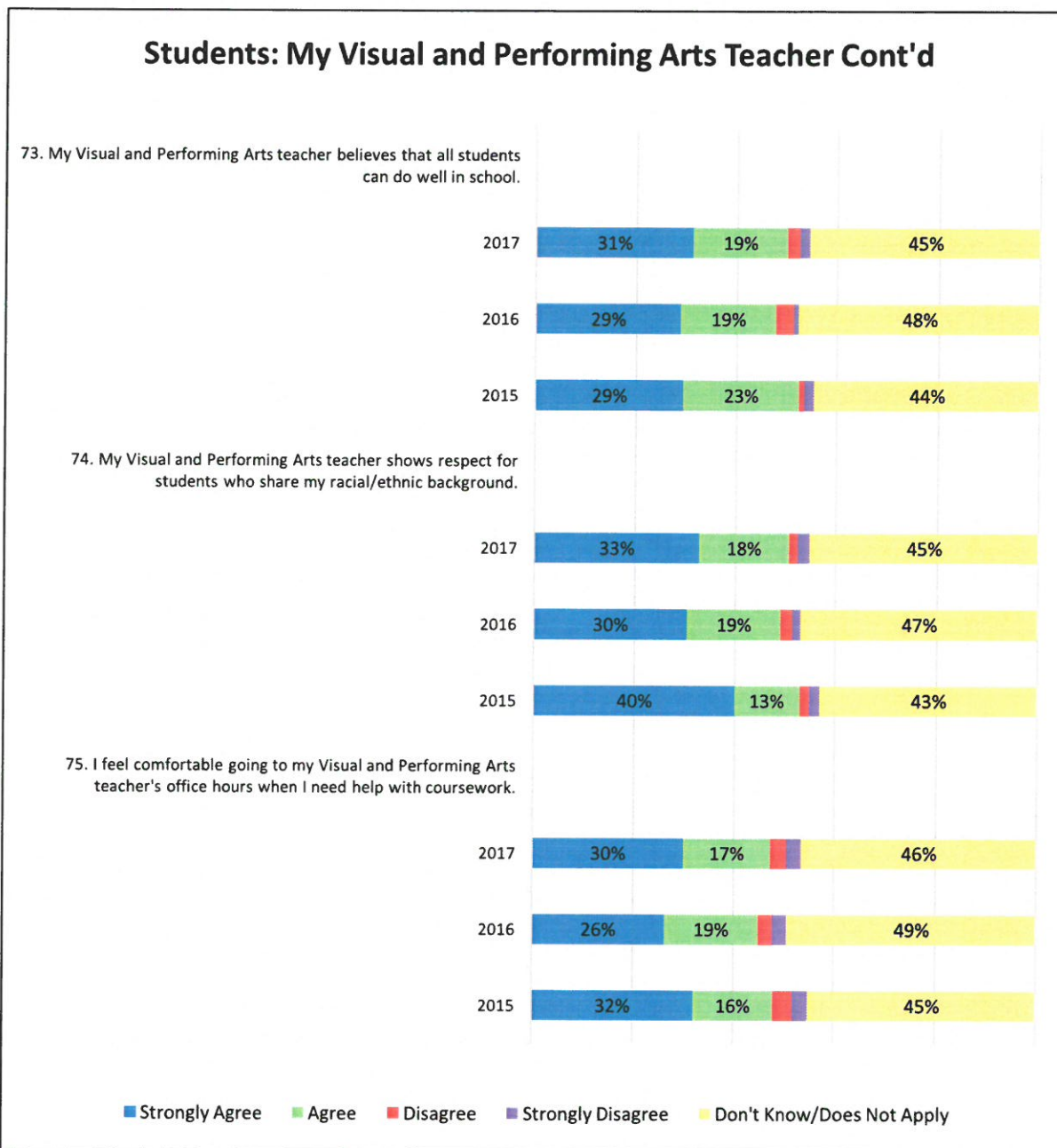
Roughly half of student respondents were unsure how to respond to questions concerning their physical education teacher, or felt the questions did not apply to them. Aside from these responses, however, students were very positive about their PE teacher. Particularly of note, a higher percentage of students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



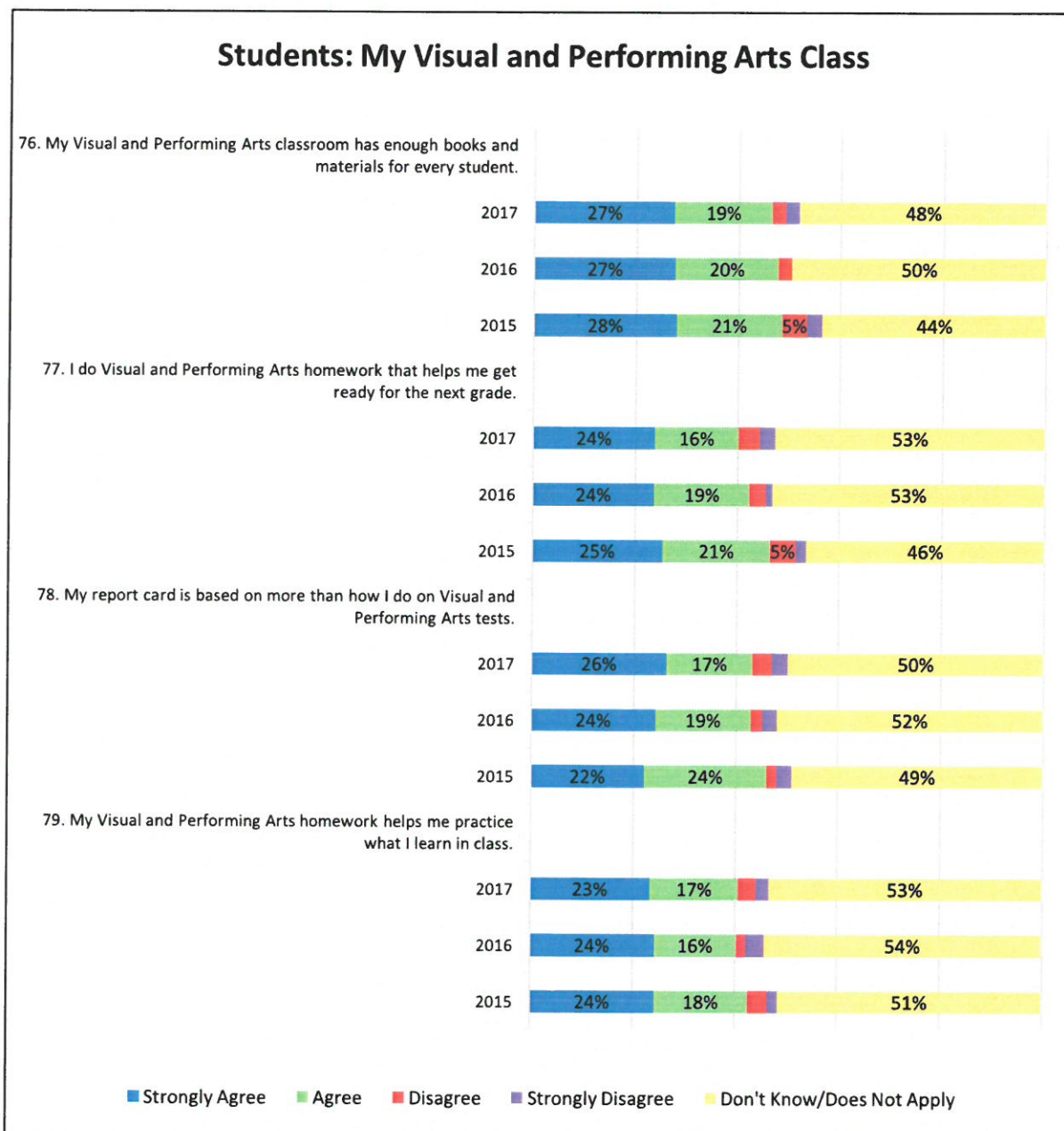
Most students were also unsure how to respond to questions about their PE class. Despite this, responses were generally positive. This year, more students agreed their PE homework helped them get ready for the next grade than did in 2016 (34% compared to 29%). More students also agreed their PE homework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

My Visual & Performing Arts Teacher & Class





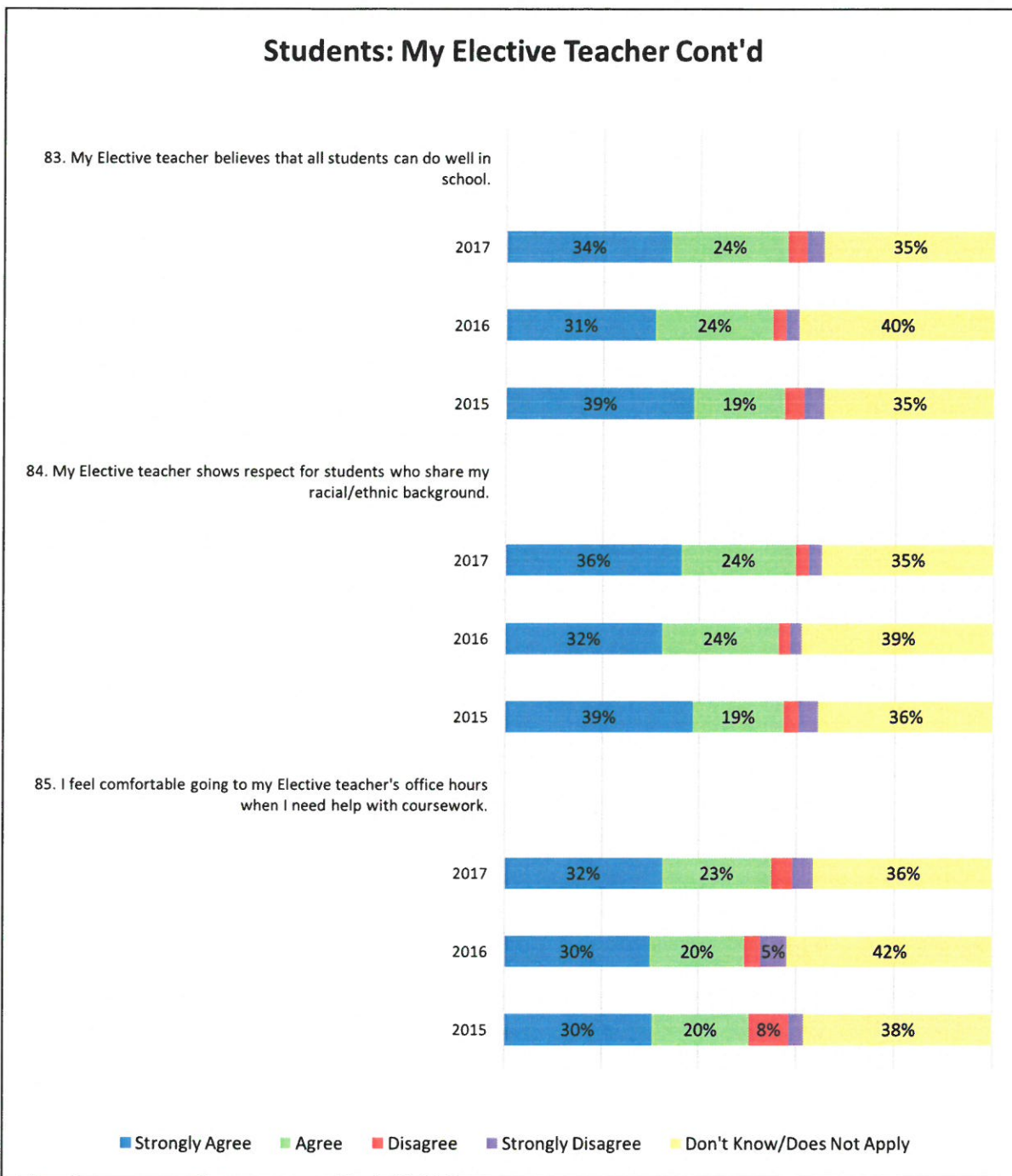
As with responses to the PE and foreign language teacher, students were unsure how to respond to questions concerning their visual and performing arts teacher, or felt the questions did not apply to them. Aside from these responses, however, students were consistently positive across all three years.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



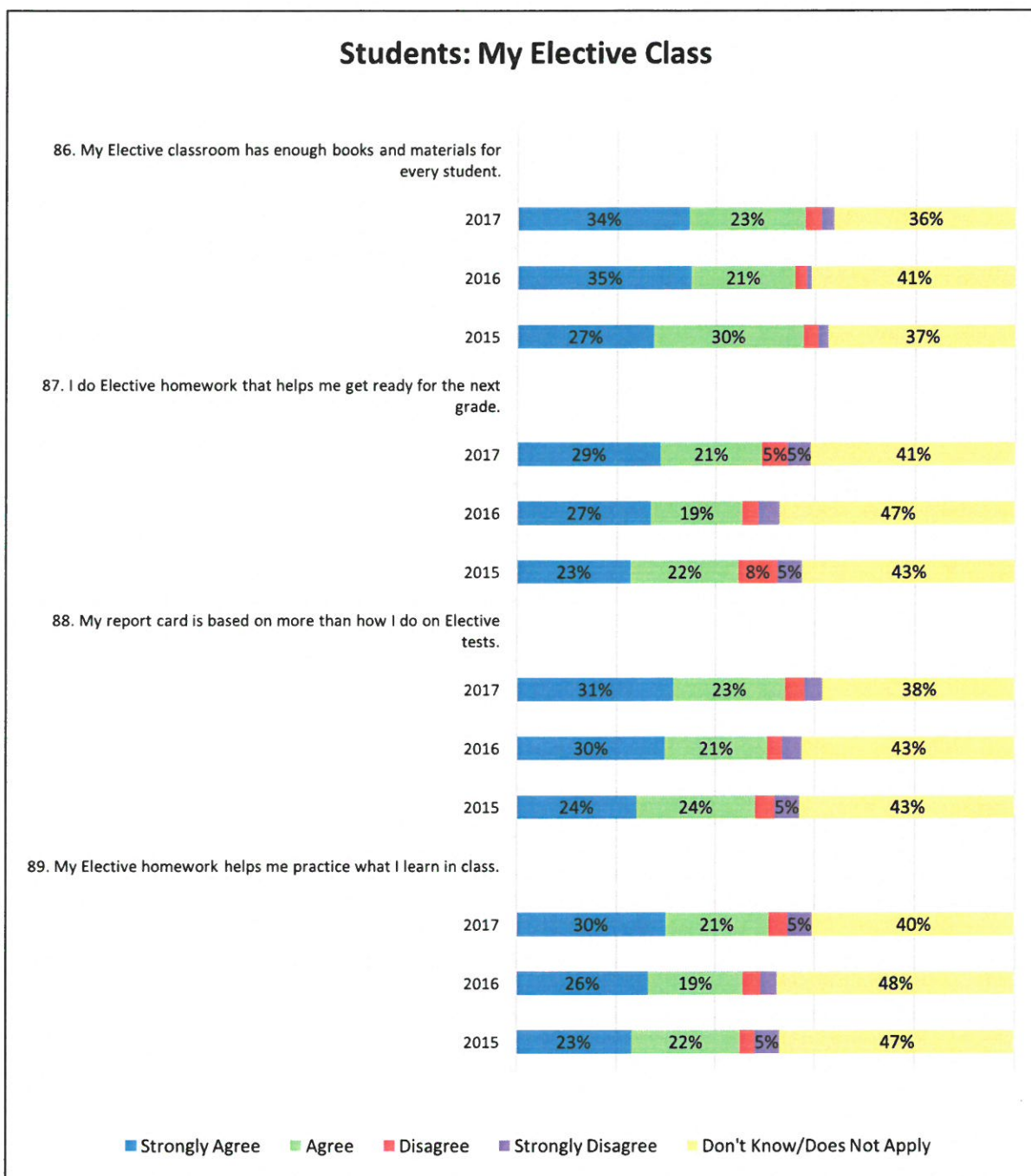
While roughly half of student respondents did not know how to respond to questions concerning their visual and performing arts class, the other half responded positively every year since 2015. Students agreed their arts homework helped them get ready for the next grade (40% / 541 responses), and helped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

My Elective Teacher & Class



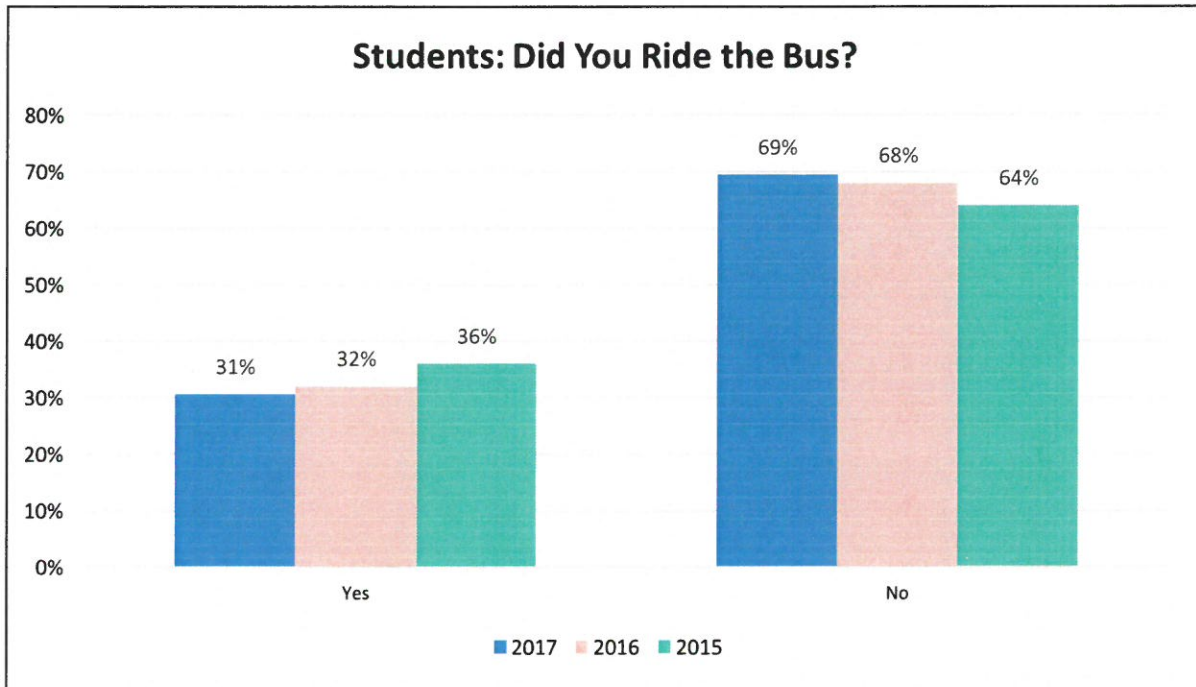


While one-third of student respondents did not know how to respond to questions concerning their elective teacher or felt the questions did not apply to them, the remaining two-thirds of students responded positively across all three years included in this report. However, 11% of students noted that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

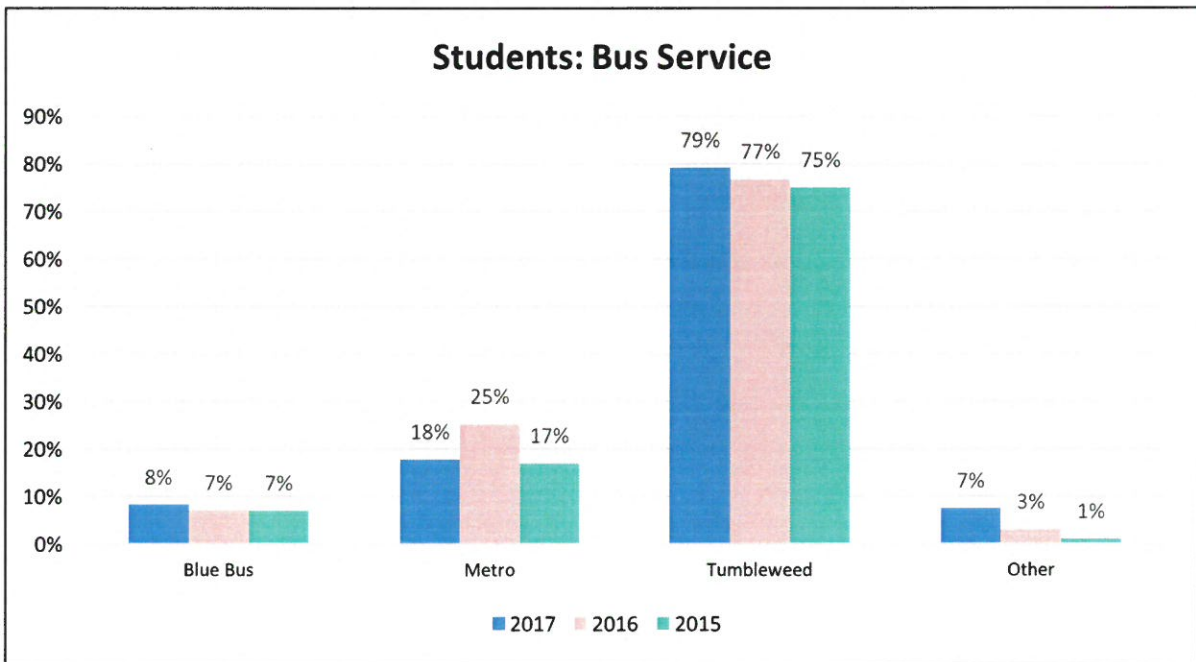


Similar to responses about students' elective teachers, roughly 40% of students did not know how to respond to questions about their elective class. The remaining 60% of students responded quite positively about their classes. Notably, over 50% of students agreed their report card was based on more than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

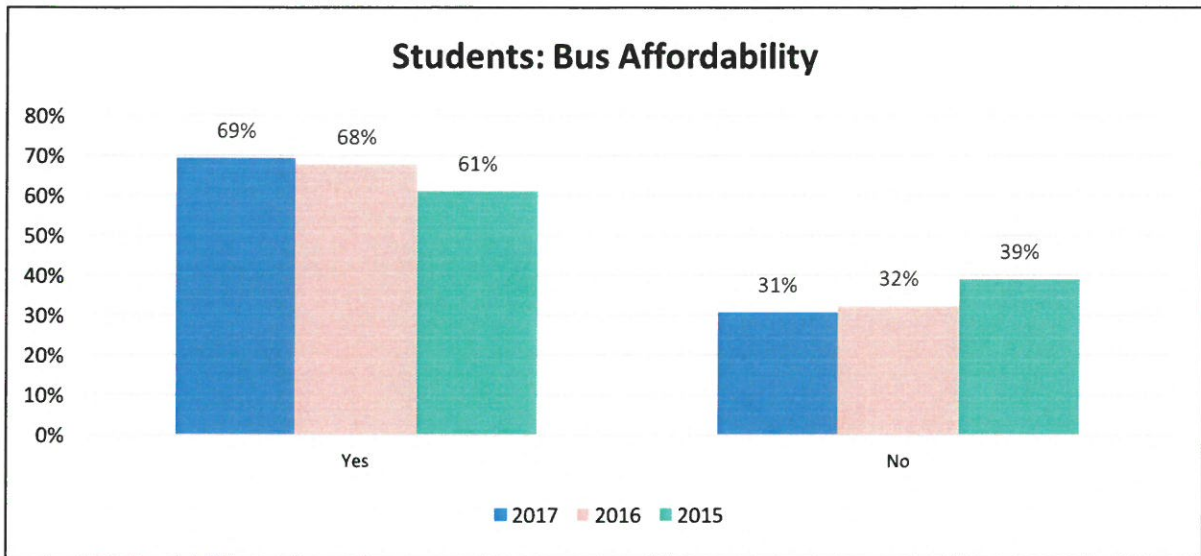
Bus Services



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



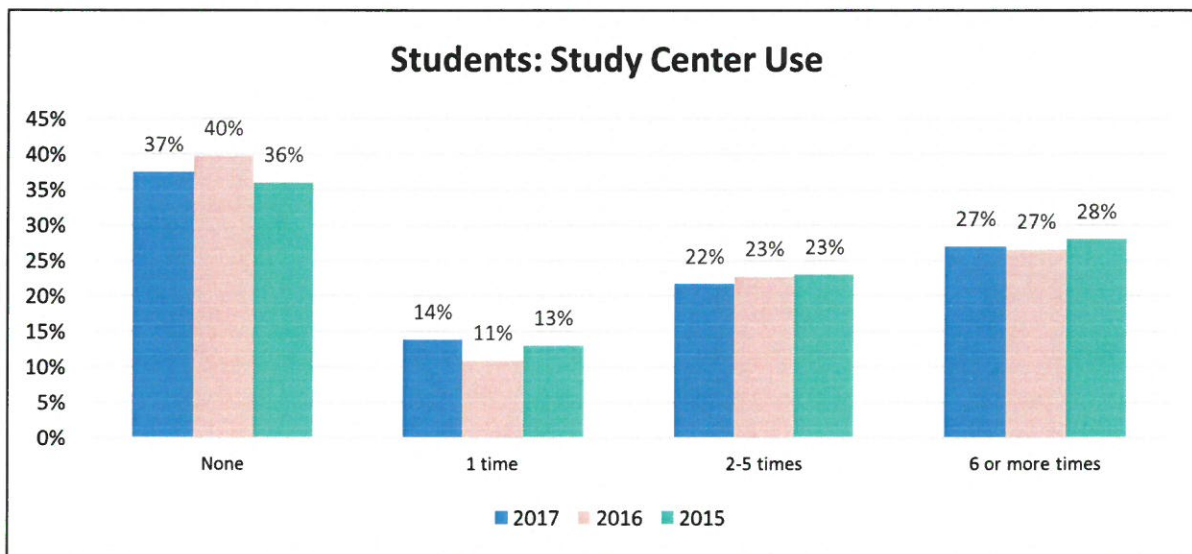
A clear majority of students who rode the bus took Tumbleweed buses (79% / 338 responses).



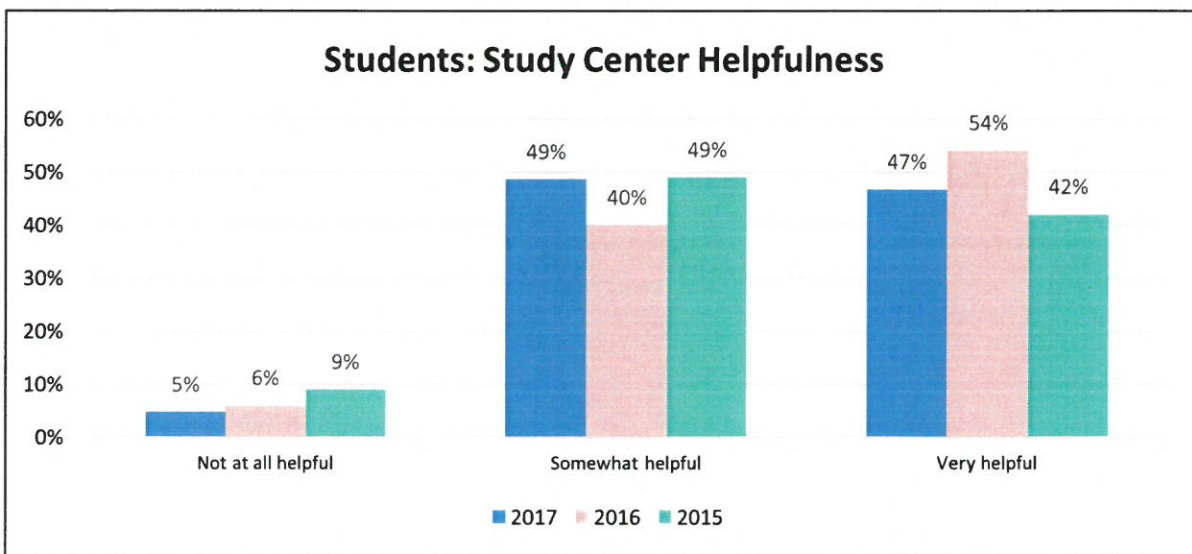
The percentage of students for whom the bus was affordable increased since 2015 (69% compared to 61%). However nearly one-third of students still found the bus *not* affordable (31% / 131 responses).

School Support Services

Study Center

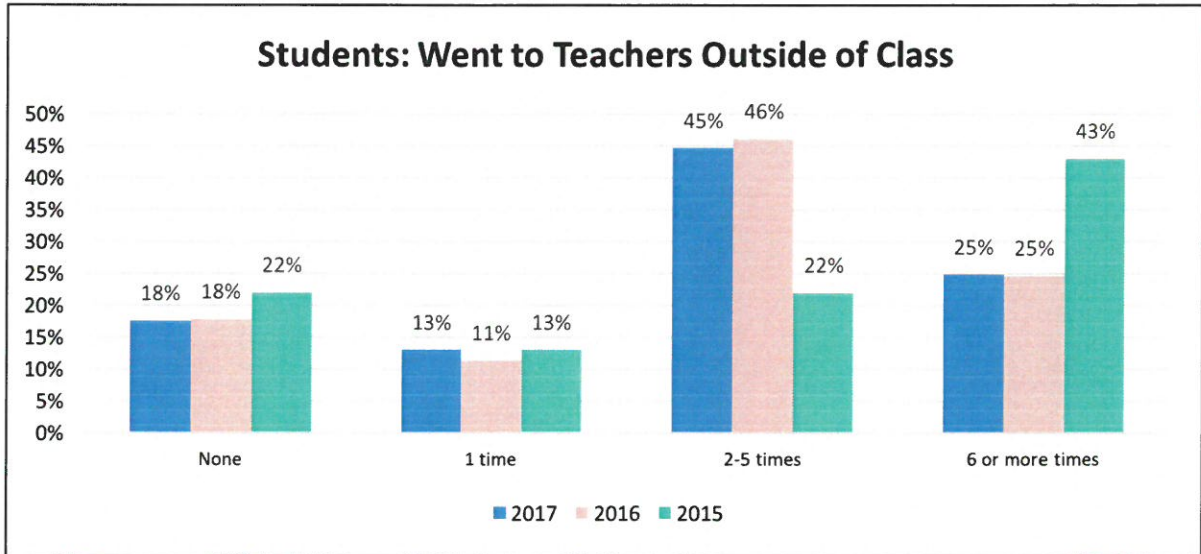


Study Center use has stayed consistent over the course of three years. Fourteen percent of students used the Center one time (193 responses), 22% two to five times (302 responses), and 27% six or more times (376 responses). Thirty-seven percent of students did not use the Study Center in 2017 (522 responses).

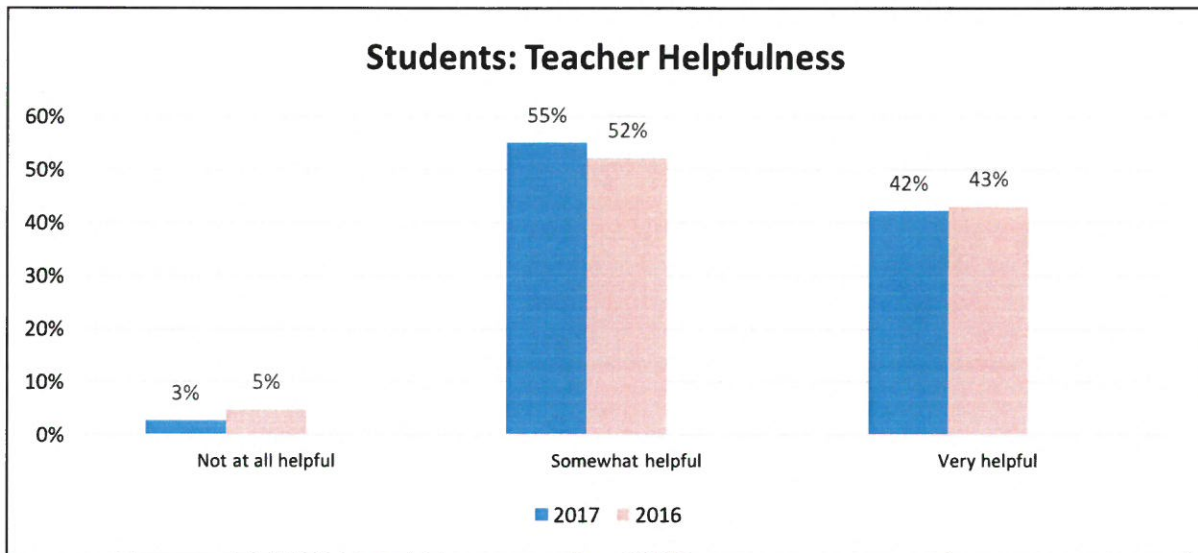


Nearly every student who used the Study Center found it either somewhat or very helpful (96% / 810 responses).

Teachers

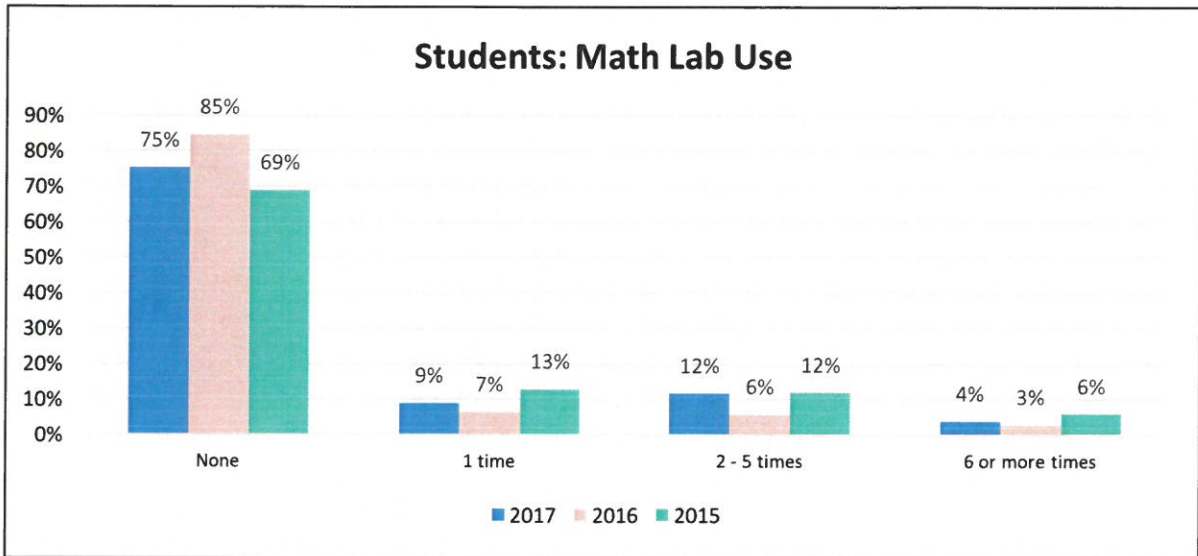


Nearly half of student respondents went to teachers outside of class 2-5 times in 2017 (45% / 604 responses).

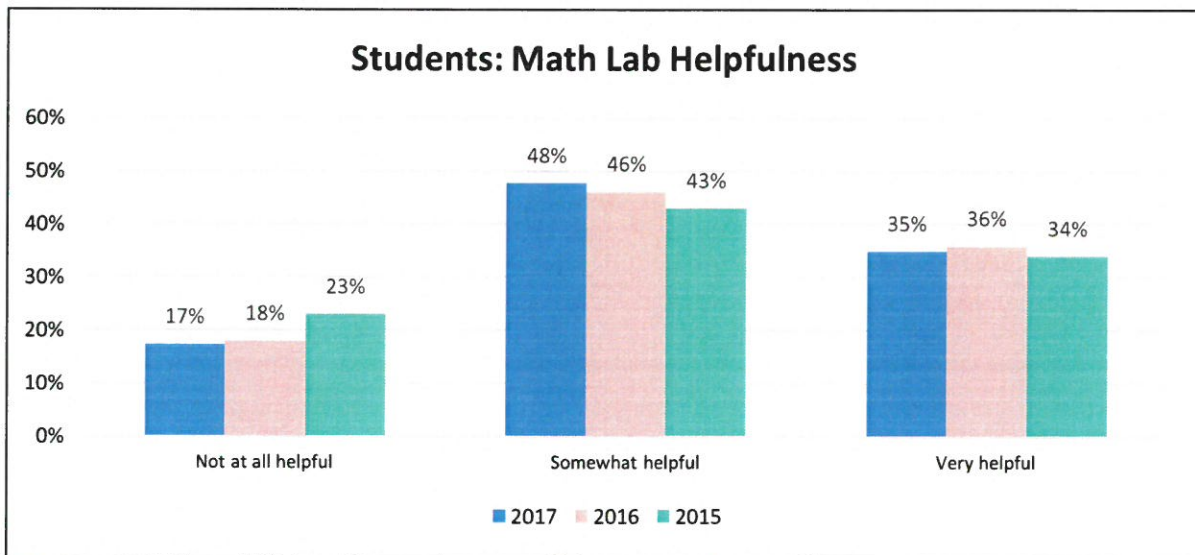


Similar to responses to the Study Center, of those who went to teachers outside of class, nearly every student found their teachers somewhat or very helpful (97% / 1,108 responses).

Math Lab

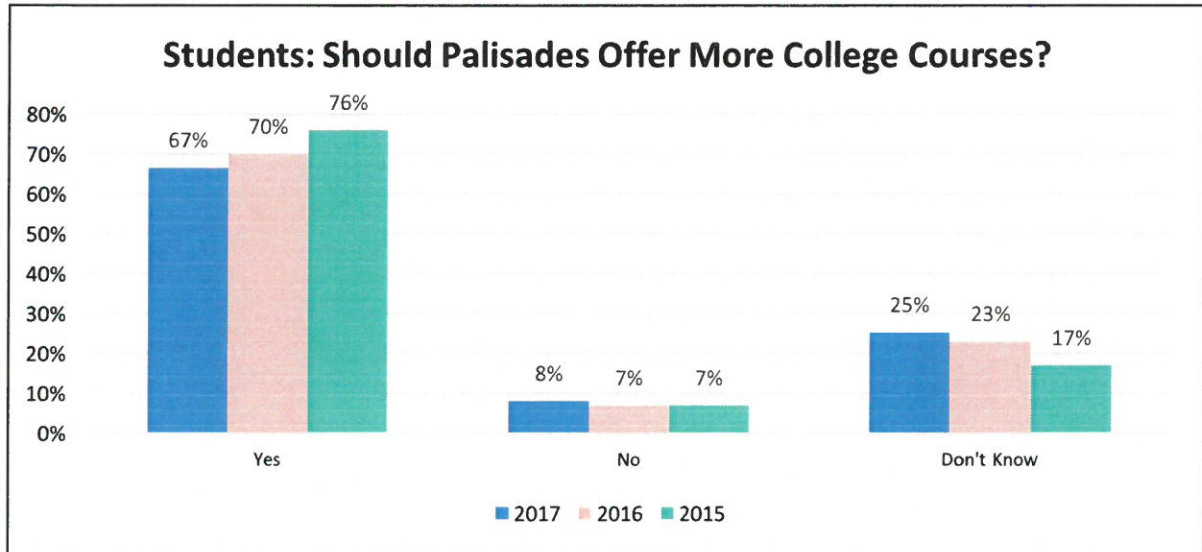


Unlike the Study Center or teacher office hours, only one-quarter of students who responded to the 2017 survey used the Math Lab one or more times (340 responses).



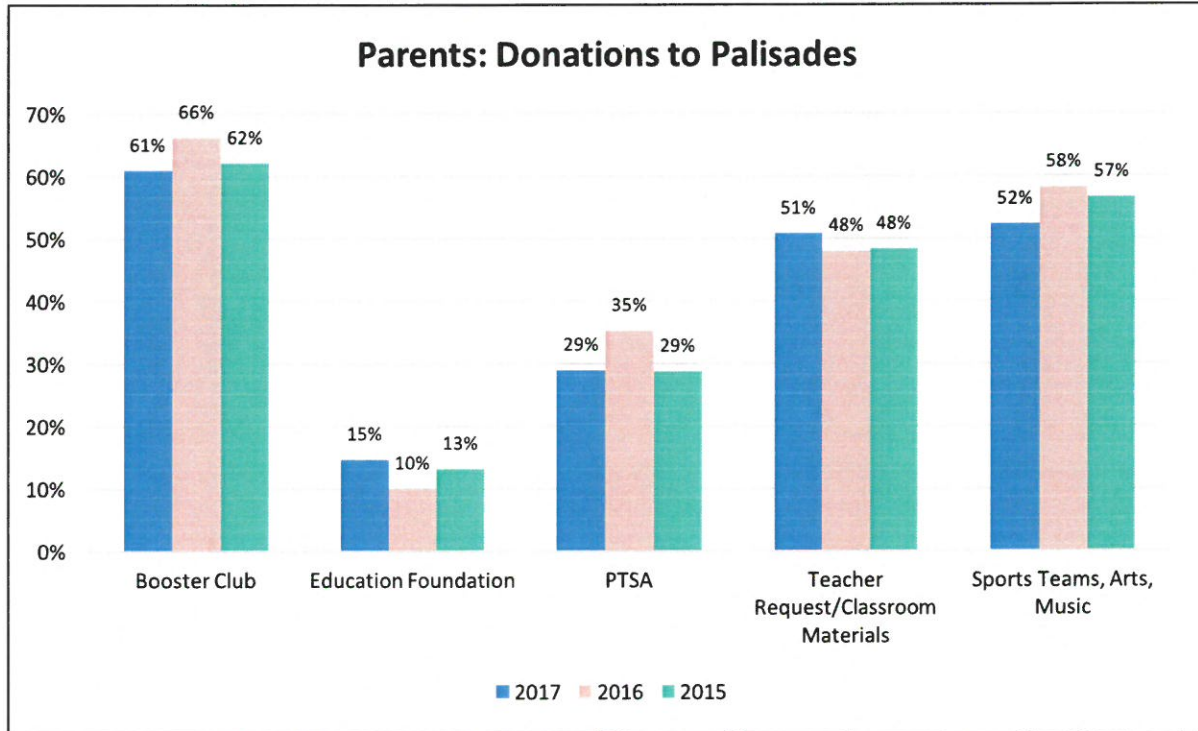
Of the students who went to the Math Lab this year, 83% found it either somewhat or very helpful (291 responses).

College Courses

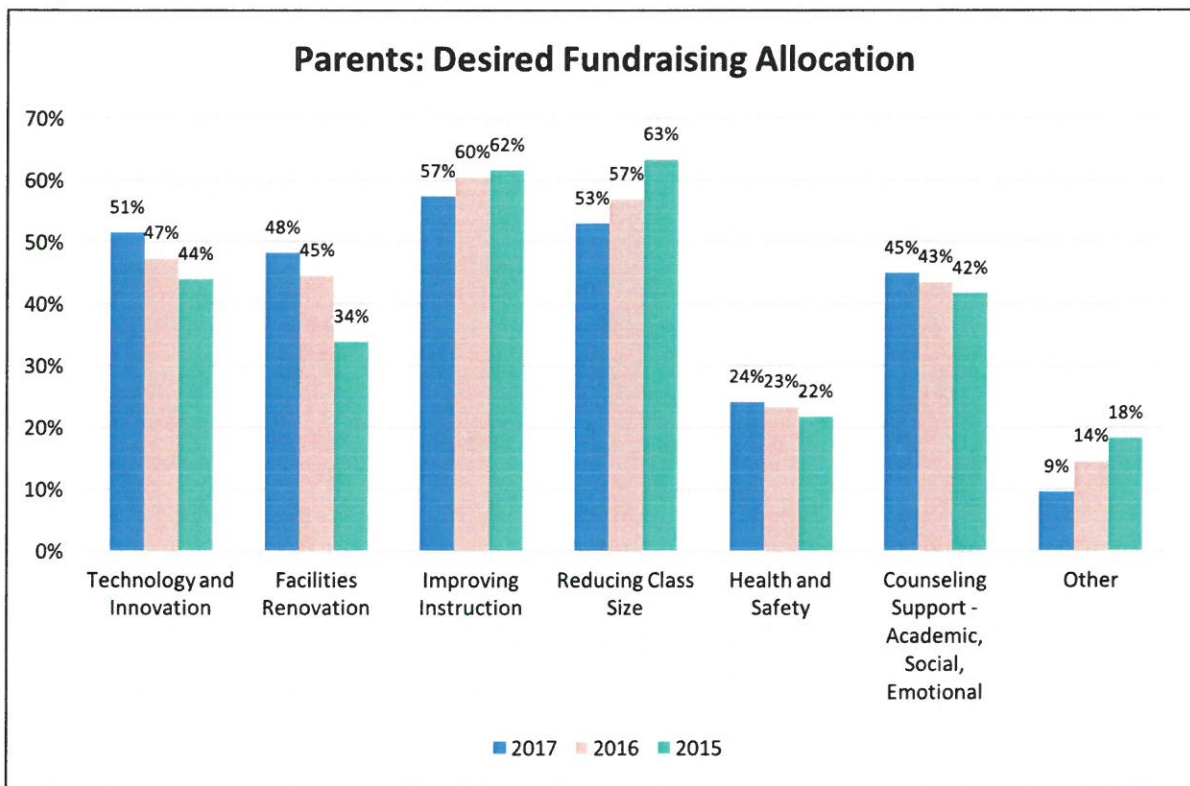


In 2017, fewer students felt Palisades Charter High School needed to offer more college courses than did in previous years (67% compared to 76% in 2015).

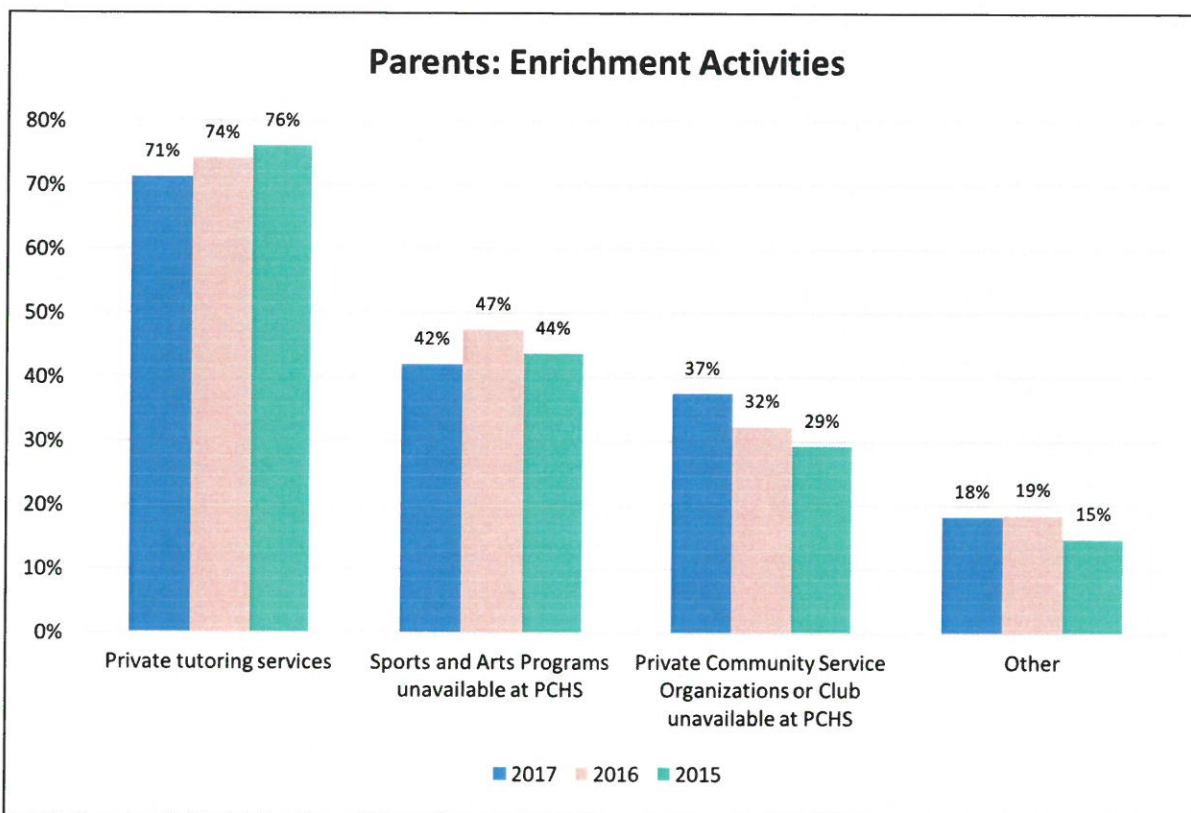
Parental Support



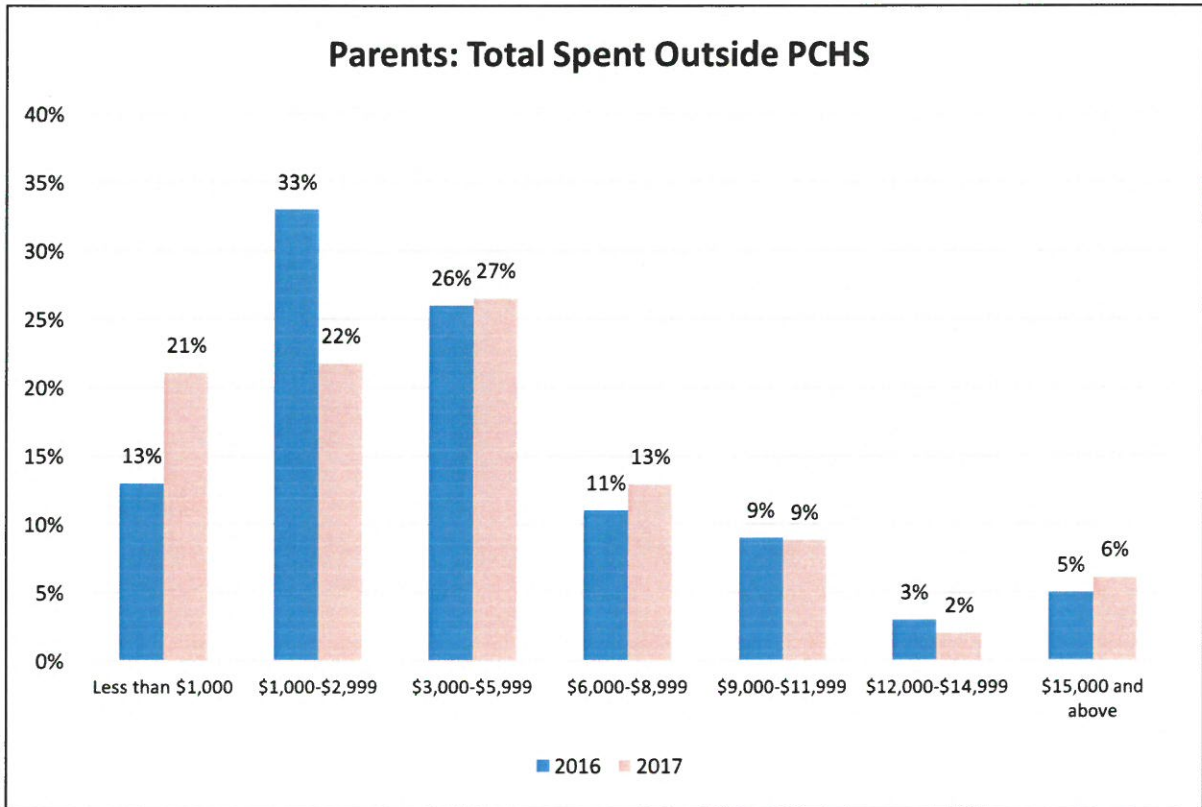
Parental donations to PCHS have remained mostly constant over the past three years. This year, 61% of parent respondents indicated that they donated to the Booster Club (162 responses). Half of the parents noted they donated to individual teacher requests (51% / 135 responses), and half donated to extra-curricular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



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

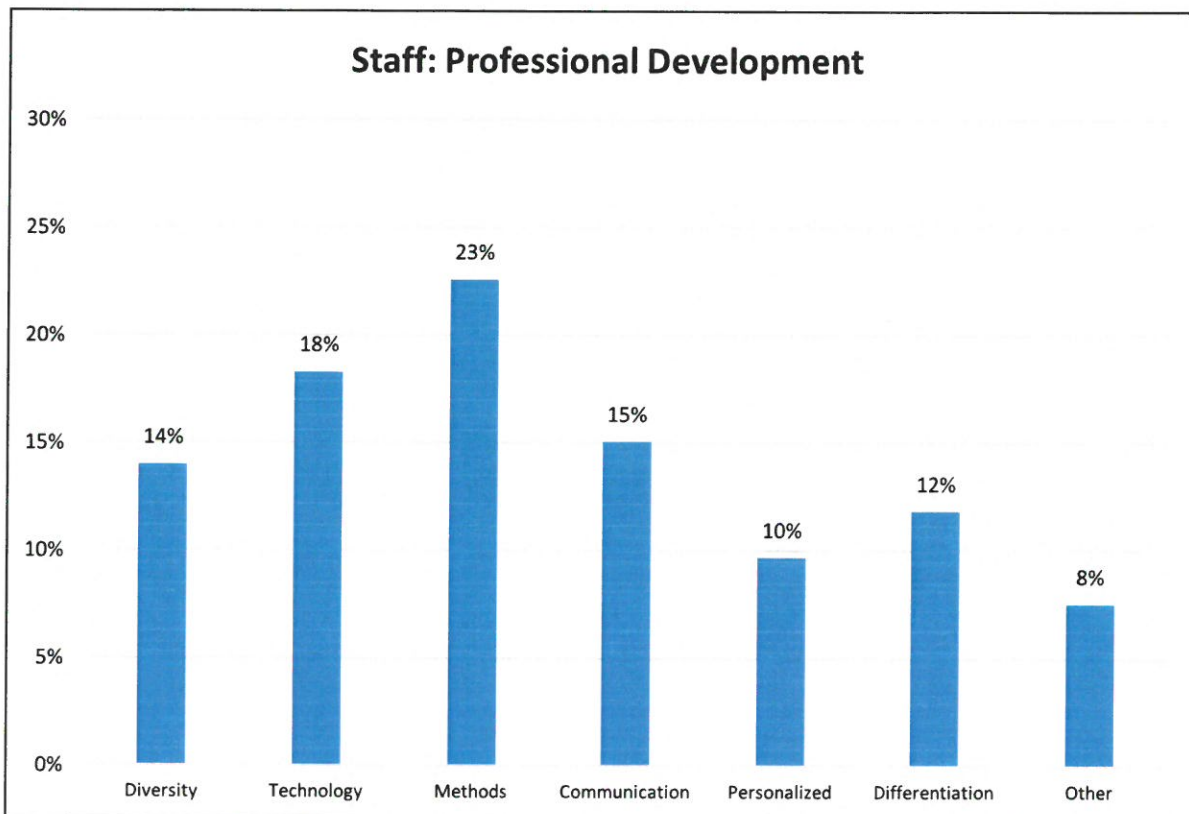


The activities outside of PCHS which parents have used remained consistent since 2015. Across all three years, 71% of parents had private tutoring services for their children (156 responses). Tutoring services were mainly for math. Forty-two percent enrolled their children in sports or arts programs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



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

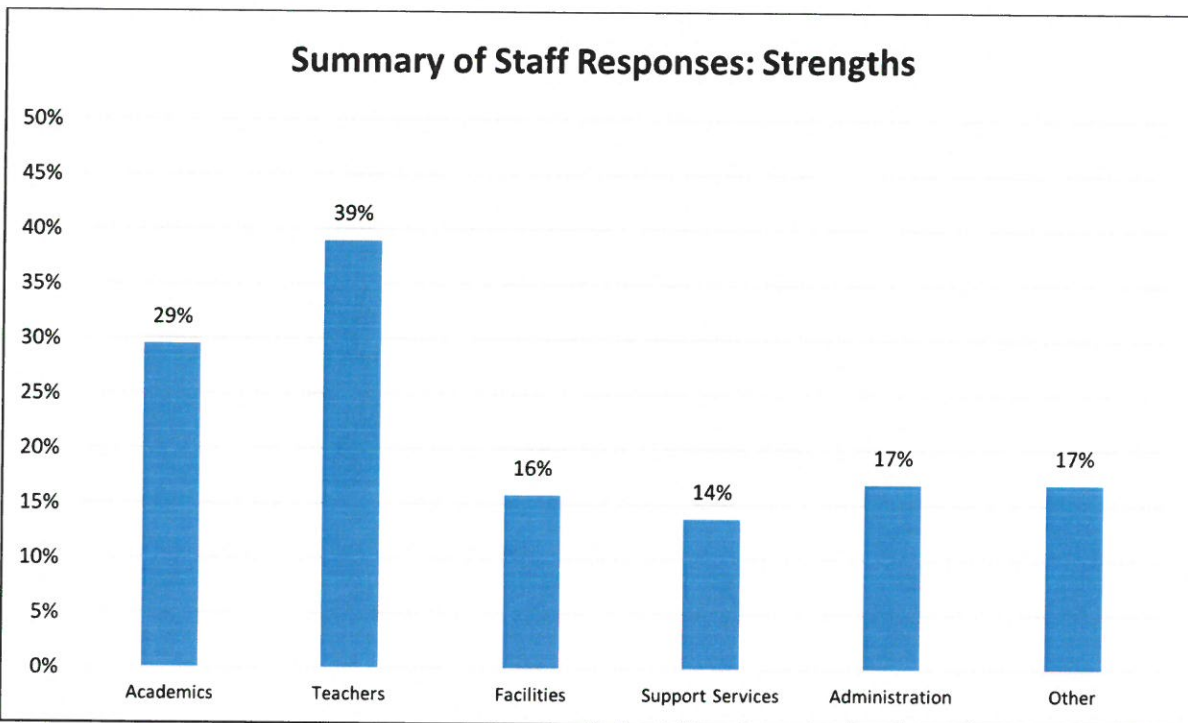
Staff Professional Development



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

Open-Ended Responses: Strengths

Staff



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

Staff: What do you like most about the school?

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

Teachers (37 responses)

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

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

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

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

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

Academics (28 responses)

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

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

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

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

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

Administration (16 responses)

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

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

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

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

Facilities (15 responses)

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

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

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

They work hard to make our school beautiful.

Support Services (13 responses)

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

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

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

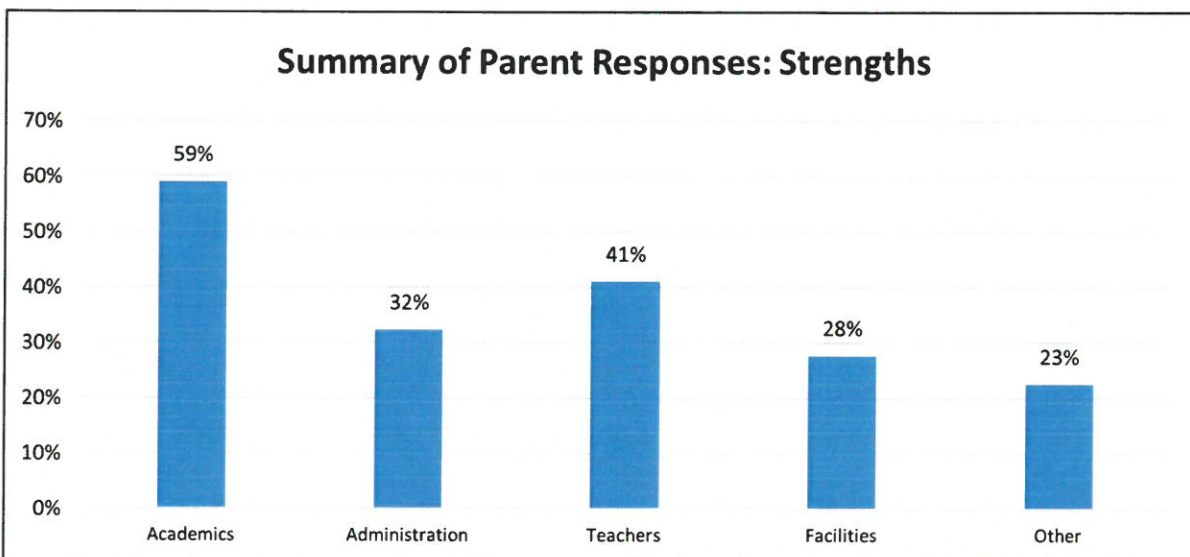
The School Support Services allow students access to assistance for academics and social/emotional support.

Other (16 responses)

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

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

Parents



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

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

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

Academics (115 responses)

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

Teachers (81 responses)

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

Administration (63 responses)

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

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

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

Facilities (54 responses)

Our facilities rival those of most private schools.

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

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

Other (44 responses)

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

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

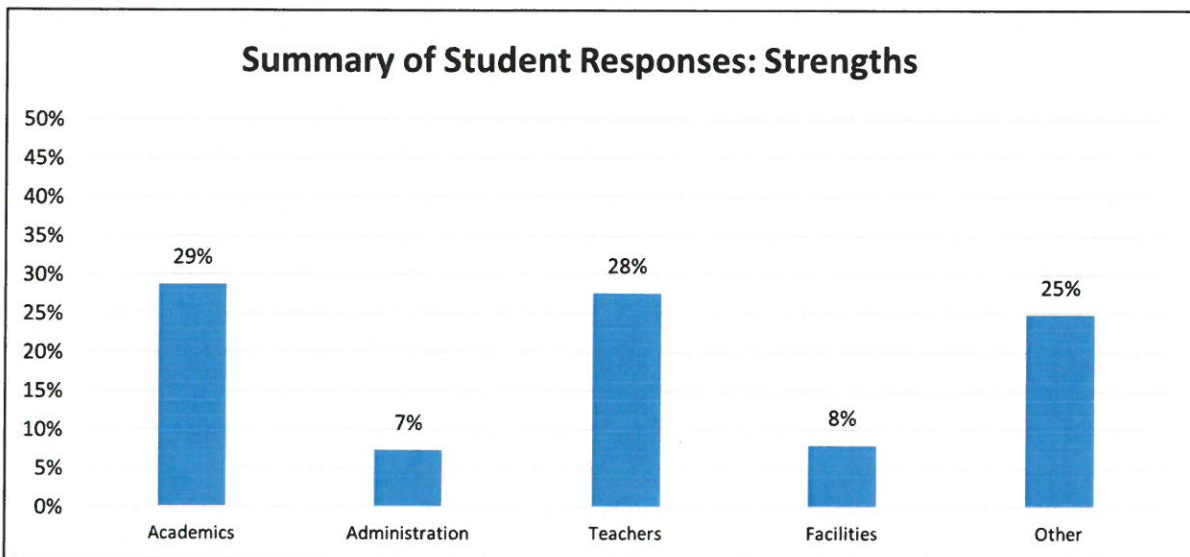
The Track and Cross Country programs have been amazing confidence builders and team experiences.

Swim team has been a wonderful experience.

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

I appreciate the presence of security.

Students



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

Students: What are your favorite things about the school?

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

Academics (258 responses)

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

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

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

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

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

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

Teachers (248 responses)

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

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

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

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

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

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

Facilities (72 responses)

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

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

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

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

Administration (66 responses)

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

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

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

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

Other: (223 responses)

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

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

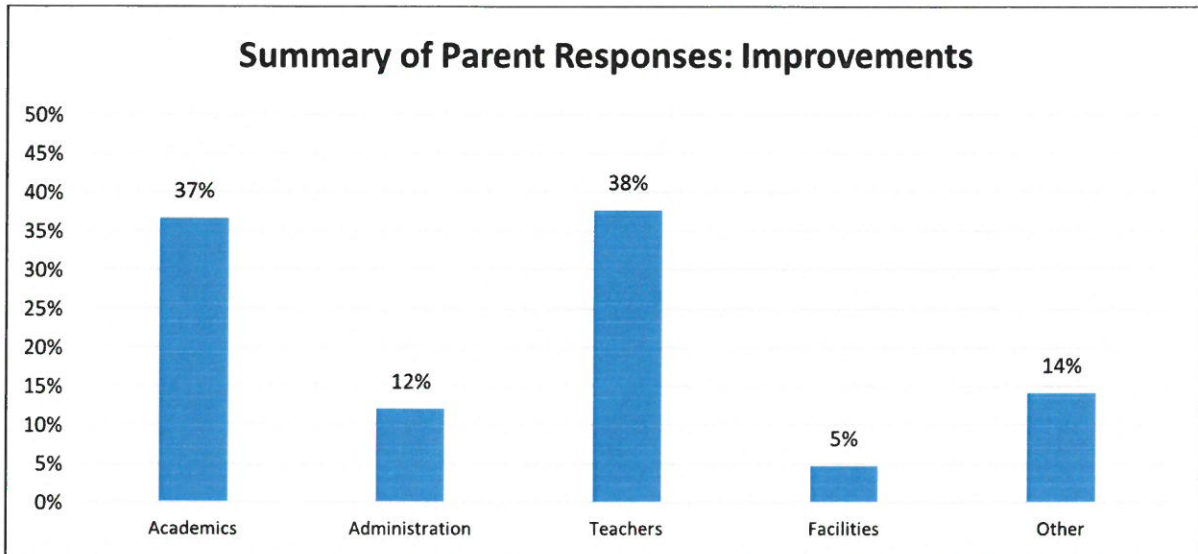
I love the extracurricular activities available to us.

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

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

Open-Ended Responses: Improvements

Parents



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

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

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

Teachers (72 responses)

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

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

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

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

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

Academics (70 responses)

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

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

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

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

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

Administration (23 responses)

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

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

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

Facilities (9 responses)

Make sure the bathrooms are clean and work properly.

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

We need air conditioning!

Other: (27 total responses)

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

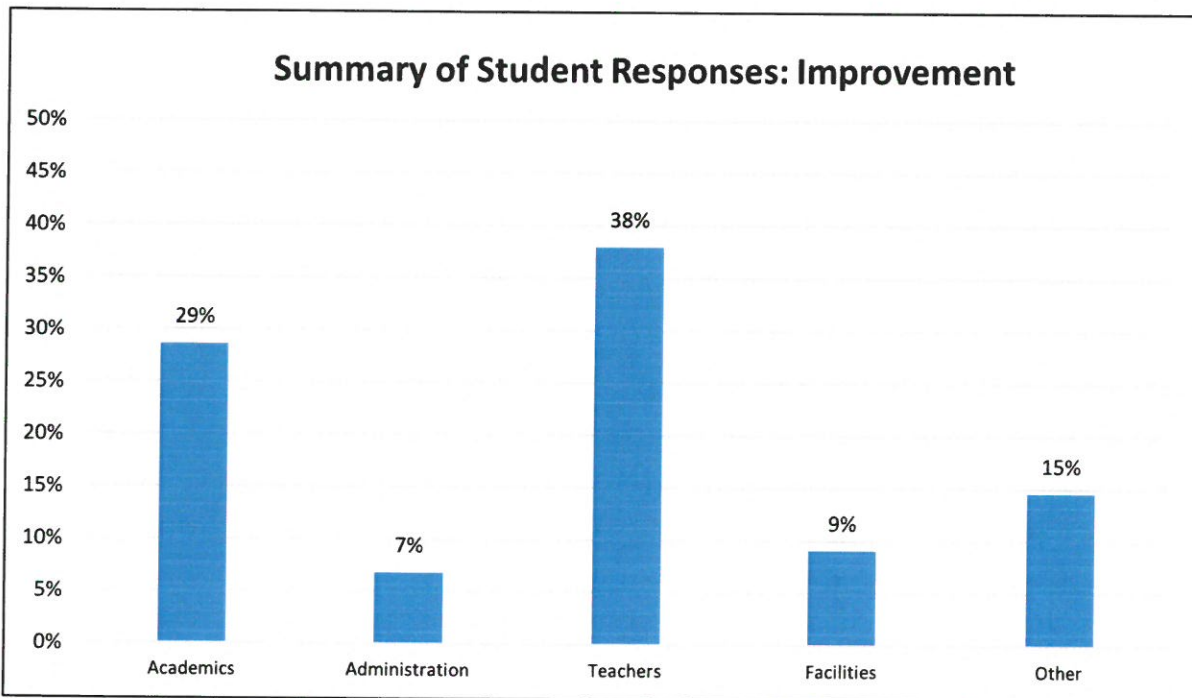
Maybe provide more programs for parents to help their kids with college applications, scholarships, etc.

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

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

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

Students



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

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

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

Teachers (336 responses)

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

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

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

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

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

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

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

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

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

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

Academics (253 responses)

I believe the school should offer more foreign languages, like Latin and Mandarin.

Include a mandatory class that provides college readiness and basic life skills preparation.

The math department desperately needs to reform their system. I know that I am not the only one who feels this way. I have gone to the math lab every day for two months to pass standards and the number of students who attend is extremely large. This system is not effective and many students struggle and try to make appointments. They still do not work. Something urgently needs to be done.

Being able to take APs freshman year and AP English in 10th grade would be useful. Being able to take courses out of the current order (ex. AP Lit before AP Lang, or US History before World, etc.) would be more convenient too.

Grades should not be so dependent on how one performs on tests. There is more to student's intelligence than test performance.

I wish Pali had a larger variety of courses with higher capacities. I find it's hard to get the classes than you need and/or want.

I didn't like the 4-year plan because I don't know if I'll even be ready for whatever class I chose unless I see how I did in the previous one.

Facilities (80 responses)

Bathrooms need repairs and air conditioning needs to be installed.

More recycling bins outside.

The bathrooms are terrible. They need to be improved. Some of the girls' bathrooms barely have running water to wash our hands. We need to be clean and not spread diseases!

Classrooms need air conditioning.

The bathrooms are always dirty. There never is toilet paper or soap, and they smell bad.

Administration (60 responses)

They need to interact with students more. They seem distant and don't care much about us.

The college center needs to be more positive and inspiring. Rather than saying I won't get into any of my colleges, inspire me to continue to do my best.

Please actually do something about student complaints about teachers. Collect complaints from students and once a teacher reaches a certain number of complaints check things out because students don't complain about someone for no reason. There is usually and almost always a reason.

The counseling office and Mr. Hartman should try to be more helpful to the students, not just the teachers. I feel that they are focused solely on defending teachers and not on helping students.

Other (129)

We should reevaluate how diversity is handled. Not every race is treated equally.

Funding to student resources and music classes could be fairer.

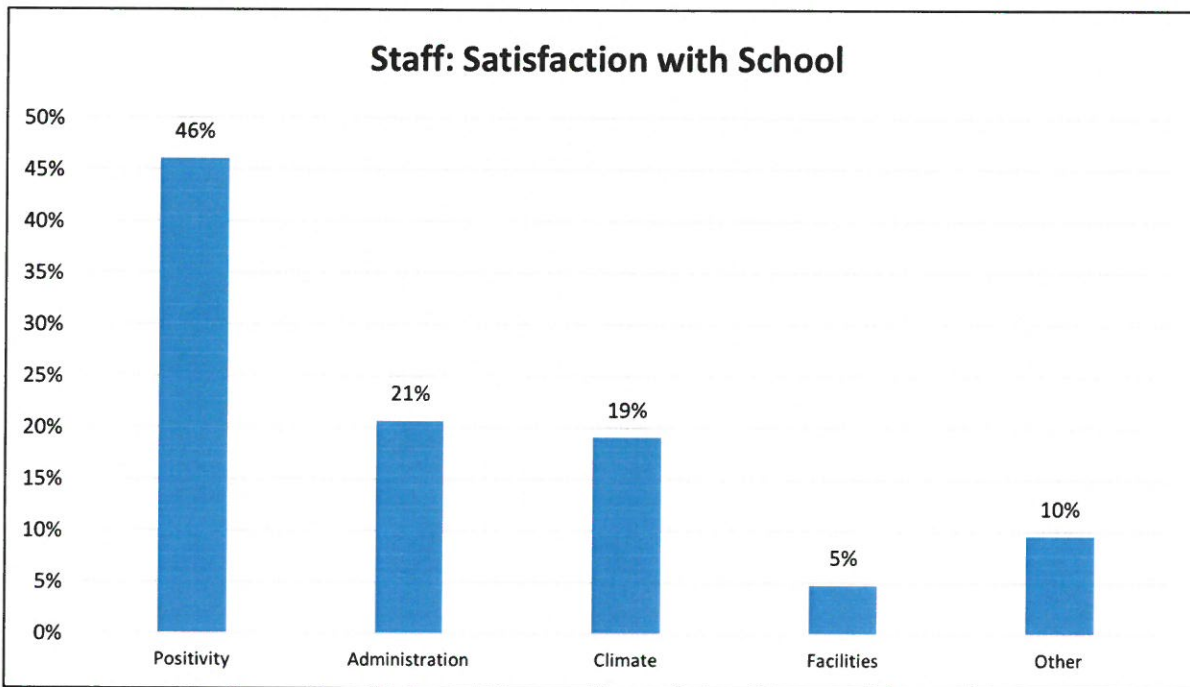
Please address the dress code. It has so many sexist connotations (within the PE department and during school). We should be assembling the boys together to tell them not to objectify girls, not tell girls to modify their bodies for boys' convenience.

Cars should not turn right on Temescal from Bowdoin (South). Not safe.

More resources for LGBT+ students.

Open Ended: Satisfaction with School Functioning

Staff



Of the comments provided by staff, almost half consisted of positive feelings about PCHS (46% / 29 responses). Other comments revolved around potential areas of improvement for the school. Twenty-one percent of staff respondents brought up improvements for the administration (13 responses), while 19% did the same for school climate (12 responses). Three staff members discussed the facilities (5%).

Staff: Is there anything else you'd like to share about your experience at PCHS?

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

Positivity (29 responses)

I'm very grateful to all the additional mental health counselors on campus that help our students with grief, personal problems and stress. I appreciate all the teachers involved with study skills classes and the intervention counselor. They work extremely hard to support our struggling students. The study center has also improved service to all students by extending their hours 3 days a week to 5PM.

I cannot emphasize enough the fantastic administration, staff, and teachers!

I love my job. I love my colleagues. I love the students that I get to teach each and every day.

This is still the best school that I have worked in. There is room for improvement, but we are doing well overall.

Administration (13 responses)

The evaluations for new teachers are not recorded even though teachers and administrators know they are required for obtaining another teaching position at District or Charter Schools. This is very unfair, especially

since Pali has a high turn-over rate.

[REDACTED] needs some serious leadership coaching if he is to continue his role as an administrator here at PCHS. Luckily, he is surrounded by a supportive group of administrators and counselors that act as a buffer to minimize the damage to morale that he has a tendency to cause.

We need more collaboration on campus, spending priorities, and more transparency in spending and audits. Also, we need more transparency in planning future employee benefits.

Climate (12 responses)

I think that school climate and morale are continuing to improve. I believe both the administration and teachers have been working together more smoothly this year. I feel more comfortable with how our board handles things now than in the past. I think the teacher who is the chair has made a big difference. Dr. Magee has really made efforts to improve communication. There are still issues, but the improvements are noticeable. My top concern with Pali right now is how negatively and sometimes inappropriately [REDACTED] interacts with students, parents, and employees. I think he has a negative impact on school culture.

I feel everyone is united by the desire to provide quality education for young people, but we get mired in the day-to-day monotony and petty squabbles inherent to teaching. I would love the opportunity to see what other teachers are doing, not just in my department, but across the curriculum.

I wish we could all be respectful and kind, especially when things are not going well. I feel like there are times when the administration is like a warden at a prison and we, the teachers, are the prisoners the administrators are trying to keep in line. The students feel like this with some teachers too. We are all in this together and need to show respect at all times. That requires training for all. If the leadership shows tangible growth then it will trickle down to teachers and then students.

Facilities (3 responses)

I would like to see the staff cafeteria open again. We could have eggs, omelets, bacon, sausage, etc.

My classroom space is the weak point of my experience here. Too many students in too little space. The room is wide so it is hard for students at the end to see the board.

The school is in a beautiful location.

Other (6)

We could use more diverse academic and elective courses such as. electronics, architecture, and astronomy.

The security staff might smile more, and be a little less militaristic.

I have enjoyed my experiences at Pali, though I feel more could be done to build a community after school hours (plays, sporting events, musical performances, etc.). I know it is hard since students travel from all over Los Angeles to attend Pali and it is difficult for students to return to campus.

Conclusion: Comparing Stakeholder Responses

Overall, stakeholders expressed very positive views of Palisades Charter High School in 2017. All groups had favorable reviews of the academic program, school environment, administrators, and teachers. However, each group had concerns in specific areas and gave suggestions for how Palisades could improve. Staff expressed their dissatisfaction with the lack of communication between faculty and the administration. Parents and students were displeased with certain academic departments. Students were also concerned about some of the school's facilities. It is useful to explore the questions and categories in which the school received less enthusiastic responses, to identify potential areas for growth and improvement.

Academic Program

The academic program at Palisades Charter High School received very positive responses from all stakeholders. In particular, staff, parents, and students all agreed that rigorous courses were available to students regardless of their background, and all students were held to high standards. Students also discussed the availability of AP and other advanced courses as a benefit of attending PCHS.

Students voiced concerns about the types of assessments used to determine their final grades. In nearly every subject, students felt their report cards were based heavily on tests, which did not provide the full story of what they had accomplished throughout the year. It is also important to note that staff were unsure if the assessments they used in their courses were similar within and across departments. To remedy both issues, professional development time could be used to increase communication and collaboration between faculty members, thus giving them an opportunity to align their course assessments and consider alternative methods for determining final grades. PCHS might also consider setting up a teacher-led task force or inquiry teams to explore other assessment options and ensure alignment of assessments within and across grade levels as well with course curriculum.

Consistent with previous years, parents and students were deeply concerned with the PCHS math department. Both groups noted that some teachers in the department were not consistently present during the year, and those that were present seemed "uninspired." Students, in particular, did not feel they were adequately learning the material presented in their math courses. The Palisades administration might consider two courses of action in light of these concerns. First, it might consider conducting observations of faculty members about whom students have raised concerns, and offering subject specific professional development on how the math department could better engage its students. Second, the school might consider surveying parents and students about the math tutoring they receive outside of school, including what is most effective about it, and improving the Math Lab based on this feedback. This recommendation stems from a number of trends in the data. Specifically, questions concerning school support services indicate that very few students use the Math Lab, despite multiple indications that additional support in math is needed, including the fact that 71% of parents are paying for private tutoring services primarily in math. In comparison, nearly 50% of students have utilized the Study Center at least twice. Given the number of students utilizing the Study Center and private tutoring, it could be worth exploring ways that the Study Center

and Math Lab can be combined to meet students' needs and to include methods utilized in private tutoring.

School Environment & Working Conditions

Staff, parents, and students at PCHS had positive opinions of the school's environment. Parents specifically discussed how responsive the Main Office was, and the cleanliness of the facilities at school. Students felt safe on campus and emphasized that they felt they were treated equally regardless of their racial/ethnic background. Additionally, staff reviews of their working conditions have steadily increased in positivity since 2015. This year, staff felt that morale was higher than in previous years and that the administration was more likely to include them in important decision making for the school.

Despite their positive views of the school's environment, parents did not feel welcomed into their child's classrooms this year. Nor did they feel the school taught them how to help their children succeed. To address these concerns, Palisades might consider introducing opportunities for parents and faculty to come together to discuss the role that parents play in supporting their children at PCHS. Such opportunities could take the form of book-clubs or coffee gatherings during which time parents could build relationships with their children's teachers as well as provide an opportunity for parents to discuss how best to support their children with faculty members and each other.

A substantial portion of Palisades staff indicated that faculty evaluations were unfair and that faculty members did not share constructive criticism with each other. To address these concerns, PCHS might take time to reconsider their evaluation methods and increase the transparency under which they occur. As discussed in the 2016 report, this could be accomplished by instituting an ad-hoc committee of teachers and administrators to discuss options for teacher evaluations moving forward.

Parents and students additionally brought up two important facilities-related issues: the cleanliness of the campus bathrooms and the need for air conditioning in classrooms. PCHS administrators might consider putting more resources toward installing air conditioners, as well as ensuring that bathrooms are kept appropriately clean.

Teacher Effectiveness

All three stakeholder groups had positive reviews of the teachers at PCHS. Staff praised their innovativeness and their tendency to go above and beyond for their students. Parents recognized these traits, discussing the passion and dedication that Palisades teachers show for their work. Additionally, students expressed the sense that their teachers genuinely cared about them and wanted them to succeed.

The main concern that parents discussed was the lack of communication about their children's academic progress. In addition to the suggestions noted in the section above, PCHS might consider other methods to facilitate communication between teachers and parents. For

instance, the school might find an online platform on which parents and teachers could easily communicate.

Additionally, parents and students both voiced concerns about a subset of teachers whom they perceived as rude or unkind to students. They even noted that some teachers had received multiple complaints from students. While the math department received the most criticism from parents and students, the Spanish and science teachers were also discussed. Palisades administrators should take the time to openly address these concerns to show that they are being taken seriously. In addition, the school might want to build upon the suggestion from last year by creating safe spaces in which teachers and students can discuss concerns in an open setting.

Administrator Effectiveness

In comparison with previous years, the results of the 2017 survey show that opinions of the administration at PCHS have improved. For instance, staff agreed the administration consistently enforced rules, while in 2016 staff voiced concerns about this topic. Parents also showed increasingly positive views of the administration, praising the increased communication and swift action taken during instances of bullying on campus.

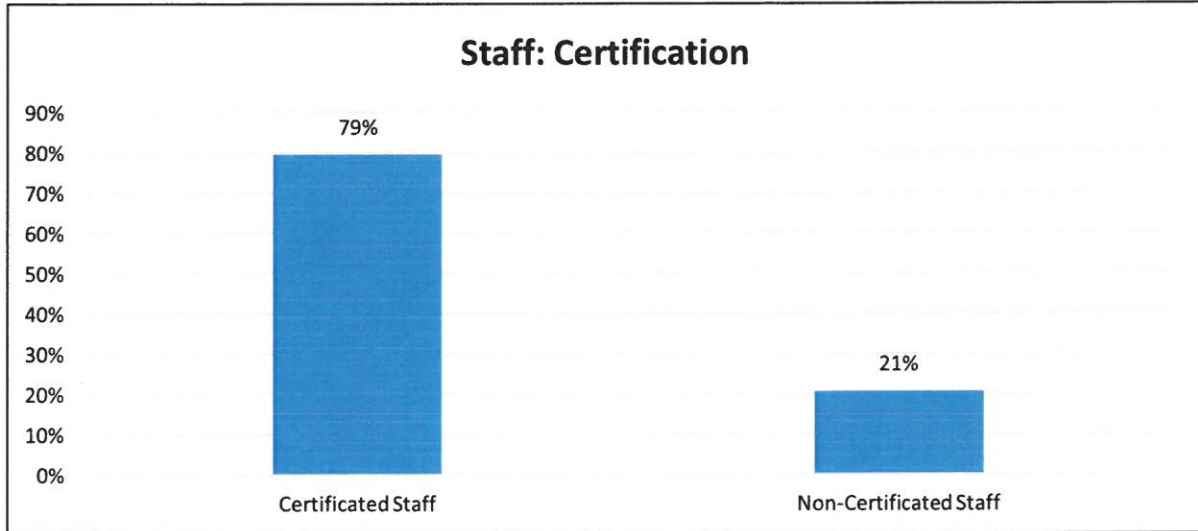
Despite the increased positivity, staff still had concerns about the PCHS administration. Staff did not think the administration had regular contact with teachers, and did not feel there was much transparency or opportunities for collaboration with administrators. Parents and students also did not feel the administration listened to their complaints. To address these concerns, the administration should continue to implement the ad hoc committees discussed in the 2016 report. These committees, consisting of students, teachers, and administrators, can increase the transparency and visibility of the administration.

Moving Forward

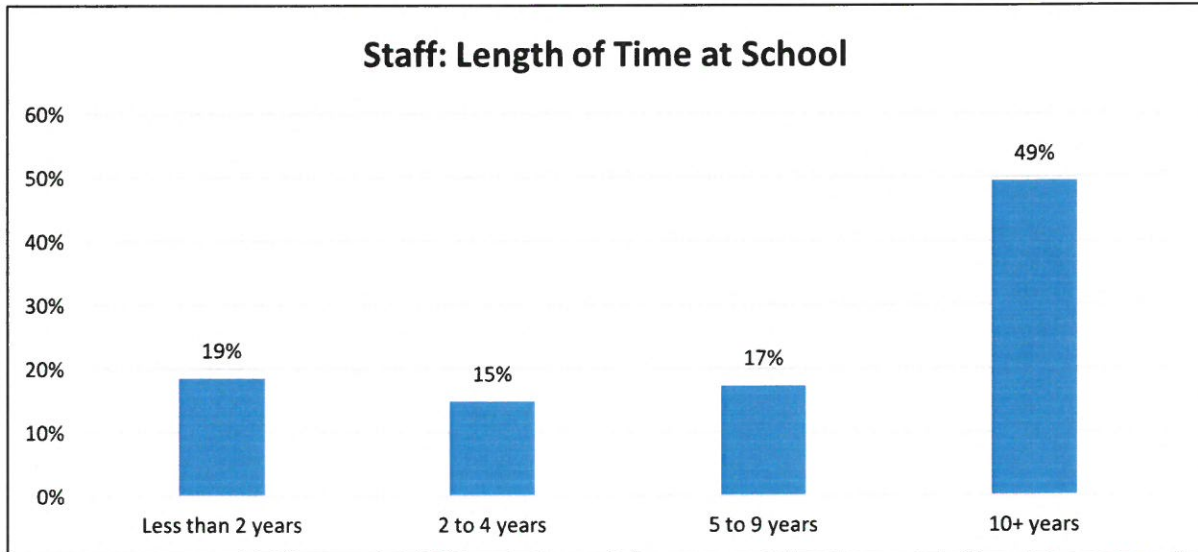
This year, PCHS increased their staff and student response rates, meaning that findings from those sections of this report are generalizable to the entire Palisades population. However, the parent response rate remained low. It is also important to note that parents were often unsure how to respond to questions concerning individual teachers. In future surveys, we recommend Palisades Charter High School revisit the parent survey to increase response rates from this stakeholder group. SRI will be happy to work with you on this improvement, so that your feedback from parents will be more reflective of the general population.

Appendix: Respondent Demographics

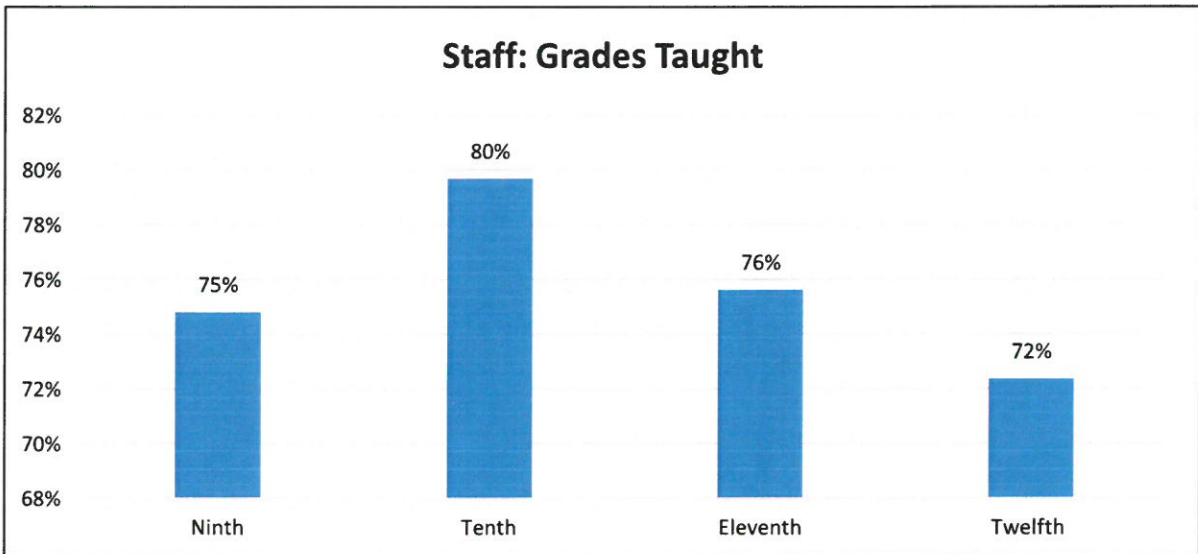
Staff



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

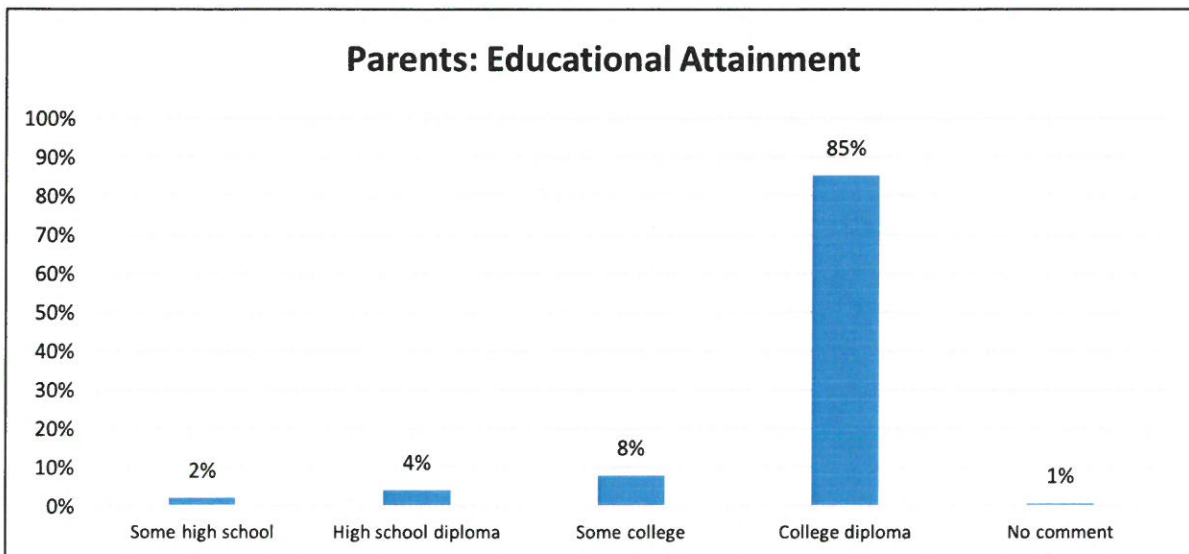


Roughly half of staff respondents have been working at PCHS for ten or more years (49% / 80 responses).

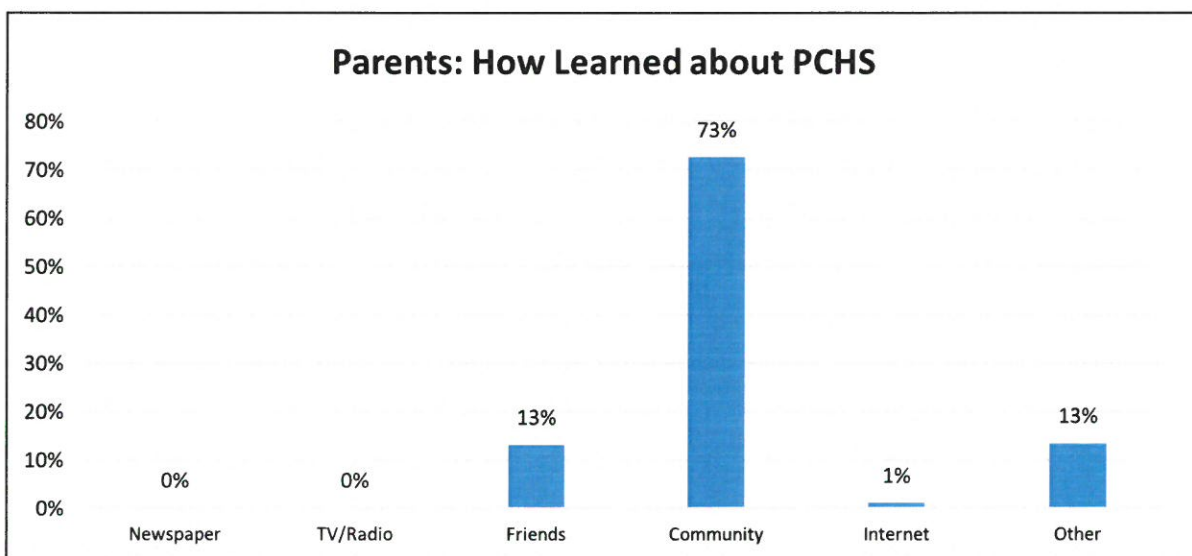


High school teachers were evenly represented by grade, with tenth grade teachers being slightly overrepresented (80% / 98 responses), and twelfth grade teachers being slightly underrepresented (72% / 89 responses).

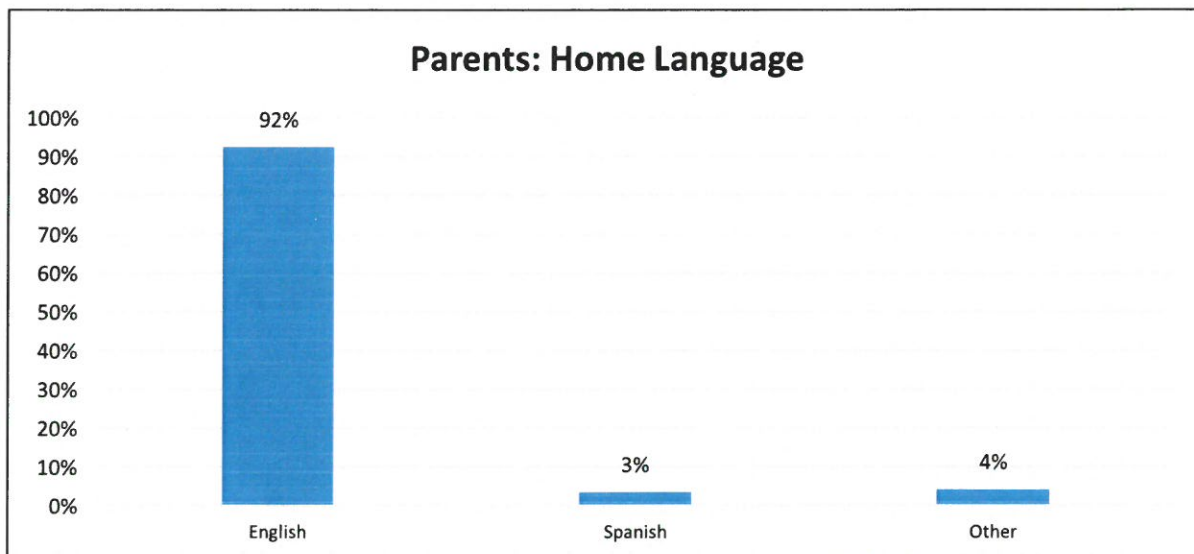
Parents



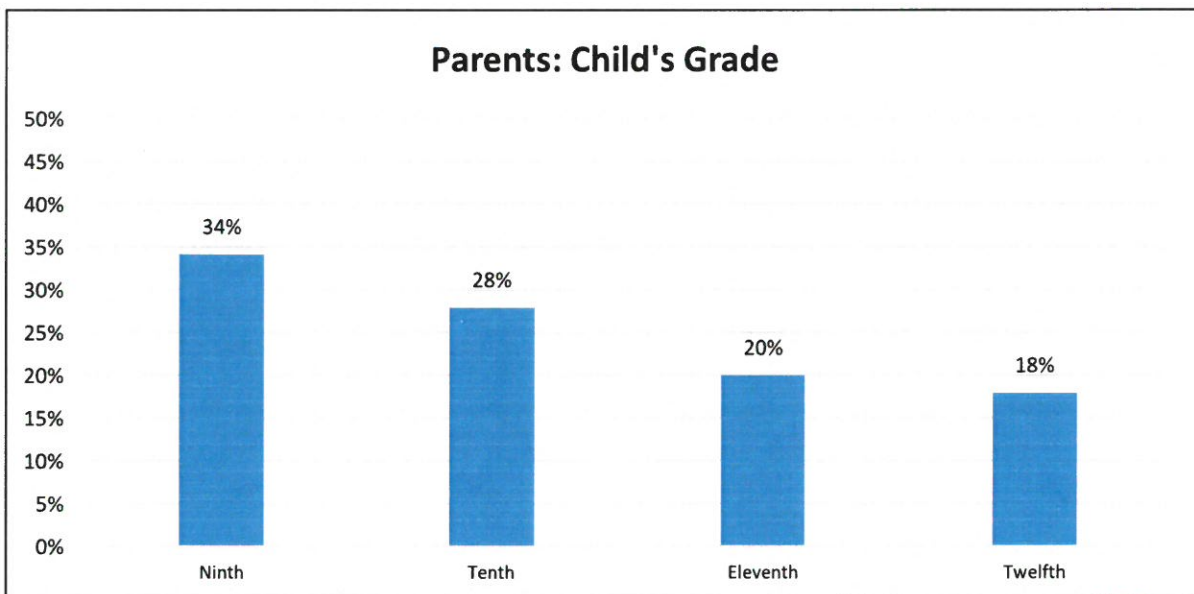
A clear majority of parent respondents had received a college diploma (85% / 248 responses). Twenty-three parents completed some college (8%), twelve received a high school diploma (4%) and six completed some high school (2%). Two parents chose not to respond (1%).



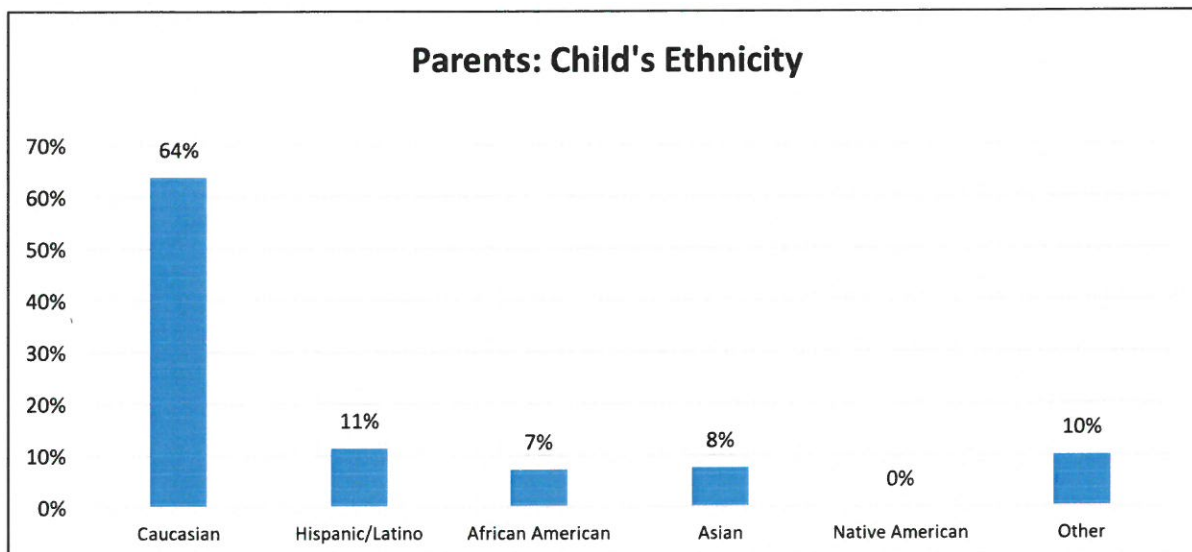
Most parents learned about Palisades Charter High School through their community (73% / 211 responses). Thirteen percent of parent respondents heard about the school through their friends (38 responses) or another venue (39 responses). Only three parents learned of the school through the internet (1%).



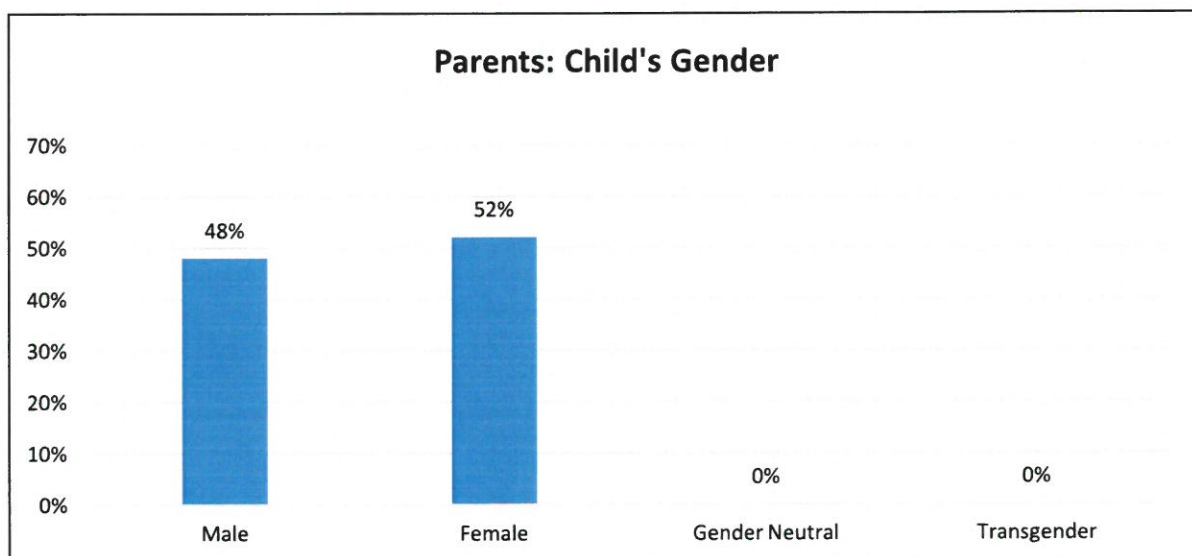
Nearly every parent indicated English as the primary language spoken in their home (92% / 268 responses). Ten parents noted Spanish as their home language (3%), and twelve parents spoke a language other than English or Spanish at home (4%).



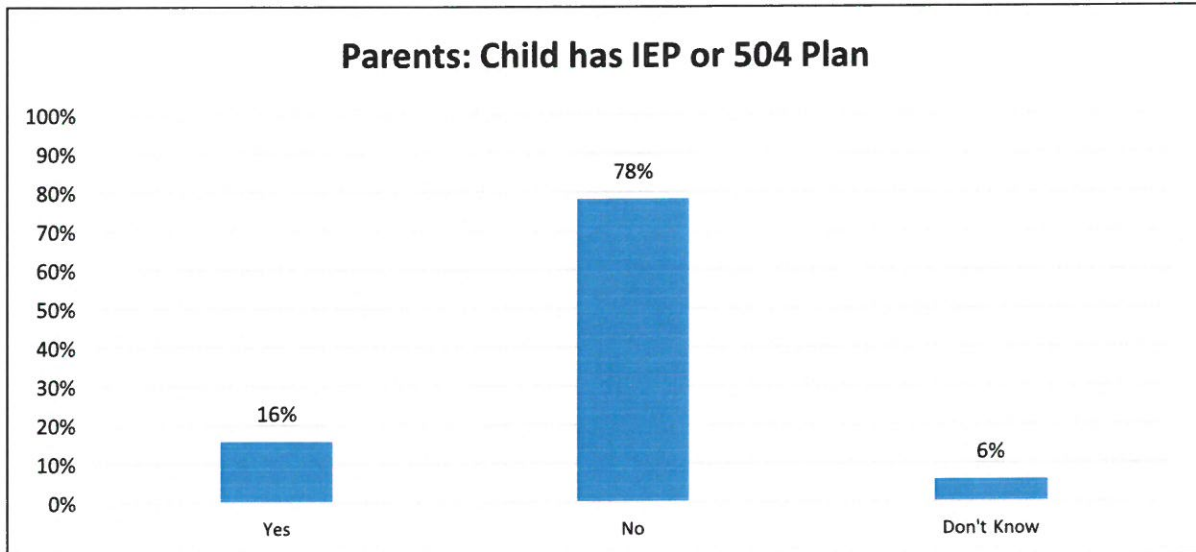
Parents of younger students were most represented in the survey, with 34% of parent respondents having children in the ninth grade (99 responses), and 28% having children in the tenth grade (81 responses). Twenty percent of parents had children in the eleventh grade (58 responses), and only 18% were parents of twelfth-grade students (52 responses).



Roughly two-thirds of parents identified their child as Caucasian (64% / 185 responses). Eleven percent identified their child as Hispanic/Latino (33 responses), 8% as Asian (22 responses), and 7% as African American (21 responses). Ten percent identified their child as an ethnicity not included among the options (29 responses).

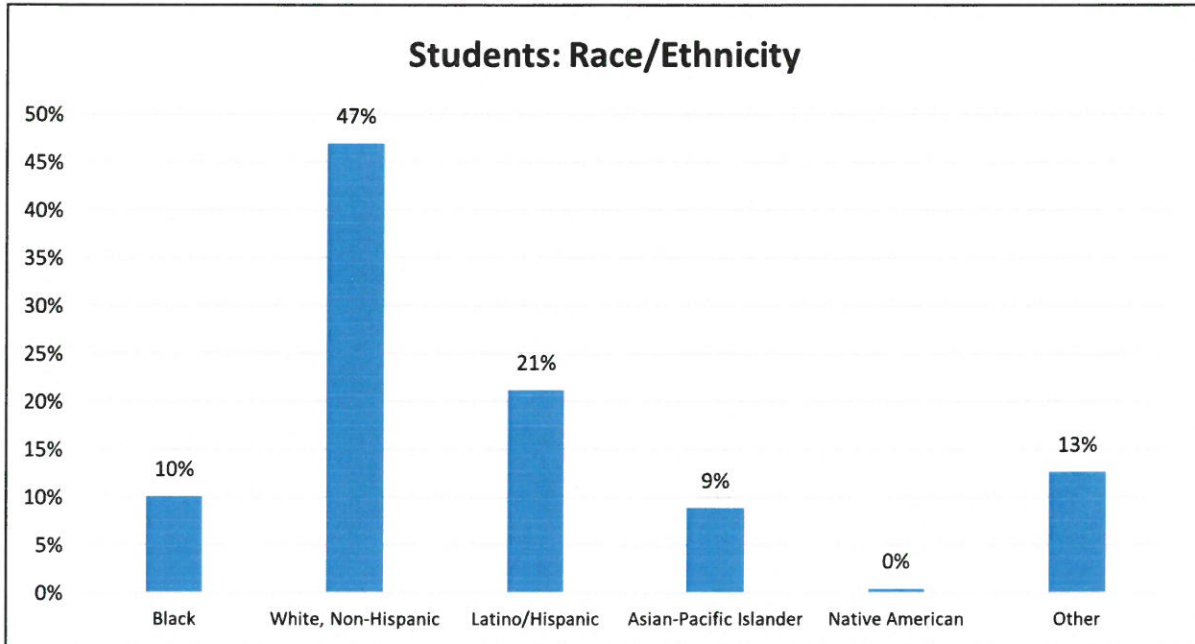


Parents of male and female children were split almost evenly in half, with 52% of parents identifying their child as female (151 responses), and 48% identifying their child as male (139 responses).

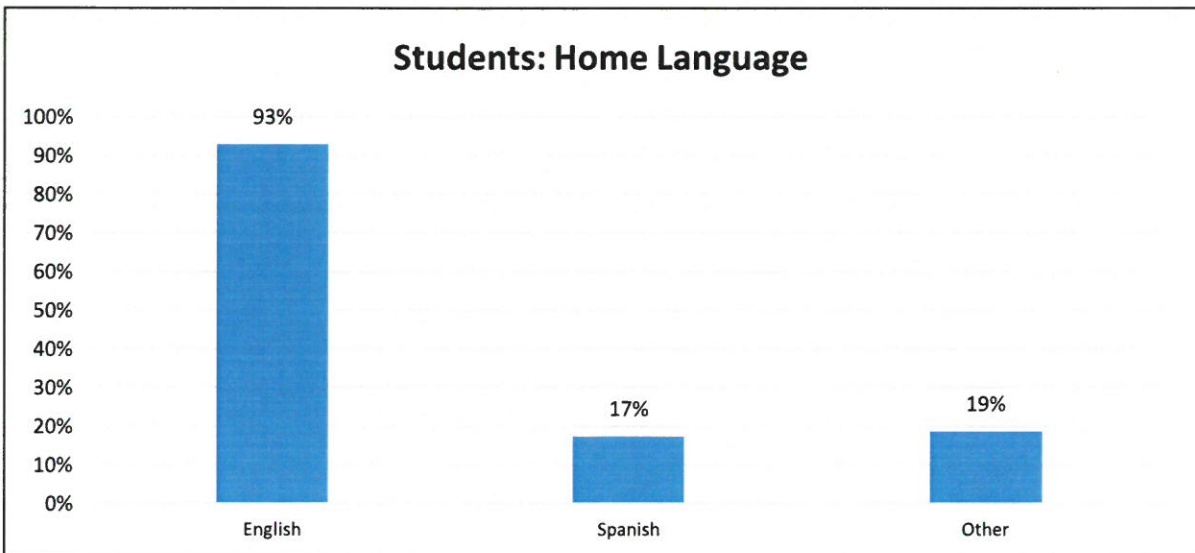


Over three-quarters of parent respondents identified their child as *not* having an IEP or 504 Plan (227 responses), while 16% responded that they did (46 responses). Seventeen parents did not know if their child had an IEP or 504 Plan (6%).

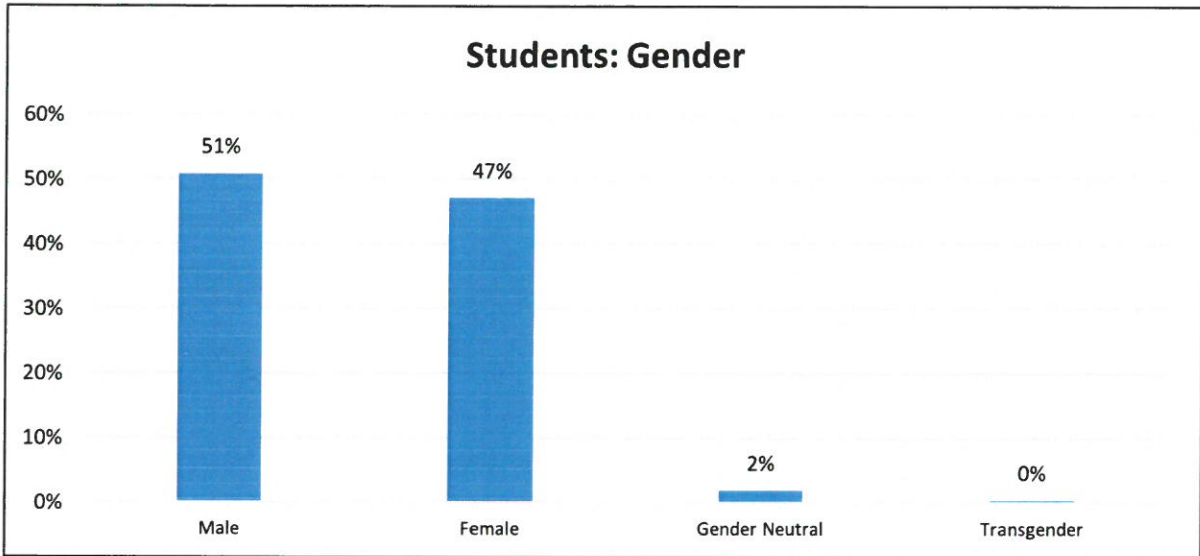
Students



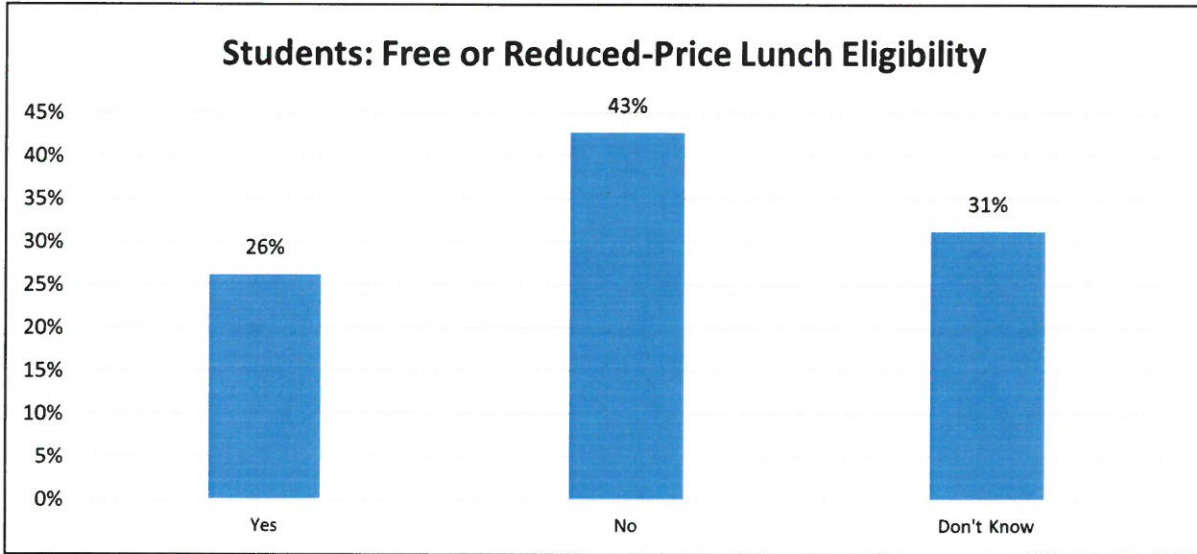
Nearly half of student respondents to the 2017 survey identified as White, Non-Hispanic (46% / 658 responses). Twenty-one percent identified as Latino/Hispanic (297 responses), 10% as Black (141 responses), and 9% as Asian/Pacific Islander (124 responses). Six students identified as Native American (less than 1%). Of the 13% of students who responded “Other,” most identified as multi-racial.



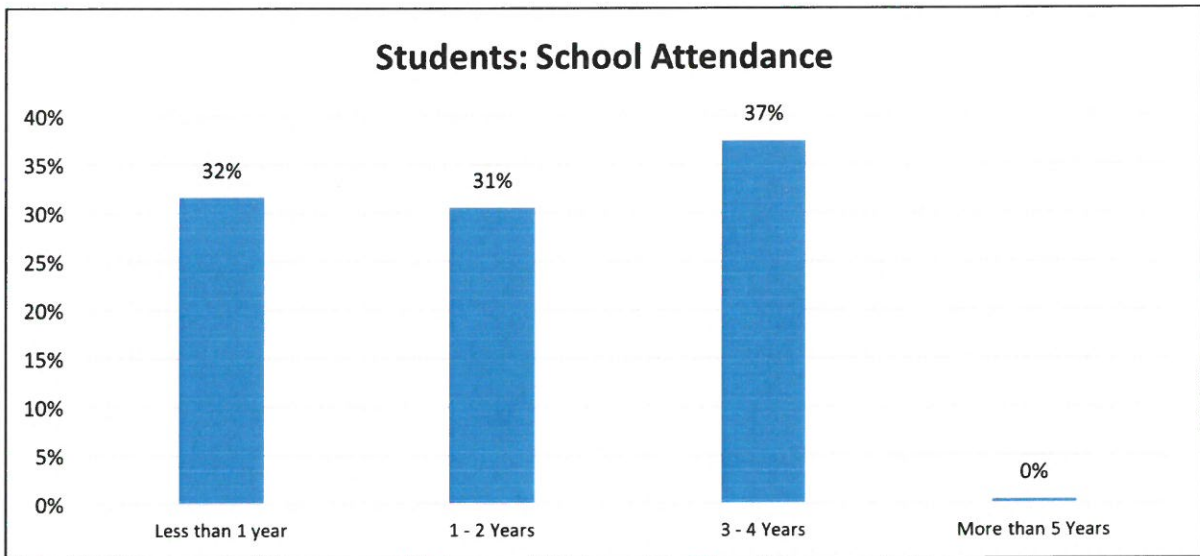
Nearly all students identified English as the primary language they spoke at home (93% / 1,304 responses).



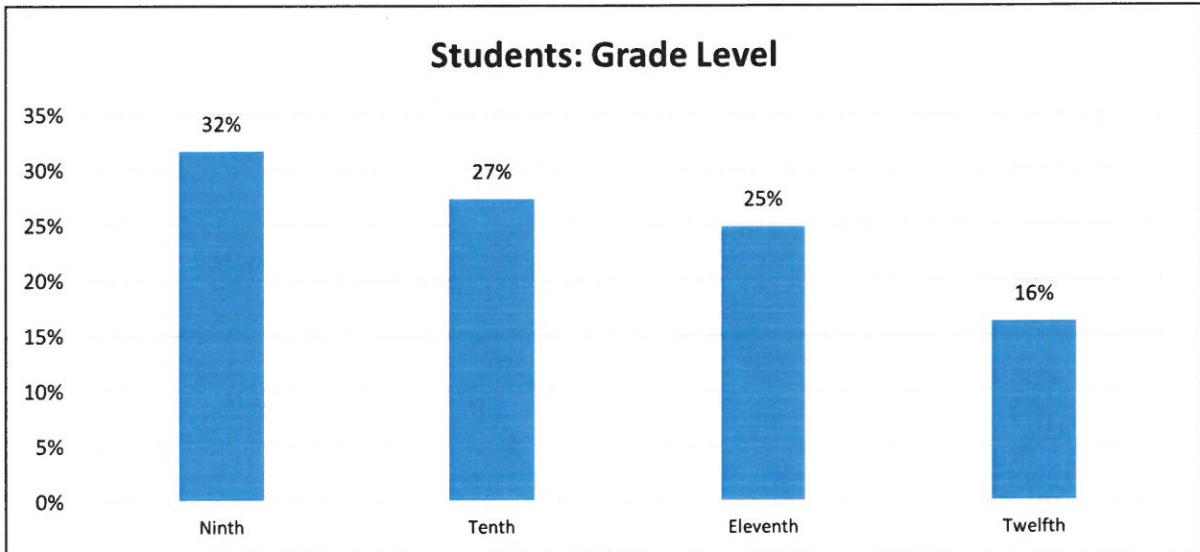
Most students identified as either male (51% / 714 responses) or female (47% / 661 responses). Twenty-six students (2%) identified as gender neutral, and five students identified as transgender (less than 1%).



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

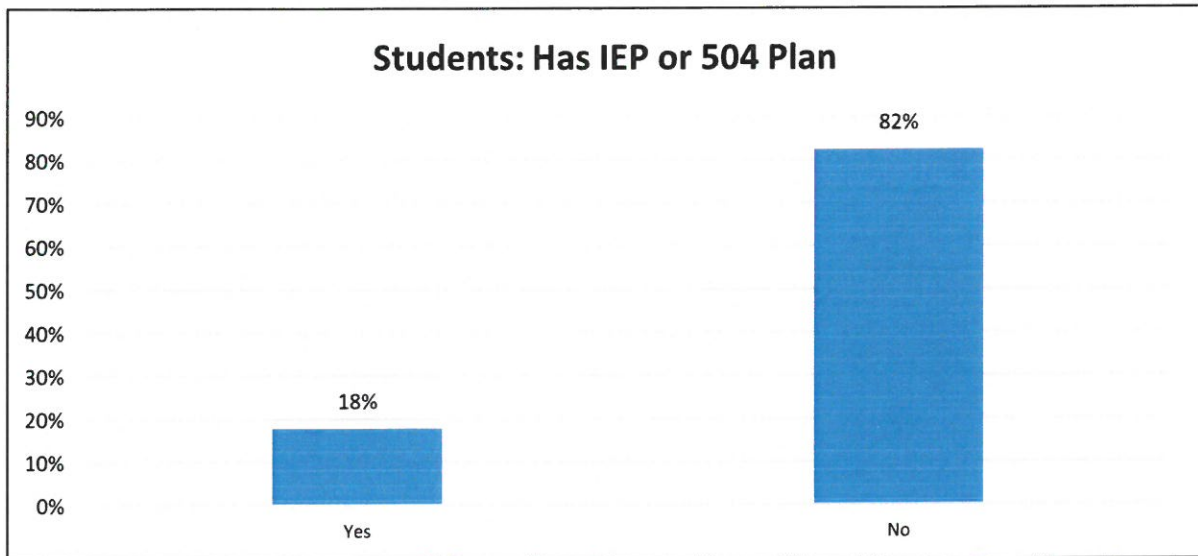


Thirty-seven percent of students had attended PCHS for 3-4 years (526 responses), 32% for less than one year (444 responses), and 31% for 1-2 years (429 responses). Six students had attended the school for more than 5 years (less than 1%).



Ninth grade students were most represented in the survey (32% / 445 responses), while twelfth grade students were least represented (16% / 228 responses).

Teachers College | Columbia University | Survey Research Initiative



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

Coversheet

PCHS Educational Philosophy & 2017-2018 Schoolwide Goals

Section: V. Academic Excellence
Item: C. PCHS Educational Philosophy & 2017-2018 Schoolwide Goals
Purpose: Vote
Submitted by:
Related Material: V_C_Draft Schoolwide Goals_2017_2018V2.pdf



PALISADES

CHARTER HIGH SCHOOL

PCHS Schoolwide Goals 2017-2018

Board Retreat
August 26, 2017

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

Goal 1: PCHS to foster:

- 1) Appropriate types of communication for all stakeholders in order to ensure a respectful, well-informed community**
- 2) A sincere consideration of communications**
- 3) An understanding of the appropriate avenues of communication**

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

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

- *Vertical alignment - organizing curriculum from one grade level or content area to the next*
- *Horizontal alignment - across the school and PLCs*
- *Develop a multi-year curriculum alignment plan*
- *Map current grading policies to determine commonalities*
- *Develop a schoolwide grading policy that ensures fairness and consistency*



PALISADES

CHARTER HIGH SCHOOL

- *Incorporate ongoing student feedback systems*
- *Identify resources needed to move further with goal – Where are we and where do we want to go?*
- *Provide more support for PLCs – (Math and World Language identified in Columbia Stakeholder Survey)*
- *PLC on the job training and curriculum alignment to standards and PLC content. Instructional support will be offered through coaches.*
- *Incorporate Every Student Succeeds Act (reauthorization of No Child Left Behind)*
- *Determine measurements and SMART goals (Academic Accountability Committee, LTSP, Curriculum Council, Departments, PLCs/SLCs)*
- *Align measurements to the PCHS Local Control Accountability Plan*

Goal 3: PCHS to increase student success through equitable classroom practices and positive classroom climate.

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

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

- *Provide professional development for all employees regarding listening to and understanding student challenges/experiences, responding with compassion and respect*
- *Continue lessons/teaching for students regarding respect/compassion for others (fellow students & other stakeholders)*
- *Provide training for parents regarding school systems, ways to be involved*
- *Schedule meetings at alternate times to accommodate a variety of parent schedules*
- *Provide transportation to assist parents with attending evening and Saturday*



PALISADES

CHARTER HIGH SCHOOL

- *meetings*
- *Educate all stakeholders on the Student Bill of Rights and Responsibilities and the impetus for creating it, emphasizing responsibilities along with rights*
- *Continue training with culture and climate facilitators as specified in the two-year plan*
- *Administer stakeholder surveys to assess progress. Work to increase participation in surveys to get a more accurate idea of true level of specific concerns and progress*
- *Promote campus-wide wellness pursuant to the PCHS Wellness Policy*
- *Inclusion of social emotional learning ideas in curriculum*
- *Provide easy access to information for parents about how to assist struggling students and who to contact with concerns*
- *Information sheet for parents regarding who they can contact to speak with someone who can communicate in their native language – Specify language spoken, name, and contact info*
- *Launch a mentor program for student and parents*
- *Analyze/address declining diversity*
- *Transportation access, scholarships, etc.*
- *Review admission process (charter preferences)*

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

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

Coversheet

PCHS Current Enrollment and Class Size Updates

Section: V. Academic Excellence
Item: D. PCHS Current Enrollment and Class Size Updates
Purpose: Discuss
Submitted by:
Related Material: V_D_PCCHS Current Enrollment Class Size Update_2017_2018.xlsx

Notice

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

V_D_PCHS Current Enrollment Class Size Update_2017_2018.xlsx

Coversheet

Campus Security Fences

Section: VI. Facilities / Operations
Item: A. Campus Security Fences
Purpose: Discuss
Submitted by:
Related Material:
VI_A_Campus Front of School Fencing Outline for Board Discussion on 2017-09-26.pdf

PCHS Fencing Discussion



1. Parking lot Fence

2. PE Fence

3. Mercer Music Fence

Coversheet

2017-2018 Prop 30 EPA Budget Approval

Section: VII. Finance
Item: A. 2017-2018 Prop 30 EPA Budget Approval
Purpose: Vote
Submitted by:
Related Material: VII_A_EPA_Finance_2017_2018__09_26_17.pdf

PALISADES CHARTER HIGH SCHOOL
EPA Budget Recommended by Budget Finance Committee

	EPA Budget 2017-2018	Comments
ADA ESTIMATE	-	
EPA Funding-Prop 30	4,210,397	Per FCMAT Projection, 6/2017
LCFF Funding-Total	4,210,397	
Federal Revenues-Total	0	
Total Revenue	4,210,397	
Teachers	2,958,301	EPA - Certificated Salaries - 39 FTE (@\$75K/year)
Certificated Salaries	2,958,301	
Classified Salaries	0	
Total Salaries	2,958,301	
STRS - Certificated (ER 14.43%)	426,883	EPA - Certificated STRS EPA - Certificated MEDI
OASDI Medicare - Certificated	42,895	
Health & Welfare Benefits - Certificated	524,371	
Unemployment Insurance - Certificated	0	
Workers' Compensation - Certificated	0	
Employee Benefits	994,149	
Total Salary & Benefits	3,952,450	
Books & Supplies	0	
Services, Other Operating Exp	0	
Capital Outlay/Depreciation Expense	0	
Indirect Cost (Total charter school supervisory oversight fees only)	257,947	LAUSD Oversight
Total Expenses	4,210,397	
Financial Reporting Basis-Adjusted for Depreciation	0	
Net Reserve Fund Increase(Reduction)-Cash Basis	0	

**California Department of Education
 Schedule of the First Quarterly Apportionment for the Education Protection Account
 Fiscal Year 2017-18
 (as of the 2017-18 Advance Apportionment)**

Legend: *Charter schools for whom notice of closure was received after entitlements were calculated for the 2017-18 Advance Principal Apportionment certification. No payment is due.

County Code	District Code	School Code	Charter Number	Charter Fund Type	Local Educational Agency	District Type	2017-18 Estimated EPA Entitlement (1400-8012)	September 2017 Payment	Notes
19	64733	1995836	0037	D	Palisades Charter High	UNIFIED	4,210,397	1,052,599	
						TOTAL	\$ 6,494,712,092	\$ 1,623,021,335	

Prepared by:
 California Department of Education
 School Fiscal Services Division
 September 2017

Coversheet

2016-2017 ASB Financial Updates

Section: VII. Finance
Item: B. 2016-2017 ASB Financial Updates
Purpose: Discuss
Submitted by:
Related Material: VII.B - Part 3_FY16-17 ASB P&L.PDF
VII.B -Part 1_ FY16-17 ASB Balance Sheet.pdf
VII.B - Part 2_ FY17-18 ASB BUDGET.PDF

Palisades High School Student Body

PROFIT AND LOSS

July 2016 - June 2017

	TOTAL
INCOME	
410001 Admission Income	118,748.42
420001 Collections & Contributions	20,737.68
425001 Commissions Income	14,352.87
46000 Merchandise Sales	180,455.61
475001 Non Taxable Sale	42,930.04
485001 Other Income	3,773.16
Square Income	33,557.71
Total Income	\$414,555.49
COST OF GOODS SOLD	
5000 Cost of Goods Sold	4,490.00
568001 COGS	47,735.35
Total Cost of Goods Sold	\$52,225.35
GROSS PROFIT	\$362,330.14
EXPENSES	
510001 Bank Charges	1,213.62
520001 Security/School Police Expense	22,882.74
540001 Officials Expense	33,354.00
545001 Tournament Fee	117.00
570001 Salary Expense	23,605.59
580001 Sales Tax Expense	11,568.34
592001 General Expense	115,927.41
592002 Gen Expense- Athletics	29,362.31
592003 Gen Expense-Entertainment(Paid)	100,214.80
592004 Gen Expense- Activities	305.59
592005 Gen Expense- VAPA & Tech Arts	6,547.87
592006 Gen Expense- Musicals & Plays	11,463.12
Total 592001 General Expense	263,821.10
Leadership Equity Spending	38.50
Square Fees	4,445.49
Total Expenses	\$361,046.38
NET OPERATING INCOME	\$1,283.76
NET INCOME	\$1,283.76

Palisades High School Student Body

BALANCE SHEET

As of June 30, 2017

	TOTAL
ASSETS	
Current Assets	
Bank Accounts	
101001 Checking B of A	67,683.51
101002 Cathay Bank	370,323.90
103001 Money Market - Cathay	0.00
105001 Change Fund-SB-Student Store	100.00
105002 Change Fund No-SB - Safe	900.00
109001 Petty Cash	0.00
10950 Cash in Drawer	0.00
Total Bank Accounts	\$439,007.41
Accounts Receivable	
115000 A/R Returned Checks	419.00
117001 A/R Other - General	-25.00
117003 A/R Other - #3	0.00
117004 A/R Other - Graduation	0.00
117005 A/R Other - B.C.	0.00
117006 A/R Other - Next Yr Budget Exp	200.00
117007 A/R Other - 2002/03 Exps	0.00
117008 A/R Other - 2003/04 Exps	0.00
Total Accounts Receivable	\$594.00
Other Current Assets	
120001 Pre-Paid Expenses	6,065.69
12100 Inventory Asset - Sweatshirt/PE	5,480.50
131200 Inventory Asset - Other Items	0.00
131501 Inv Begin-Student Store	0.00
1499 Undeposited Funds	289.00
Inventory Asset	0.00
Total Other Current Assets	\$11,835.19
Total Current Assets	\$451,436.60
Fixed Assets	
171000 Equip Inv CL	44,062.65
172000 Equip Inv RS	-44,062.65
181001 Other Asset/Elec Marquee (Sign)	15,753.89
182001 Other Asset/Accum. Depreciated	-15,753.89
Total Fixed Assets	\$0.00
Other Assets	
161501 Inventory reserve-Student Store	0.00
Total Other Assets	\$0.00
TOTAL ASSETS	\$451,436.60
LIABILITIES AND EQUITY	
Liabilities	
Current Liabilities	

	TOTAL
Accounts Payable	
201001 A/P LAUSD-School Pol.	0.00
207001 A/P Other - General	17,285.11
207002 A/P School Payroll	22,055.17
207003 A/P - Bank Error	0.00
Total Accounts Payable	\$39,340.28
Credit Cards	
211021 Clearing - General Clearing	0.00
Total Credit Cards	\$0.00
Other Current Liabilities	
211023 Hagan Account	121.15
211024 Fraley Account	220.39
211067 Physics Trip Account	1,064.97
211089 Green Team Account	23.40
211090 College Center	29,994.78
211093 King FT/Classroom Account	580.97
211096 Football AMP Account	11.26
211098 Colorful Flags Account	121.00
211104 Fishing Club Account	25.00
211105 Animal ShelterHelp Account	0.00
211106 Pali By The Mile Club Account	29.50
231004 AVID Account	1,620.50
231006 Ambassador Club Account	0.00
231007 Biology Field Trip Account	829.38
231008 BSU Account	893.94
231011 C. Science Account	1,695.93
231012 Cheer Account	11,145.19
231014 Choir Account	996.85
231015 CSF Account	Expenses came in higher then expected, club advisor notified -77.33
231016 Pali Dance Account	5,609.13
231017 EAST/Envirothon Account	8,976.41
231021 Gay/Stght Alliance Club Account	801.74
231022 Green Club Account	0.00
231027 JB Biology Account	7,116.44
231028 Jr. St. of America Account	140.32
231031 Key Club Account	409.14
231032 LSU Account	6,623.65
231035 MS Field Trip Account	4,648.91
231044 Surfing Club Account	4,758.88
231046 College Field Trip Account	8.00
231058 Tideline Account	2,977.67
231059 Thespian Account	10,945.32
231060 Tutoring Club Account	30.03
231093 Making Waves Account	27.53
231095 Field Trip Stu Bdy Account	186.00
231102 Pali Production Account	4,190.98
231103 World Appreciation Account	0.02
231104 Robotics Account	0.00
231105 Van Name Account	141.42
231106 Woodward Account	148.43

	TOTAL
231108 Cali Lit Account	0.00
231109 Kiwin's Account	1,248.59
231110 Comedy Club Account	17,039.45
231111 Green Science Account	77.00
231112 Nat'l Soc. BlackEng Account	1,123.73
231114 Iranian Club Account	215.18
231115 Agius EE Account	2,740.52
231116 Paynes Play Account	183.60
231117 Dizzy Feet Foundation Account	180.00
231118 Sports for Change Account	101.00
231119 CAPA Account	138.37
231120 Attendance Office Account	1,286.03
231121 Moot Court Trip Account	-572.13
231122 The Fourth Wave Account	156.00
231123 Pali Project Unify Account	1.19
231124 Dolphins Against Genocide Acct	206.61
231125 Biology Vieira Account	2,902.00
231126 School Security Account	767.87
231127 Roads to Your Future Account	1,000.00
231128 Grad Class of 2018 Account	561.45
231129 AP Human Geo Account	100.35
231130 Leadership Account	1,014.58
231131 SHPE Account	6,513.25
231132 Project Echo Account	750.00
231133 Pali High Radio	1,168.48
231134 DECA Account	4,609.74
231135 Cakes for Causes Account	307.56
231136 Urban Ecology Field Trip	855.64
231137 Grad Class of 2019	0.76
231138 Smith Fall & Spring Production	-978.70
231140 Environmental Healing Club	52.50
231141 Muslim Student Association	2.00
231142 Environmental Engineering I	1,155.20
231143 Mock Trial Account	0.00
231144 Environ Engineering II	1,375.00
231145 Tennis Club	69.25
231146 Pali Political Debate	56.25
231147 AP Government - Rauschuber	47.00
232000 Taxable SA Control Account	0.00
233012 Grad Class 2013 Account	99.05
233013 Grad Class 2014 Account	304.57
233014 Grad Class 2015 Account	286.10
233015 Crafts for a Cause Account	32.00
233016 Grad Class 2016 Account	34.00
235507 LAUSD L/D Lib Book Account	2,752.85
235521 LAUSD L/D HS Text Account	7,338.30
239005 J. A. Mercer Scholarship Acct	3,729.97
239006 Convey-Egan-Mortensen Account	7,767.88
239009 Gilbert A.P. Scholarship Acct	73.00
239019 Human Relations Scholarship Acc	590.81

	TOTAL
241001 Boys Baseball Account	13,561.89
241005 Boys Basketball Account	9,239.89
241007 Football Account	85.04
241008 Boys Golf Account	1,426.62
241009 Lacrosse Account	773.98
241010 Boys Soccer Account	9,101.13
241011 Boys Tennis Account	3,833.65
241012 Track Account	310.06
241013 Boys Volleyball Account	2,591.79
241014 FS Girls Basketball Account	15.00
241015 Girls Basketball Account	3,837.56
241016 Girls Golf Account	1,776.19
241018 Girls Volleyball Account	5,755.65
241019 Girls Soccer Account	4,756.07
241028 Girls Softball Account	4,082.99
241029 Swim Team Account	2,051.48
241030 Girls Tennis Account	5,183.52
241031 X Country Account	3,328.35
241032 Wrestling Account	4,652.41
241034 Girls Beach VB Account	-1,980.59
241045 Marching Band Account	10,949.60
251008 Library Fines Account	9,012.93
251010 Jazz Band Account	561.28
251016 Speech/Debate Account	888.68
251019 Music Fund Account	0.00
251026 MESA - UCLA Account	3,334.84
251032 Academic Decath. Account	-566.30
251038 Athletic Fund Account	3,276.15
251045 Making A Wish Foundation	23.00
251046 Gaming for Green Account	280.00
251048 Temescal Account	918.54
251050 MB Sp Ed Account	0.00
251051 Orchestra Account	447.78
251052 AP World History Account	3,429.76
251053 Yearbook Ads Account	8,454.07
251054 Athletic Trainer Account	0.00
251055 Music Matters Account	45.00
251056 Girl-Up Account	0.00
251057 No Kill LA Account	126.57
251058 AP US History - T. Christopher	580.32
251059 Igniting Faith Christian Club	0.00
251060 School On Wheels	0.00
251061 Children of War	551.00
251062 AP Euro History - C Berry	1,350.00
251063 HE FOR SHE	0.00
26800 Deferred Revenue	1,620.00
26900 Unbilled Purchases	92,136.45
POS Tax Agency Payable	0.00
Sales Tax Agency Payable	0.00
State Board of Equalization Payable	0.00

Donations in Paypal account

School covering expenses of Acadec state competition

	TOTAL
Unearned Revenue	0.00
Total Other Current Liabilities	\$388,303.10
Total Current Liabilities	\$427,643.38
Total Liabilities	\$427,643.38
Equity	
3000 Opening Bal Equity	14,057.59
303000 Undes.Equity	0.00
305000 Prior YR Adj	0.00
307000 Current YR P/L	0.00
3900 RE-Equity offset (sys default)	8,451.87
Net Income	1,283.76
Total Equity	\$23,793.22
TOTAL LIABILITIES AND EQUITY	\$451,436.60

**PALISADES CHARTER HIGH SCHOOL
FY 2017-18
FINANCE MANAGER TELEPHONE 310-230-7235**

ASB - STUDENT BODY BUDGET

ESTIMATES EXPENSES	AMOUNT	ESTIMATED EXPENSES	AMOUNT
NET ATHLETICS (LOSS)		EXPENSE - OFFICE	
MEN (See page 3)	\$ (37,879.00)	ARMORED CAR SERVICE	\$ -
WOMEN (See page 4)	\$ (24,825.00)	POSTAGE	\$ -
ENTERTAINMENT - FREE EVENTS		PRINTING, SUPPLIES ETC.	\$ -
DANCES/PARTIES/HOLIDAY PROGRAMS	\$ (1,200.00)	BANK FEES	\$ -
EQUIPMENT PURCHASING	\$ -	MISC. EXPENSES	\$ (1,000.00)
LIST BELOW			
EXPENSE - STUDENT ACTIVITIES		TOTAL - OFFICE	\$ (1,000.00)
CABINET/COUNCIL		EXPENSE - STUDENT BODY GENERAL	
CHEERLEADERS		ACADEMIC DECATHLON	
DANCE		ATHLETICS REFRESH FUND	\$ (5,000.00)
DEBATE/SPEECH		AWARDS - NON ATHLETIC	
DRAMA		ASB SUPPLIES	
DRILL/FLAG TEAM		STUDENT LEADERSHIP	\$ (6,000.00)
GRADUATION	\$ (1,000.00)	HOSPITALITY	\$ (1,000.00)
HOMECOMING DAY	\$ (1,000.00)	PAYROLL	\$ (7,000.00)
MUSIC (BAND, CHOIR)		ATHLETIC SUPERVISION	N/A
OPEN HOUSE		SALES/USE TAXES	\$ (14,000.00)
DRAMA INFRASTRUCTURE		CIF FEES	\$ (12,000.00)
ORIENTATION		*NEWSPAPER (if loss)	
TOTAL - STUDENT ACTIVITIES	\$ (2,000.00)	*YEARBOOK (if loss)	
		SOFTWARE UPGRADE	\$ -
		REPAIR/MAINTENANCE - EQUIP	
		TOTAL - STUDENT BODY GENERAL	\$ (45,000.00)
		TOTAL ESTIMATED EXPENSES	\$ (111,904.00)
		ESTIMATED REVENUE	\$ 117,997.00
		ESTIMATED PROFIT/(LOSS) FISCAL YEAR	\$ 6,093.00

EQUIPMENT PURCHASES	
(Use reverse side if more than two items)	
_____	_____
_____	_____
TOTAL EQUIPMENT PURCHASES	_____
RECAP	
TOTAL ESTIMATED REVENUES	\$ 117,997.00
TOTAL ESTIMATED EXPENSES	\$ (111,904.00)
TOTAL ESTIMATES NET INCOME (LOSS)	\$ 6,093.00

APPROVAL BY SCHOOL PERSONNEL	
STUDENT COUNCIL MEETING DATE:	9/8/2017

STUDENT BODY PRESIDENT	

STUDENT BODY TREASURER	

FINANCE MANAGER	

PRINCIPAL	

CHIEF BUSINESS OFFICER	

PALISADES CHARTER HIGH SCHOOL
FY 2017-18
FINANCE MANAGER TELEPHONE 310-230-6623 x5144

BUDGETED REVENUE

Anticipated purchases, sales, expenses and net profit on student body activities

ACTIVITY	TOTAL ANTICIPATED PURCHASE/EXPENSE	TOTAL ANTICIPATED SALES/INCOME	NET PROFIT
ACTIVITY CARDS	\$ 500.00	\$ 4,500.00	\$ 4,000.00
TRANSCRIPTS		\$ 4,231.00	\$ 4,231.00
BUS CARD COMMISSIONS (@\$12/each)	\$ -	\$ -	\$ -
CARDS & ANNOUNCEMENTS	\$ 500.00	\$ 1,000.00	\$ 500.00
STUDENT STORE FOOD/BEVERAGE SALES	\$ 25,200.00	\$ 42,000.00	\$ 16,800.00
STUDENT STORE PALI GEAR SALES	\$ 27,031.00	\$ 50,000.00	\$ 22,969.00
STUDENT STORE NEW PALI GEAR SALES			
STUDENT STORE MISC OTHER SALES (NO MORE PE CLOTHES)	\$ 7,000.00	\$ 14,000.00	\$ 7,000.00
STUDENT STORE YEARBOOK SALES	\$ 75,000.00	\$ 100,000.00	\$ 25,000.00
DONATIONS		\$ 1,000.00	\$ 1,000.00
STUDENT/CLASS LAB FEES	\$ 21,000.00	\$ 21,000.00	\$ -
VENDING COMMISSIONS (ATM/SODA/SANFORD STUDIOS)		\$ 14,500.00	\$ 14,500.00
PARKING PASSES (POTENTIAL INCREASE IN PRICE)	\$ -	\$ 13,000.00	\$ 13,000.00
PAID ENTERTAINMENT (ALL - SEE PD ENTERTAINMENT TAB)	\$ 116,050.00	\$ 123,400.00	\$ 7,350.00
INTEREST EARNED			\$ -
LEADERSHIP FUNDRAISERS (GRAMS, PIE DAY, ETC)		\$ 1,647.00	\$ 1,647.00
GRAND TOTALS	\$ 272,281.00	\$ 390,278.00	\$ 117,997.00
		TOTAL ESTIMATED PROCEEDS	\$ 117,997.00

MEN'S & CO-ED ATHLETICS BUDGET

		ANTICIPATED EXPENSE	ANTICIPATED INCOME	NET PROFIT (LOSS)
BASEBALL	OFFICIALS	\$ 2,000.00		
	SUPERVISION	SCHOOL PAYS		
	SALARY			
	SECURITY	\$ 1,000.00		
	EXPENSE	\$ 1,500.00		\$ (4,500.00)
BASKETBALL	OFFICIALS	\$ 2,800.00		
	SUPERVISION	SCHOOL PAYS		
	SALARY	\$ 500.00		
	SECURITY	\$ 1,600.00		
	EXPENSE	\$ 1,500.00	\$ 2,500.00	\$ (3,900.00)
CROSS COUNTRY	OFFICIALS	\$ 350.00		
	SUPERVISION	SCHOOL PAYS		
	SALARY			
	SECURITY			
	EXPENSE	\$ 1,000.00		\$ (1,350.00)
FOOTBALL - V/JV	OFFICIALS	\$ 3,700.00		
	SUPERVISION	SCHOOL PAYS		
	SALARY	\$ 5,000.00		
	SECURITY	\$ 15,000.00		
	EXPENSE	\$ 6,500.00	\$ 24,208.00	\$ (5,992.00)
GOLF	EXPENSE	\$ 1,500.00		\$ (1,500.00)
LACROSSE	OFFICIALS	\$ 2,000.00		
	SUPERVISION	SCHOOL PAYS		
	SALARY	\$ 1,000.00		
	SECURITY	\$ 1,000.00		
	EXPENSE	\$ 1,500.00		\$ (5,500.00)
SOCCER	OFFICIALS	\$ 1,900.00		
	SUPERVISION	SCHOOL PAYS		
	SALARY	\$ 500.00		
	SECURITY	\$ 1,000.00		
	EXPENSE	\$ 1,250.00		\$ (4,650.00)
SWIMMING	OFFICIALS	\$ 350.00		
	SUPERVISION	SCHOOL PAYS		
	SALARY			
	SECURITY	\$ 500.00		
	EXPENSE	\$ 1,250.00		\$ (2,100.00)
TENNIS	EXPENSE	\$ 1,000.00		\$ (1,000.00)
TRACK	OFFICIALS	\$ 387.00		
	SUPERVISION	SCHOOL PAYS		
	SALARY			
	SECURITY			
	EXPENSE	\$ 1,250.00		\$ (1,637.00)
VOLLEYBALL	OFFICIALS	\$ 1,750.00		
	SUPERVISION	SCHOOL PAYS		
	SALARY	\$ 500.00		
	SECURITY	\$ 500.00		
	EXPENSE	\$ 1,500.00		\$ (4,250.00)
WRESTLING	OFFICIALS	\$ 300.00		
	SUPERVISION	SCHOOL PAYS		
	SALARY	\$ 200.00		
	SECURITY	\$ 500.00		
	EXPENSE	\$ 500.00		\$ (1,500.00)
NET MENS & CO-ED ATHLETIC EXPENSE		\$ (37,879.00)		

WOMEN'S ATHLETICS BUDGET

		ANTICIPATED EXPENSE	ANTICIPATED INCOME	NET PROFIT (LOSS)
BASKETBALL	OFFICIALS	\$ 2,000.00		
	SUPERVISION	SCHOOL PAYS		
	SALARY			
	SECURITY	\$ 1,600.00		
	EXPENSE	\$ 1,500.00		\$ (5,100.00)
CHEER	EXPENSE	\$ 1,000.00		\$ (1,000.00)
GOLF	EXPENSE	\$ 1,000.00		\$ (1,000.00)
LACROSSE	OFFICIALS	\$ 2,000.00		
	SUPERVISION	SCHOOL PAYS		
	SALARY			
	SECURITY	\$ 1,000.00		
	EXPENSE	\$ 1,500.00		\$ (4,500.00)
SOCCER	OFFICIALS	\$ 1,700.00		
	SUPERVISION	SCHOOL PAYS		
	SALARY			
	SECURITY	\$ 1,000.00		
	EXPENSE	\$ 1,250.00		\$ (3,950.00)
SOFTBALL	OFFICIALS	\$ 1,825.00		
	SUPERVISION	SCHOOL PAYS		
	SALARY			
	SECURITY	\$ 700.00		
	EXPENSE	\$ 1,500.00		\$ (4,025.00)
TENNIS	EXPENSE	\$ 1,000.00		\$ (1,000.00)
VOLLEYBALL	OFFICIALS	\$ 1,750.00		
	SUPERVISION	SCHOOL PAYS		
	SALARY			
	SECURITY	\$ 1,000.00		
	EXPENSE	\$ 1,500.00		\$ (4,250.00)
NET WOMENS ATHLETIC EXPENSE				\$ (24,825.00)

PAID ENTERTAINMENT BUDGET

PAID ENTERTAINMENT	TOTAL ANTICIPATED PURCHASE/EXPENSE	TOTAL ANTICIPATED SALES/INCOME	NET PROFIT (LOSS)
CLIPPER NIGHT	\$ -	\$ -	\$ -
DODGE BALL	\$ -	\$ -	\$ -
FALL PLAY/SPRING MUSICAL++	\$ 19,000.00	\$ 19,000.00	\$ -
FOOTBALL FEST	\$ 200.00	\$ 500.00	\$ 300.00
HAUNTED HOUSE	\$ -	\$ -	\$ -
HOMECOMING DANCE	\$ 13,000.00	\$ 15,000.00	\$ 2,000.00
HOMECOMING GAME	\$ 350.00	\$ 400.00	\$ 50.00
SENIOR PLAY	\$ 1,500.00	\$ 1,500.00	\$ -
SENIOR PROM	\$ 60,000.00	\$ 65,000.00	\$ 5,000.00
FALL MUSICAL/WINTER MUSICAL**++	\$ 12,000.00	\$ 12,000.00	\$ -
WINTER FORMAL	\$ 8,000.00	\$ 8,000.00	\$ -
PLACEHOLDER FOR MISC EVENTS	\$ 2,000.00	\$ 2,000.00	\$ -
TOTAL PAID ENTERTAINMENT	\$ 116,050.00	\$ 123,400.00	\$ 7,350.00

**DENOTES NEW EXPENSE

++VAPA MUSICALS BASED ON PRIOR YEARS BOX OFFICE REVENUE

NO-CHARGE EVENTS	TOTAL ANTICIPATED PURCHASE/EXPENSE	TOTAL ANTICIPATED SALES/INCOME	NET PROFIT
LEADERSHIP MIXER (EVENT)	\$ 300.00	\$ -	\$ (300.00)
YEAR END APPRECIATION (EVENT)	\$ 400.00	\$ -	\$ (400.00)
SPIRIT DAYS/HOLIDAYS (EVENT)	\$ 400.00	\$ -	\$ (400.00)
TEACHER APPRECIATION (EVENT)	\$ 100.00	\$ -	\$ (100.00)
TOTAL OF EVENTS			\$ (1,200.00)

FUNDRAISERS	TOTAL ANTICIPATED PURCHASE/EXPENSE	TOTAL ANTICIPATED SALES/INCOME	NET PROFIT
BIRTHDAY GRAMS	\$ 17.00	\$ 165.00	\$ 148.00
HOLIDAY GRAMS	\$ 35.00	\$ 335.00	\$ 300.00
PI DAY	\$ 500.00	\$ 700.00	\$ 200.00
PALI'S GOT TALENT (EVENT)	\$ 300.00	\$ 132.00	\$ (168.00)
SPIRIT DAYS			\$ -
VALENTINE'S GRAMS	\$ -	\$ 167.00	\$ 167.00
FOOD TRUCKS		\$ 1,000.00	\$ 1,000.00
FLEA MARKET (VIA DONATIONS)			\$ -
CAKEWALK			\$ -
			\$ -
TOTAL OF FUNDRAISERS			\$ 1,647.00

TOTAL EVENTS & FUNDRAISERS			\$ 447.00
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Coversheet

Notice of Concern - Filming & Other Activities from LAUSD CSD

Section: VIII. Governance
Item: A. Notice of Concern - Filming & Other Activities from LAUSD CSD
Purpose: Discuss
Submitted by:
Related Material: VIII_A_Part 1_ Notice of Concern - Palisades Charter HS.pdf
VIII_A_Part 2_ Appendix A_Palisades Charter HS.pdf



LOS ANGELES UNIFIED SCHOOL DISTRICT CHARTER SCHOOLS DIVISION

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

MICHELLE KING, Ed.D.
Superintendent of Schools

FRANCES GIPSON, Ph.D.
*Chief Academic Officer
Division of Instruction*

JOSÉ COLE-GUTIÉRREZ
Director, Charter Schools Division

August 31, 2017

PCHS Board of Trustee Chair Emilie Larew
PCHS Executive Director, Dr. Pamela Magee
Palisades Charter High School
15777 Bowdoin Street
Pacific Palisades, CA 90272

NOTICE OF CONCERN
Distributed Via:
Email & Certified U.S. Mail

SUBJECT: NOTICE OF CONCERN: Pacific Palisades Charter High School Leasing and Licensing Activities

Dear Board Chair Emilie Larew and Dr. Magee,

The purpose of this notice is to inform the governing board and administrator of Palisades Charter High School (PCHS) of the Charter Schools Division's (CSD) concerns regarding the school's current practices and adherence to the policies and agreements related to the public use of the school's facilities.

The Sole Occupancy agreement between Los Angeles Unified School District (LAUSD) and PCHS discloses that LAUSD has an interest in the use of the Premises because it provides additional funds to LAUSD. PCHS, at its sole cost and expense, shall adopt and administer a program to grant, if permitted by law, the temporary use of the Premises for film, documentary, television or other production on the Premises (generally referred to as "Film Work"), in accordance to applicable laws. The agreement also indicates that if the parties agree to allow the Film Work to occur on the Premises, the following shall apply: (1) LAUSD shall determine whether it will have an on-site supervision of the Film Work. If LAUSD will have its on-site supervision of the Film Work, LAUSD shall prepare an estimate of the cost (LAUSD's Film Cost); and (2) PCHS shall cause its broker to collect in advance from the party conducting the Film Work the Film Cost and the permission fees established in accordance with PCHS's then existing policy in effect. The broker will provide the check directly to LAUSD for 100% of LAUSD's Film Cost. Any remaining balance from the Film Work fees after deducting the Charter School's film and broker's commission fee shall be prorated and distributed in accordance with the then existing policy on proration of filming fee. As of the date of the Agreement (May 12, 2010), the remaining balance will be prorated 75% to PCHS and 25% to LAUSD.

Furthermore, in the event that PCHS allows Film Work to occur without the consent and participation of LAUSD, PCHS shall deliver to LAUSD within 20 days of its receipts of LAUSD's written demand, the monies calculated in accordance with the incremental scale table reflected under item (iv), page 12 of the Sole Occupancy agreement dated May 12, 2010.

Palisades Charter High School
 Notice of Concern
 Page 2 of 8

The CSD requested and received documents from the PCHS's staff related to the school's leasing and licensing activities. Based on the review of 418 invoices and 186 agreements between fiscal years 2011-2012 and 2016-2017, the following discrepancies were identified.

- 1) The total of \$130,465 in revenues from filming activities was identified. This amount was the result of the review and analysis of PCHS's contracts/rental agreement invoices, etc. dated between September 2012 and March 2017., However, per the filming revenue schedule provided by LAUSD's Leasing and Space Utilization Department, no filming revenue was collected through FilmLA after fiscal year 2012. Details of the revenues that were not reported through FilmLA is provided below:

Revenues not reported through FilmLA:

No.	Fiscal Yr	Invoice No.	Invoice Date	Lessee	Description	Amount
1	2012-13	101	9/13/2012	Image Locations	Donation to Permit Use Permit Usage: Football Field/Track, MGAC Pool, J121, Small/Big Gym	\$ 2,000.00
2	2012-13	110	10/12/2012	Mattel	Event: Mattel Commercial Shoot Event Date: 10/13/2012 Facilities Used: Football Field & A-Building Hallway \$4,000.00	\$ 4,000.00
					Sub-total FY 2012-13	\$ 6,000.00
3	2014-15	FP1004	2/23/2015	Cartoon Network Studios, Inc./	Full Day Photo Shoot	\$ 3,000.00
4	2014-15	FP1005	2/23/2015	Cartoon Network Studios, Inc./	Full Day Photo Shoot	\$ 500.00
5	2014-15	FP1006	2/25/2015	LANY Entertainment	Event: LANY Entertainment Production @ PCHS Date 2/28/2015 & 3/1/2015 (Discounted) Time: 7am - 8pm (2/28/15); 8 am- 8 pm (3/1/15) Facility Used: D101, D102, D103, D104, A204, Gilbert Hall, Library, A-Building Hallways (1st & 2nd Floor), Main Parking Lot	\$ 2,000.00
6	2014-15	FP1013	6/22/2015	Thread & Story LLC/Brandon Kucz waj	Facility Usage for Thread & Story LLC Production @ PCHS Dates: 6.23.15 Time: 3:00PM-5:45PM Facilities Used: Football Field & Stadium Parking Lot	\$ 500.00
7	2014-15	FP1014	6/22/2015	Thread & Story LLC/Brandon Kucz waj	Security Deposit for Thread & Story LLC Production @ PCHS on 6/23/2015	\$ 500.00
8	2014-15	SR009	3/9/2015	Cartoon Network Studios, Inc./Nate Funaro	Site Representative Fee @ \$40/hr * 7 hrs	\$ 280.00
9	2014-15	SR012	5/8/2015	The Thirst Project	Event: Thirst Project filming @ PCHS (Site rep fee) Event Date: 5/11/15 from 8 to 11am	\$ 100.00
10	2014-15	SR015	6/22/2015	Thread & Story LLC/Brandon Kucz waj	Site Representative Fee for Film Production @ PCHS on 6.23.15 6.23.15 - 3:00PM-5:45PM - 2.75 HRs @ \$40/HR	\$ 110.00
					Sub-total FY 2014-15	\$ 6,990.00

Palisades Charter High School
 Notice of Concern
 Page 3 of 8

Revenues not reported through FilmLA (continuation):

No.	Fiscal Yr	Invoice No.	Invoice Date	Lessee	Description	Amount
11	2015-16	FP1021	7/22/2015	Believe Media/Jason Madison	Site Fee: \$7,000 Security Deposit: \$1,000	\$ 8,000.00
12	2015-16	FP1022	7/22/2015	Anthem Films Inc.	Site Fee @ PCHS on 7/25/15 and 7/26/15: \$5,000 Security Deposit: \$1,000	\$ 6,000.00
13	2015-16	FP1024	1/12/2016	Blondehouse Production	Site fee for Blondehouse Production (Brooks Running Casting)	\$ 2,000.00
14	2015-16	FP1028	3/14/2016	Dude 2016, LLC	Site Fee for Production on 12/16/2016: \$8,500 Site Representative: 12/16/2016 (14 HRS @ \$45/HR)	\$ 9,130.00
15	2015-16	FP1029	3/17/2016	Mequite Productions, LLC Steiner Studios/Ivan Siebel	100 Extra Parking Spots for Tuesday, March 22 (\$10/Car)	\$ 1,000.00
16	2015-16	FP1031	3/28/2016	Westy Productions Inc Ben Bonnet & Zoe McNicol	Event: Site fee for Westy Productions Dates: 4/2/16, 4/3/16 and 4/9/16 Fee: \$6000 per day Amount: \$18,000	\$ 18,000.00
17	2015-16	FP1032	5/16/2016	Hustle Cake, LLC/Tiara Parker	Event: Hustle Cake Production @ PCHS	\$ 500.00
18	2015-16	FP1033	5/16/2016	Nodrstrom, Inc./Leslie Morava	Site Fee for Hustle Cake Production @ PCHS Date: May 5, 2017 - Time: 6:30am - 5:30pm Location: Back of Football Field, School exteriors, & Stadium Parking Lot (Parking)	\$ 4,000.00
19	2015-16	FP1034	6/15/2016	Caviar/Michael Dennehy	Site Fee: \$7,500 Security Deposit: \$5,000 Total: \$12,500	\$ 12,500.00
20	2015-16	SR021	7/22/2015	Believe Media/Jason Madison	Site Representative Fee for Believe Media Filming payable to Jorge Gracias at PCHS - \$30 x 8.5 Hrs	\$ 255.00
21	2015-16	SR022	7/22/2015	Anthem Films Inc.	Site Representative Fee for Anthem Films @ PCHS on 7/26/2015 Site Representative: Jorge Gracias 7/26/2015 - 7:00AM-7:00PM - 12 HRS @ \$30/HR	\$ 360.00
22	2015-16	SR023	7/22/2015	Anthem Films Inc.	Site Representative Fee for Anthem Films @ PCHS on 7/26/2015 Site Representative: James Buckman 7/26/2015 - 7:00AM-7:00PM - 12 HRS @ \$30/HR	\$ 360.00
23	2015-16	SR027	12/14/2015	Dude 2016, LLC	Site Representative: Payable to Oscar Cabrera 12/11/15 - 15.5 hrs @ \$45/hr 12/14/15 - 18 hrs @ \$45/hr	\$ 1,507.50
24	2015-16	SR028	12/14/2015	Dude 2016, LLC	Site Representative: Payable to Eric Arcos 12/12/15 - 13.5 hrs @ \$45/hr 12/14/2015- 12 hrs @ \$45/hr	\$ 1,147.50
25	2015-16	SR029	12/14/2015	Dude 2016, LLC	Site Representative: Payable to Efray Isidoro 12/13/15 - 14 hrs @ \$45/hr	\$ 630.00
26	2015-16	SR030	12/14/2015	Dude 2016, LLC	Site Representative: Payable to Mat Brooks 12/13/15 - 6 hrs @ \$45/hr	\$ 270.00
27	2015-16	SR031	12/16/2015	Dude 2016, LLC	Site Representative: 7hrs @ \$45/Hr	\$ 315.00
28	2015-16	SR032	1/12/2016	Blondehouse Production	Site Representative Fee for Blondehouse Production @ PCHS	\$ 200.00
Sub-total FY 2015-16						\$ 66,175.00

Palisades Charter High School
 Notice of Concern
 Page 4 of 8

Revenues not reported through FilmLA (continuation):

No.	Fiscal Yr	Invoice No.	Invoice Date	Lessee	Description	Amount
29	2016-17	367	3/7/2017	Fancy Feet/Emily Kay	Facility Usage Fee for Fancy Feet - Spring & Summer: \$4,000	\$ 4,000.00
30	2016-17	368	3/7/2017	Fancy Feet/Emily Kay	Facility Usage Fee for Fancy Feet - Spring & Summer 2017: \$2,000	\$ 2,000.00
31	2016-17	FP1035	7/8/2016	Reset/Eric Sherman	Site fee for Reset Production Dates: 6/17/16; 6/18/16	\$ 16,800.00
32	2016-17	FP1036	7/11/2016	Reset/Eric Sherman	Site fee for Reset Production Dates: 6/17/16; 6/18/16 Facilities: coaches office, dressing room and bathrooms	\$ 2,500.00
33	2016-17	FP1037	7/11/2016	Buzzfeed, Inc./Production/Katie LeBlanc	Site Fee for Buzzfeed Production @ PCHS	\$ 1,000.00
34	2016-17	FP1038	7/15/2016	Reset/Eric Sherman	Overtime Costs for Location & Personnel	\$ 3,000.00
35	2016-17	FP1049	3/2/2017	Radical Media LLC/David Doumeng	Site Fee for Radical Media LLC Production Date: 3/6/17 Time: 6am to 2pm Fee: \$11,500 (site fee); security deposit \$10,000	\$ 21,500.00
36	2016-17	SR01	3/2/2017	Radical Media LLC/David Doumeng	Site rep on 3/6/17 from 6am to 2pm (8hrs) at \$45/hr	\$ 360.00
37	2016-17	SR042	7/11/2016	Buzzfeed, Inc./Production/Katie LeBlanc	Site Representative Fee for Buzzfeed Production	\$ 140.00
Sub-total FY 2016-17						\$ 51,300.00
GRAND TOTAL						\$ 130,465.00

From the \$130,465 filming revenues presented above, the CSD further noted that PCHS invoices totaling to \$9,665 indicated that payments are to be made directly to third parties and not to PCHS. Details for this activity is provided in Appendix A – TABLE I.

- 2) Based on the review of the filming revenues reported in the general ledgers and the analysis of the invoices provided to the CSD, it was noted that there was a variance between the total filming revenue recorded in the general ledger and the total filming revenue per the invoices provided to the CSD, amounting to \$403,815.35 for the fiscal years ending between 2012 and 2017. Details for this discrepancy is provided below:

Fiscal Yr	Filming Revenue based on General Ledger	Filming Revenue based on Invoices	Variance between Invoices and General Ledger
2011-12	\$ 37,612.35		\$ 37,612.35
2012-13	\$ 64,975.00	\$ 6,000.00	\$ 58,975.00
2013-14	\$ 131,743.00	\$ 6,990.00	\$ 124,753.00
2014-15	\$ 73,080.00	\$ -	\$ 73,080.00
2015-16	\$ 203,650.00	\$ 66,175.00	\$ 137,475.00
2016-17	\$ 23,220.00	\$ 51,300.00	\$ (28,080.00)
Grand Total	\$ 534,280.35	\$ 130,465.00	\$ 403,815.35

In addition, the CSD also noted the following activities/discrepancies related to Non Filming Revenues:

- 1) Revenues from sports and other activities for the total amount of \$11,495.50 indicated that invoices are to be paid directly to third parties and not to PCHS. Furthermore, the hourly rental rate reflected in these invoices did not match the “*PCHS Current Facilities Rate Sheet*” provided to the CSD. Details of the transactions are provided in Appendix A– Table II.
- 2) Five (5) Invoices have mathematical calculation errors. The hourly rate stated in the invoice when multiplied to the total hours rented resulted to the understatement of the total amount billed to the lessee by PCHS. The re-calculation amounts to \$1,930 under billing of invoices between April 2013 and January 2017. Details of the invoices with calculation errors are provided in Appendix A – Table III.
- 3) Three (3) Invoices cannot be verified for accuracy due to missing pertinent billing information such as service hours and/or hourly rates. Details of the invoices are provided below:

No.	Invoice No.	Invoice Date	Lessee	Description	Amount	CSD Fiscal Comments
1	122	11/7/2012	YMCA - Palisades/Malibu	Event: YMCA Leadership Facility: Health ED classroom Dates: 9/20, 9/27, 10/4, 10/11, 10/18 Fee: \$30/hr	\$ 225.00	The invoice amount cannot be recalculated because the hours or time was not provided.
2	SR012	5/8/2015	The Thirst Project	Event: Thirst Project filming @ PCHS (Site rep fee) Event Date: 5/11/15 from 8 to 11am	\$ 100.00	Invoice cannot be re-calculated because the rates was not given.
3	FP1038	7/15/2016	Reset/Eric Sherman	Overtime Costs for Location & Personnel	\$ 3,000.00	Invoice cannot be recalculated because of missing information.

- 4) Nineteen (19) Invoices indicated that pre-payments or discounts were applied as credits against the total invoice, however no documents were provided to support the pre-payments or discounts claimed. Details of the invoices where pre-payments or deductions from the total invoice was applied are provided in Appendix A – TABLE IV.
- 5) Six (6) Invoices have rental rates/fees that did not align with the “*License Agreement*”. The recalculation of the invoices resulted to \$2,526 under statement of billed amounts reflected in the invoice. Details of the transactions are provided in Appendix A-TABLE V.

Additionally, the CSD also noted the following:

- 1) 185 out of 186 “*License Agreements*” were not fully executed. The copies provided to the CSD did not bear the appropriate signatures of all parties concerned.
- 2) Based on the review of 418 invoices, it was noted that invoices were not properly logged and monitored. Invoice numbers were not issued in sequential order. There was no standard format or numbering convention that PCHS uses in assigning invoice numbers. Thus, the CSD was unable to determine the completeness of the invoices provided. Moreover, out of the 418 invoices reviewed, (a) Ten (10) invoice numbers were issued twice on different dates and/or to different lessees and for different services, and (b) Eleven (11) invoices with different invoice numbers have duplicated services dates reflected in the invoice billed to the same lessee. Details of the transactions for (a) and (b) are provided in Appendix A – TABLES VI and VII respectively.
- 3) There were missing invoices or agreements, thus, details of the transactions cannot be match against the PCHS general ledgers.
- 4) The PCHS permit revenue schedule indicated transfers referred to as “*Book Transfer Debit*” which were not supported by any documentation and/or explanation.
- 5) The PCHS’ “*License Agreement*” indicated that it is an alcohol and smoking free facility. However, review of the agreements provided by PCHS, the CSD noted the occurrence of the following activities at the LAUSD property per the rental agreements entered into by PCHS with the following lessees:
 - a) Radical Media LLC (David Doumeng) for the production of the Heineken commercial last March 6, 2017. There was no indication that LAUSD was notified/consulted regarding the deviation from the Facility Use Agreement prior to the execution of the rental agreement with the lessee.
 - b) Kehillat Israel (“KI”) (Katie Pincus) allows for alcohol to be serve on campus at the KI event that was held last May 21, 2016 (Saturday) and May 22, 2016 (Sunday). There was no indication that LAUSD was notified/consulted regarding the deviation from the Facility Use Agreement prior to the execution of the rental agreement with the lessee.
 - c) Based on the review of Invoice number 274 in the amount of \$400.00 dated March 4, 2015, it indicated that the payment was to be made payable to Pacific Palisades Lacrosse Association (PPLA) for the rental of the football field (Stadium by the Sea) by USC Men’s Lacrosse Club. There was no “*License Agreement*” provided for this invoice.

Palisades Charter High School
Notice of Concern
Page 7 of 8

Based on the information mentioned above, the CSD requests that the governing board of PCHS take immediate action to address the concerns listed in this Notice by close of business on Friday, September 29, 2017.

Please include in your response a detailed explanation that will individually address each of the concerns noted above. Please include all the supporting documentation that will validate each of the responses provided. Also, please indicate any action plans and dates of implementation for each of the concerns listed.

Lastly, please provide copies of the bank statements for all PCHS bank accounts for the months listed below:

- October 2010
- February 2011
- May 2011
- June 2011
- August 2011
- March 2012
- June 2012
- July 2013
- April 2014
- June 2014
- April 2015
- June 2015
- September 2015
- July 2016
- December 2016
- January 2017
- February 2017

If you have any questions or need additional information regarding this Notice, please contact Joanne Vu at joanne.vu@lausd.net. Thank you for your cooperation.

Sincerely,



Joanne Vu, Fiscal Services Manager

c: José Cole-Gutiérrez, Director, CSD
Robert Perry, Administrative Coordinator, CSD
Sharon Bradley, Senior Coordinator, CSD
Chris Humphrey, Specialist
Emmaliza Baquir, Fiscal Oversight Administrator

Palisades Charter High School

Notice of Concern

Page **8** of **8**

Grace Ocampo, Fiscal Services Manager
Greg Woods, Chief Business Officer, PCH

TABLE I – PCHS Invoices where payments are to be made directly to third parties and not to PCHS

No	Invoice Number	Invoice Date	Lessee	Description	Amount
1	SR009	3/9/2015	Cartoon Network Studios, Inc./Nate Funaro	Site Representative Fee @ \$40/hr * 7 hrs	\$ 280.00
2	SR012	5/8/2015	The Thirst Project	Event: Thirst Project filming @ PCHS (Site rep fee) Event Date: 5/11/15 from 8 to 11am	\$ 100.00
3	SR015	6/22/2015	Thread & Story LLC/Brandon Kucz waj	Site Representative Fee for Film Production @ PCHS on 6.23.15 6.23.15 - 3:00PM-5:45PM - 2.75 HRs @ \$40/HR	\$ 110.00
4	SR021	7/22/2015	Believe Media/Jason Madison	Site Representative Fee for Believe Media Filming payable to Jorge Gracias at PCHS - \$30 x 8.5 Hrs	\$ 255.00
5	SR022	7/22/2015	Anthem Films Inc.	Site Representative Fee for Anthem Films @ PCHS on 7/26/2015 Site Representative: Jorge Gracias 7/26/2015 - 7:00AM-7:00PM - 12 HRS @ \$30/HR	\$ 360.00
6	SR023	7/22/2015	Anthem Films Inc.	Site Representative Fee for Anthem Films @ PCHS on 7/26/2015 Site Representative: James Buckman 7/26/2015 - 7:00AM-7:00PM - 12 HRS @ \$30/HR	\$ 360.00
7	SR027	12/14/2015	Dude 2016, LLC	Site Representative: Payable to Oscar Cabrera 12/11/15 - 15.5 hrs @ \$45/hr 12/14/15 - 18 hrs @ \$45/hr	\$ 1,507.50
8	SR028	12/14/2015	Dude 2016, LLC	Site Representative: Payable to Eric Arcos 12/12/15 - 13.5 hrs @ \$45/hr 12/14/2015- 12 hrs @ \$45/hr	\$ 1,147.50
9	SR029	12/14/2015	Dude 2016, LLC	Site Representative: Payable to Efray Isidoro 12/13/15 - 14 hrs @ \$45/hr	\$ 630.00
10	SR030	12/14/2015	Dude 2016, LLC	Site Representative: Payable to Mat Brooks 12/13/15 - 6 hrs @ \$45/hr	\$ 270.00
11	SR031	12/16/2015	Dude 2016, LLC	Site Representative: 7hrs @ \$45/Hr	\$ 315.00
12	SR032	1/12/2016	Blondehouse Production	Site Representative Fee for Blondhouse Production @ PCHS	\$ 200.00
13	FP1028	3/14/2016	Dude 2016, LLC	Site Fee for Production on 12/16/2016: \$8,500 Site Representative: 12/16/2016 (14 HRS @ \$45/HR)	\$ 630.00
14	FP1038	7/15/2016	Reset/Eric Sherman	Overtime Costs for Location & Personnel	\$ 3,000.00
15	SR042	7/11/2016	Buzzfeed, Inc./Production/Katie LeBlanc	Site Representative Fee for Buzzfeed Production	\$ 140.00
16	SR01	3/2/2017	Radical Media LLC/David Doumeng	Site rep on 3/6/17 from 6am to 2pm (8hrs) at \$45/hr	\$ 360.00
				Grand Total	\$ 9,665.00

TABLE II – Per Invoices, revenues from sports and other activities are to be paid directly to third parties and not to PCHS

No.	Inv. No.	Invoice Date	Lessee	Description	Amount
1	126	12/10/2012	Nancy Ragoli	Site Manager/Liason for Photo Shoot on 12/10/2012 at 6 hrs @ \$40/hr (7am till 1pm)	\$ 240.00
2	127	12/10/2012	Nancy Ragoli	Site Manager/Liason for Photo Shoot on 12/10/12 4 HRs @ \$40/hr (1pm till 5pm)	\$ 160.00
3	288	11/4/2015	Pacific palisades Turkey Trot	Facility: Stadium by the Sea (Football field & track) Date: 11/26/15 from 5am to 12pm	\$ 3,500.00
4	289	12/8/2015	Pacific Palisades Homeless Task Force (PPHTF)	Event: Personnel On-Site Prior to Operational Hours Event Date: January 28, 2016 Time: 3:15am - 6:00am Personnel On-Site Fee: 2.75 hrs * \$30/hr = \$82.50	\$ 82.50
5	344	12/9/2016	Raw Inspiration/Mellisa Farwell	For: Security guards for farmers market on 12/4/16, 12/11/16, 12/18/16 Fee: \$231 per day	\$ 693.00
6	353	7/12/2017	Raw Inspiration/Mellisa Farwell	For: Security guards for farmers market(Januaru 2017) 1/8/17, 1/15/17, 1/22/17, 1/29/17 Fee: \$245 per day	\$ 980.00
7	FP1016	7/8/2015	Spur Productions Inc	Event: Spur Production Photo shoot Date: 7/13/15 from 8 am to 8pm Facility: football field, stadium bleachers, outdoor basketball courts, large gym, baseball field, stadium parking lot (parking) Fee: \$4,000	\$ 4,000.00
8	FP1017	7/8/2015	Spur Productions Inc	Event: Spur Production Photo shoot Date: 7/13/15 Fee: \$1,000 security deposit	\$ 1,000.00
9	FP1040	8/11/2016	Alegi USA Inc.	Site Fee for Subdue (Aleg) Photo Shoot @ PCHS Total Rental Fee: \$840 (Invoice FP1040) Site Representative: \$160 (Invoice SR044) Deposit: None Requested Remaining: \$1,000	\$ 840.00
Grand Total					\$ 11,495.50

Palisades Charter High School
 Appendices to Notice of Concern dated August 31, 2017

APPENDIX A

TABLE III – Invoices with mathematical calculation errors

No.	Invoice No.	Invoice Date	Lessee	Description	Invoice Amount	Recalculated Amount	Total Variance	CSD Fiscal Comments
1	PCHS51	4/25/2013	Paul Revere Charter MS	Event: Various Facilities Audio Visual Equipment: \$800 Audio Visual/Technology Personnel: \$800 Security: 2personnel @ \$35/hr x 14hrs = \$500; Custodial/Cleaning: \$200/cleaning (pre & post) = \$400	\$ 2,500.00	\$ 2,490.00	\$ 10.00	Security total should be \$490.00.
2	PCHS440	6/9/2015	AYSO Region 69/Debbie Held	Event: AYSO Practice Facility Usage: Baseball @ \$65/hr; Football @ \$90/hr; Share space @\$50/hr; Baseball @\$75 Date & Time: May 1, 2015 thru May 31, 2015; and June 1, 2015 (16.5 hrs @ \$65/hr); (24 hrs @ \$90/hr); (6 hrs @ \$50/hr); (1 hour*\$75/hr)	\$ 3,307.50	\$ 3,607.50	\$ (300.00)	Invoice PCHS440 stated that on Wednesday, May 27, 2015, PCHS billed the vendor at \$75/hr instead of \$65/hr for the Baseball Field in the month of May.
3	PCHS461	8/4/2015	Dan Brecher Westside Hawks	Event Name: Westside Hawks July to Sept 2015 Facility: Baseball field Dates: 7/2/15 from 5:30 to 7:30 pm (2hrs); 7/7/15 from 5:30 to 7:30 pm (2hrs); 7/9/15 from 5:30 to 7:30pm (2hrs); 7/14/2015 from 5:30 to 7:30 pm (2hrs); 7/16/15 from 5:30 to 7:30pm (2 hrs); 7/21/15 from 5:30 to 7:30pm (2hrs); 7/23/15 from 5:30 to 7:30pm (2hrs); 7/28/15 from 5:30 to 7:30pm (2hrs); 7/30/15 from 5:30 to 7:30pm (2hrs) Fee: \$28 from 7/2 to 7/23/15; \$27 from 7/28 to 7/30/15 Calculation: (7 x \$28 = \$196) + (2 x \$27=\$54) = \$250	\$ 250.00	\$ 500.00	\$ (250.00)	This invoice was billed based on no. of days facilities was used and not on hours of usage per day.
4	350	1/19/2017	Santa Monica United FC	Facility: Football field Date: 2/26/17 Time: 4am to 6pm Fee: 110/hr Total hrs used: 2 hrs Facility: Football field Date: 3/4/17 Time: 11:30 am to 230pm Fee: 110/hr Total hrs used: 3 hrs	\$ 550.00	\$ 1,870.00	\$ (1,320.00)	The rental for 2/26/17 was charged at 2 hrs only. The time indicated on the invoice is from 4am to 6pm (14 hrs)
5	352	1/25/2017	Pylon Elite Capps, Inc./Erika Jackson	Facility: Football field Dates: 2/4/17 from 6 to 930 pm (15hrs) Fee: \$110/hr X 15 HRS= \$1,650 Site rep at \$30/hr X 15 HRS = \$450 Security deposit \$600	\$ 2,700.00	\$ 2,770.00	\$ (70.00)	Football field and personnel should have been billed at 15.50 hrs.
Grand Total					\$ 9,307.50	\$ 11,237.50	\$ (1,930.00)	

TABLE IV – Pre-payments or credits applied against the invoice

No.	Invoice Date	Invoice No.	Lessee	Amount
1	2/4/2013	PCHS13	Basketball's Fitness Training (BFT)/Jillian Smith	\$ 1,450.00
2	3/18/2013	PCHS33	Oscar Aguirre/San Pedro Soccer League	\$ 2,430.00
3	5/7/2013	PCHS64	Oscar Aguirre/San Pedro Soccer League	\$ 1,080.00
4	1/28/2016	PCHS565	AYSO Region 69/Debbie Held	\$ 110.00
5	2/24/2016	PCHS581	AYSO Region 69/Debbie Held	\$ 288.00
6	3/8/2016	PCHS594	Tammy Patterson Basketball's Finest Training (BFT)	\$ 550.00
7	3/18/2016	PCHS598	Basketball's Fitness Training (BFT)/Tammy Patterson	\$ 220.00
8	7/11/2016	PCHS663	AYSO Region 69/Debbie Held	\$ 220.00
9	7/25/2016	PCHS669	Chelsea SC/Mele French	\$ 110.00
10	10/26/2016	PCHS717	Stephen Gambale/SoCal Rays	\$ 332.00
11	12/6/2016	PCHS740	Stephen Gambale/SoCal Rays	\$ 166.00
12	12/9/2016	FP1045	Splits: 59LLC	\$ 3,500.00
13	1/30/2017	PCHS760	Stephen Gambale/SoCal Rays	\$ 735.02
14	2/3/2017	PCHS773	Stephen Gambale/SoCal Rays	\$ 381.52
15	2/13/2017	PCHS774	Chelsea SC/Mele French	\$ 2,107.50
16	3/2/2017	PCHS775	Highlanders/Thomas Graeber	\$ 440.00
17	3/6/2017	PCHS777	Matt Diaz Pacific Palisades Volleyball Club (PPVBC)	\$ 454.50
18	3/6/2017	PCHS779	Claire Hass Pali Hoop Dreams (PHD)	\$ 166.00
19	3/6/2017	PCHS780	Pac6 Volleyball Club/Jeff Conte	\$ 330.00
			Grand Total	\$ 15,070.54

TABLE V – Recalculated invoice amounts per License Agreements

No.	Fiscal Yr	Invoice Date	Invoice No.	Lessee	Description	Invoice Amount	Recalculated Amount	Variance over(under)	CSD Fiscal Comments
1	2012-13	3/6/2013	PCHS25	Oscar Aguirre/San Pedro Soccer League	Event: Feb 2013 Games Dates: 2/2/13, 2/9/13, 2/16/13, 2/23/13 from 630 to 930pm (3hrs x 4= 12HRS); 2/3/13, 2/10/13, 2/17/13, 2/24/13 from 5 to 9pm (4hrs x 4=16HRS) = 28HRS Billed at \$77/hr except on 2/24/13 which was billed at \$78/hr	\$ 2,160.00	\$ 2,520.00	\$ (360.00)	Billing rate used for this invoice was \$77/hr and \$78/hr on 2/24/13 while the facilities use agreement was at \$90/hr.
Sub-total FY 2012-2013						\$ 2,160.00	\$ 2,520.00	\$ (360.00)	
2	2014-15	2/25/2015	FP1006	LANY Entertainment	Event: LANY Entertainment Production @ PCHS Date 2/28/2015 & 3/1/2015 (Discounted) Time: 7am - 8pm (2/28/15); 8 am- 8 pm (3/1/15) Facility Used: D101, D102, D103, D104, A204, Gilbert Hall, Library, A-Building Hallways (1st & 2nd Floor), Main Parking Lot	\$ 2,000.00	\$ 2,960.00	\$ (960.00)	Rate per Facilities Use Agreement was stated \$2,960 but was billed for \$2,000.
Sub-total FY 2014-2015						\$ 2,000.00	\$ 2,960.00	\$ (960.00)	
3	2015-16	7/7/2015	PCHS449	Jillian Smith Basketball's Finest Training (BFT)	Event: Apr - Jun 2015 Facility: Small and Large Gym Date: 06/06, 06/07, 06/13, 06/14, 06/20, 06/21, 06/27, 06/28 Time: Various	\$ 1,995.00	\$ 2,449.00	\$ (454.00)	Per Facilities use agreement, small gym and large gym rentals are at \$110/hr and \$83/hr respectively. However, they billed at \$65/ for the small gym and \$90/hr for the large gym.
4	2015-16	9/14/2015	PCHS476	Tammy Patterson Basketball's Finest Training (BFT)	Event: Jul - Sept 2015 Facility: Small and Large Gym Date: 08/15, 08/16, 08/22, 08/23, 08/29, 08/30 Time: Various	\$ 1,405.00	\$ 1,735.00	\$ (330.00)	Per Facilities use agreement, small gym and large gym rentals are at \$110/hr and \$83/hr respectively. However, they billed at \$65/ for the small gym and \$90/hr for the large gym.
5	2015-16	9/14/2015	PCHS484	Mike Winger Palisades Orioles	Event: July - Sept 2015 Facility: Baseball Field and Batting Cages Date: 08/02, 08/05, 08/09, 08/12, 08/16, 08/19, 08/23, 08/26, 08/30 Time: Various	\$ 1,025.00	\$ 975.00	\$ 50.00	Batting cages was not part of the facilities use agreement and it was billed at \$50/hr.
6	2015-16	10/8/2015	PCHS509	Basketball's Fitness Training (BFT)/Tammy Patterson	Small Gym: 4 hrs @ \$65 / Large Gym: 20 hrs @ \$90/hr Total hours for 8 days: 24 hrs ate: 9/5/15; 9/6/15; 9/12/15; 9/13/15; 9/19/15; 9/20/15; 9/20/15; 9/26/15; 9/27/15	\$ 2,060.00	\$ 2,532.00	\$ (472.00)	Per Facilities use agreement, small gym and large gym rentals are at \$110/hr and \$83/hr respectively. However, they billed at \$65/ for the small gym and \$90/hr for the large gym.
Sub-total FY 2015-2016						\$ 6,485.00	\$ 7,691.00	\$ (1,206.00)	
Grand Total						\$ 10,645.00	\$ 13,171.00	\$ (2,526.00)	

TABLE VI –Invoice number issued twice on different dates and/or to different lessees and for different services

No.	Inv. No.	Invoice Date	Lessee	Description	Amount	CSD Fiscal Comments
1	345	1/5/2017	American Ultimate Disc League - LA Aviators/James Park	Facility Usage Fee for LA Aviators @ PCHS; Spring 2017 Football Field @ \$80/HR	\$ 1,920.00	Invoice # 345 was issued twice on different dates for same lessee and services.
2	345	7/5/2017	American Ultimate Disc League - LA Aviators/James Park	Facility Usage Fee for LA Aviators @ PCHS; Spring 2017 Football Field @ \$80/HR Six days at 4 hours/day = 24	\$ 1,920.00	
3	PCHS175	3/1/2013	Certified Shooters/Mike Sutton	Small Gym: 4 hrs @ \$75/hr Total hours for 4 days: 4 hrs Date: 2/5/13; 2/12/2013; 2/19/2013; 2/26/2013	\$ 300.00	Invoice # PCHS175 was issued twice on different dates, for different lessees and different services.
4	PCHS175	2/4/2014	Cutro's Sunday Hoops/Chris Cutroneo	Large Gym: \$100/hr Total hours for 3 days: 6 hrs Date: 1/5/2014; 1/12/2014; 1/19/2014	\$ 600.00	
5	364	2/21/2017	Catalyst Prep, LLC./David Konscol	Facility Usage Fee for Catalyst Prep, LLC. @ PCHS; SAT Class - February 2017 Dates: February 7, 9, 14, 16, 21, 23, 28 (3:00pm - 5PM) Dates: February 11 and 25 (9am - 1:00pm)	\$ 1,200.00	Invoice # 364 was issued twice on different dates for same lessee and services.
6	364	7/5/2017	Catalyst Prep, LLC./David Konscol	Facility Usage Fee for Catalyst Prep, LLC. @ PCHS; SAT Class - February 2017 Dates: February 7, 9, 14, 16, 21, 23, 28 (3:00pm - 5PM) Dates: February 11 and 25 (9am - 1:00pm)	\$ 1,200.00	
7	PCHS32	3/15/2013	Ben Howland, Inc.	Facility Usage for 6/24/2013 Facilities Used: Large Gym	\$ 2,800.00	Invoice # PCHS32 was issued twice on different dates, for different lessees and different services.
8	PCHS32	4/4/2013	Heal-the-Bay	Facilities Used: Upper Parking Lots Facility Usage: 5/16/13	\$ 1,000.00	
9	124	11/7/2012	Money Baseball League/Jodey Breeden & Jason Cly	Security Deposit for Money Baseball League on 1/24/13, 1/25/13, 1/27/13	\$ 1,000.00	Invoice # 124 was issued twice on different dates, for different lessees and different services.
10	124	12/10/2012	Nancy Ragoli	Facility Usage on 12/10/2012 - Photo Shoot	\$ 1,500.00	

TABLE VII – Invoices with different invoice numbers but with duplicate services dates reflected in the invoice billed to the same lessee

No	Invoice No.	Invoice Date	Lessee	Description	Amount	CSD Fiscal Comments
1	303	3/17/2016	Pacifica Christian HS/ Brandon Shaw	Facility: Baseball Field (\$500/Game) Date: 4/8/16 & 5/6/16 Time: 6:00pm - 9:00pm Facility Fee: \$500 * 2 = \$1,000	\$ 1,000.00	Invoice no. 308 issued on May 2, 2016 included a \$500 duplicate billing for the May 6, 2016 baseball field rental. This was initially invoiced as part of Invoice no. 303 issued on March 17, 2016
2	308	5/2/2016	Pacifica Christian HS/ Brandon Shaw	Facility: Baseball Field (\$500/Game) Date: 5/6/16 Time: 6:00pm - 9:00pm Facility Fee: \$500 * 1 = \$500	\$ 500.00	
3	PCHS772	2/3/2017	Jim Kirtley/ YMCA	Event: YMCA Basketball Facility: Small and Large Gym Dates for small gym: 2/4/17 and 2/18/17 from 11am to 12pm (2hrs); 2/25/17 from 11am to 5 pm (6hrs), TOTAL 8 hrs Dates for large gym: 2/4/17 and 2/18/17 from 12 to 3 pm (6hrs) Fee: \$50/hr for small gym and \$75/hr for Large gym	\$ 850.00	Invoice no. PCHS788 issued on March 7, 2017 included adjustments to the hours and facilities rented on February 4, 18, and 25, 2017. The use of these facilities were initially billed on Invoice no. PCHS772 last February 3, 2017 and resulted to a variance amounting to \$437.50
4	PCHS788	3/7/2017	Jim Kirtley/ YMCA	Event: YMCA Basketball Facility: Small and Large Gym Various dates and times Fee: \$50/hr small gym and \$75/hr for large gym	\$ 1,062.50	
5	PCHS630	5/9/2016	Gina Pinciario/3D Lacrosse LLC	Event: 3D Lacrosse Facility: Football/Soccer Field Dates: 6/18 and 6/9/16 from 9 to 4pm (7hrs x 2 =14HRS); 6/19/16 from 11am to 4pm (5HRS) = 19HRS Fee: \$110/hr	\$ 2,090.00	Invoice no. PCHS631 amounting to \$770 issued on May 10, 2016 was a duplicate for the June 18, 2016 rental that was initially billed on Invoice no. PCHS630 last May 9, 2016
6	PCHS631	5/10/2016	Gina Pinciario/3D Lacrosse LLC	Event: 3D Lacrosse Facility: Football/Soccer Field Dates: 6/18/16 from 9 to 4pm (7hrs) Fee: \$110/hr	\$ 770.00	
7	PCHS75	6/12/2013	Los Angeles Baseball League/ Jack Provost	Event: LABL Games Event Date: 5/5/2013, 5/19/2013, 6/02/2013 Facility Rent Fee: \$500 Flat Day fee (9:30-4:30pm)	\$ 1,500.00	Invoice nos. PCHS75, 205, and 206 were all issued on June 12, 2013. These invoices billed for the same dates and hours. The rates used were not consistent, invoice no. PCHS75 was billed at \$500 per day and \$250 per day was used for invoice nos. 205 and 206
8	205	6/12/2013	Los Angeles Baseball League/ Jack Provost	Event: LABL Facility Usage Event Date: 5/5/2013, 5/19/2013, 6/02/2013 Facility Rent Fee: \$250 Flat Day fee (9:30-4:00pm)	\$ 750.00	
9	206	6/12/2013	Los Angeles Baseball League/ Jack Provost	Event: LABL Facility Usage Event Date: 5/5/2013, 5/19/2013, 6/02/2013 Facility Rent Fee: \$250 Flat Day fee (9:30-4:00pm)	\$ 750.00	
10	201	5/6/2013	Los Angeles Volleyball/ Ronald Hamilton	Event: Club Practice Event Date: 3/10/2013, 3/17/2013, 3/24/2013 (9:30 am - 4:00 pm) 3/10/2013 (10:30 pm - 1:30 pm), 3/17/2013 (9:30 am - 4:00 pm) Facility: \$250 per day for 9:30 am - 4 pm for 4 days (\$250 * 4 = \$1,000) \$125 for 3/10/13 (10:30 pm - 1:30 pm)	\$ 1,125.00	Invoice no. 201 issued on May 6, 2013 billed for the same service dates indicated on invoice no. PCHS35 issued on March 25, 2013.
11	PCHS35	3/25/2013	Los Angeles Volleyball/ Ronald Hamilton	Event: Game/Match Event Date: 3/10/2013, 3/17/2013, 3/24/2013 (9:30 am - 4:00 pm) Facility: \$500 per day for 9:30 am - 4 pm for 3 days (\$500 * 3 = \$1,500)	\$ 1,500.00	

Coversheet

Review & Update of Governing Policies

Section: VIII. Governance
Item: B. Review & Update of Governing Policies
Purpose: Vote
Submitted by:
Related Material:
VIII_C_Governance_Proposed Gov PoliciesPCHS Governance Policies Revised 9.26.17 DRAFT.p
df

Board of Trustees Governance Policies

Revised September 20, 2016

Proposed Revisions 9.26.17

Governance Process Policies

Global Governance Process Policy

The purpose of the Board of Trustees (Board) of Palisades Charter High School (PCHS) is to act in the best interest of the residents of the State of California and PCHS's stakeholders and to ensure that PCHS (a) achieves appropriate results for its students in accordance with the PCHS Mission Statement and Charter (as specified in Board Goals Policies) and (b) avoids unacceptable actions and situations (as prohibited in Board-Executive Limitations Policies).

“Governance” as used in these Governance Process Policies is distinct and separate from “management” in that governance ensures that (a) conditions apply whereby PCHS's management acts in the interests of the residents of the State of California and (b) the Executive Director/Principal (EDP), formerly known as the Executive Director, is held accountable to the residents of the State of California and PCHS's stakeholders for outcomes and goals and the proper use of PCHS assets. The role of governance generally is to specify outcomes (e.g., that PCHS close the achievement gap) and to ensure that outcomes are achieved, while the role of management is to recommend and, where appropriate, to execute the means necessary to achieve the outcomes (e.g., allocation of resources, determining which programs, classes, employees, facilities, materials, etc.).

Policy GP #1: Governing Style

The Board shall govern lawfully, observing the principles of good governance, with an emphasis on (a) goals rather than means, (b) encouragement of diversity in viewpoints, (c) governance more than administrative detail, (d) clear distinction of Board (through its officers and members) and EDP roles, (e) collective rather than individual decisions, and (f) pro-activity rather than reactivity.

- 1.1 The Board shall cultivate a sense of group responsibility among Trustees. The Board, not the management, shall be responsible for excellence in governing. The Board shall initiate governance policy, not merely react to management initiatives. The Board shall not use the expertise of individual Trustees to substitute for the judgment of the Board in any of its functions, although the expertise of individual Trustees may be used to enhance the Board's understanding as a body.
- 1.2 The Board shall direct and inspire PCHS through the careful establishment of broad written policies consistent with the Charter and reflecting PCHS and the Board's values and perspectives. The Board's major policy focus shall be on the intended long-term impacts outside the day-to-day operations of the school, and not on the administrative or programmatic means of attaining those effects (except in cases where means violate Board-established policy).

- 1.3 The Board shall enforce upon itself whatever discipline is needed to govern with excellence. Discipline shall apply to matters such as attendance, preparation for meetings, policy-making principles, respect of roles, and ensuring the continuance of governance capability. Although the Board can change its Governance Process Policies at any time, it shall scrupulously observe those currently in force.
- 1.4 Board development shall include training and orientation for both new and returning Board members regarding legal requirements and best practices for Board members, the PCHS Charter, the Board's Bylaws, and the Board's Governance Policies. The Board shall continue to discuss process policy improvements.
- 1.5 The Board shall allow no officer, individual, or committee of the Board to hinder or to serve as an excuse for not fulfilling the Board's group obligations. For instance, the Board may not blame its own failed performance on the flawed recommendation of a committee, manager, or individual Trustee.
- 1.6 The Board shall regularly monitor and discuss the Board's process and performance. Self-monitoring shall include comparison of Board activity and behavior to the Governance Process and Board - EDP Linkage Policies included within this document.
- 1.7 The Board shall actively encourage and seek the input and opinions of stakeholders as defined by the Charter on major issues and policies under consideration.

Policy GP #2: Board Roles and Responsibilities

Specific roles and responsibilities of the Board ensure appropriate organizational performance as defined in Board Goals Policies.

- 2.1 Board Roles and Responsibilities include:
 - Linkage between the residents of the State of California and PCHS
 - Adopting written governance policies that address the broadest levels of all organizational decisions and situations
 - Using its best efforts to assure successful organizational performance
- 2.2 To accomplish its governance mission, the Board shall follow an annual agenda that (1) completes re-exploration of Goals Policies annually and (2) continually improves Board performance through Board education, input, and deliberation.
- 2.3 The Annual Agenda cycle shall conclude each year on the last day of June so that

administrative planning and budgeting can be based on accomplishing a one-year period of the Board's most recent statement of long-term Goals Policies.

- 2.4 The Annual Agenda cycle shall start with the Board's development of its agenda for the next year.
 - 2.4a Consultations with standing committees and stakeholder groups, and other methods of gaining public input, shall be determined and arranged as appropriate in sufficient time for the Annual Agenda to be discussed and adopted each September. Input will also be sought from standing committees at least quarterly regarding updates for agenda items.
 - 2.4b Review of the current Governance Policies shall be on the agenda during the first quarter (July through September) to enable the Board to make any modifications or amendments in a timely manner and to ensure compliance therewith.
- 2.5 The EDP's performance shall be reviewed annually by the Board according to the Goals Policies and the Executive Limitations Policies.
- 2.6 Generally speaking, Board meetings shall be governed by Robert's Rules of Order. (See Appendix)
- 2.7 **The Board shall have legal counsel available at Board meetings when deemed appropriate by the Board's officers, based on the agenda items to be discussed.**
- 2.8 If a Trustee believes there has been a violation of law, or that there is an imminent violation of law, that Trustee shall be entitled to seek the advice of PCHS's legal counsel on that topic, but if practical, the Trustee shall first discuss the matter with the Board Chair. In all other instances, the Trustee may seek the advice of PCHS's legal counsel only in conjunction with the Board Chair or with the Board's approval.

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.

Policy GP #4: Board Vice-Chair Role and Responsibilities

As noted here and in the PCHS bylaws, the Vice-Chair of the Board is a specifically empowered Trustee of the Board who, in the absence of the Chair, presides at Board meetings and may assume other roles and functions of the Chair as directed by the Board. Further, the Vice-Chair 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.

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.

Policy GP #6: Board Member Code of Conduct

Trustees commit to ethical, professional, and lawful conduct, including proper use of authority and appropriate decorum when acting as Trustees.

- 6.1 Trustees must uphold the PCHS Charter and Bylaws and all other corporate documents.
- 6.2 To the best of their ability, Trustees shall communicate to the Board the interests, concerns, and priorities of the group they represent, but shall at all times make decisions based on the full findings of fact and the best interests of the residents of the State of California.
- 6.3 Trustees must not permit their stakeholder affiliation to interfere with their fiduciary duty to act in the best interests of PCHS as a whole.
- 6.4 Trustees must avoid conflicts of interest with respect to their fiduciary responsibility as further outlined in PCHS's Conflict of Interest Code. In circumstances where the existence of a conflict of interest may be unclear, Trustees are encouraged to discuss the matter with the Board Chair or full Board in order to ensure that the Trustee fulfills his or her fiduciary responsibilities.

- 6.5 Trustees shall exercise the powers and duties of their office honestly and in good faith, and exercise the degree of care, diligence, and skill that a reasonably prudent person would exercise in comparable circumstances.
- 6.6 Trustees must not make personal promises or take private action that may compromise their performance or responsibilities as a Trustee.
- 6.7 Trustees must not attempt to exercise individual authority over the organization.
 - 6.7a Trustees' interaction with the EDP or with any other PCHS employee must recognize the lack of authority invested in individual Trustees, except when explicitly authorized by the Board.
 - 6.7b A Trustee's interaction with the public, the press, or any other entity must recognize the same limitation set forth above. Individual Trustees may not speak for the Board, except to repeat explicitly stated Board decisions.
- 6.8 Trustees shall maintain strict confidentiality of any confidential matters discussed in closed session. Any violation of this duty shall result in appropriate sanction, which may include immediate dismissal from the Board.
- 6.9 In recognition of the high standards, trust, and responsibility required of those who serve on the PCHS Board, Trustees (whether or not acting in their official capacity as a Trustee) shall be respectful, judicious, and prudent when communicating with other Trustees, PCHS stakeholders, and the public. Further, Trustees must adhere to the requirements of the Brown Act when communicating with other Trustees.
- 6.10 Trustees shall be properly prepared for Board deliberation.
- 6.11 Trustees shall support the legitimacy and authority of the final determination of the Board on any matter, without regard to the Trustee's personal position on the matter.
- 6.12 Trustees shall volunteer to participate on standing and ad hoc committees as necessary to fulfill the Board's obligations.
- 6.13 Trustees who violate "Policy GP #6: Board Member Code of Conduct" or their duties to PCHS are subject to appropriate sanction by the Board including, without limitation, private admonishment, public censure, or removal.

GP #7: Board Committee

Board committees shall take direction from and report to the Board.

- 7.1 Pursuant to the Charter, the Board shall consider the recommendations of, and in

some cases delegate decision-making authority to, its committees. Board committees may not speak or act for the Board except when formally given such authority for specific and time-limited purposes. Expectations and authority shall be carefully stated so as not to conflict with authority delegated to the EDP.

- 7.2 Unless the Board has delegated its authority to a committee in writing, Board committees may not exercise authority over the EDP, and even then shall not exercise authority directly over employees. Because the EDP works for the full Board, he or she shall not be required to obtain approval of a Board committee before an executive action unless the Board has delegated its authority to the committee.
- 7.3 It is recognized that, pursuant to the Charter, committees may, only in unique circumstances approved by the Board, make recommendations in areas under the purview of EDP for her/his consideration.
- 7.4 All Board committees that fall under the Brown Act must adhere to the requirements of the Act.
- 7.5 The Board shall periodically monitor its Standing Board Level Committees (SBLCs) including: Academic Accountability; Budget and Finance; Charter; Elections; and Post-Retirement Healthcare Benefits. Annually, the Board shall evaluate each SBLC's (1) effectiveness; and (2) determine whether the committee has fulfilled its purpose, roles, and responsibilities as defined in PCHS's Charter in "setting overall school-wide policies and goals, ensuring fiscal responsibility, and exercising compliance with law."

GP # 8: Board Training and Development

- 8.1 Board training shall be required annually to orient new members, as well as to maintain and increase existing members' skills and knowledge.
- 8.2 When deemed necessary, outside consultants may be retained by the Board.
- 8.3 In each fiscal year, costs may include, but shall not be limited to:
- Training relating to governance, management, and leadership, including attending conferences, classes, and workshops
 - Audit and other third-party monitoring of organizational performance
 - Surveys, focus groups, opinion analyses, and meeting costs

Executive Limitations Policies

Global Executive Limitations Policy

The Executive Director / Principal (EDP) shall not cause or allow any practice, activity, decision, or organizational circumstance that is imprudent, unethical, or unlawful.

Policy EL #1: Treatment of Students and Their Families

With respect to interactions with current or prospective students and their families, the EDP shall not cause or allow any condition, procedure, or decision that fails to provide appropriate confidentiality or privacy or is unsafe, undignified, unfair, unnecessarily intrusive, or unclear.

1.1 Accordingly, the EDP shall not:

- Use application forms that elicit information for which there is no clear necessity
- Use methods of collecting, reviewing, transmitting, or storing student information that fail to protect against improper access to the material elicited
- Maintain facilities that fail to provide a reasonable level of privacy, both visual and aural, when the circumstances create a reasonable expectation of such privacy
- Fail to establish with students and their families a clear understanding of what is expected and what is not acceptable from students at Palisades Charter High School (PCHS)
- Fail to establish written policies and procedures that are easily accessible to parents and students
- Discriminate against current or prospective parents or students for expressing an ethical dissent (reasoned disagreement as opposed to personal attacks)
- Fail to protect from retaliation any parent or student who wishes to address the Board of Trustees (Board), consistent with Board policies, when it is alleged that a Board policy has been violated to his or her detriment
- Fail to inform parents and students of this policy (EL#1), or to provide a grievance process to those who believe they have not been accorded a reasonable interpretation of their rights under this policy.

Policy EL #2: Treatment of Employees

With respect to the treatment of paid and volunteer employees, the EDP shall not cause or allow conditions that are unfair, unsafe, undignified, or not transparent and shall not fail to provide appropriate confidentiality or privacy.

2.1 The EDP shall not:

- Operate without written personnel policies that clarify personnel rules for employees, provide for effective handling of grievances, and protect against wrongful conditions
- Operate without written job descriptions that clarify roles and responsibilities among individual employees
- Fail to monitor and respond immediately to discrimination against any employee who expresses an ethical dissent
- Prevent employees from expressing grievances to the Board when 1) internal grievance procedures have been exhausted, and 2) the employee alleges either that a) Board policy has been violated to his or her detriment, or b) Board policy does not adequately protect his or her rights
- Fail to acquaint employees with their rights under this policy (EL#2).

Policy EL #3: Financial Planning and Budgeting

The EDP shall not fail to adhere to the Board-approved financial plan for the year or the remaining part of any fiscal year. The budget must never put the school in financial jeopardy or deviate materially from the Board's goals or priorities. The EDP shall not expend more funds in the year-to-date than have been received in the year-to-date.

- 3.1 The EDP shall not fail to provide credible projections of revenue and expenses, separation of capital and operational items, cash flow, balance sheet, and the disclosure of planning assumptions.
- 3.2 Restricted Funds (not under the control of the EDP): The Board denies the EDP the right to use any long-term reserve.
- 3.3 Payables: The EDP shall not settle payroll or any other payable in an untimely manner, and shall not allow tax payment or filing, or other government required payment or filing, to be overdue or inaccurately filed.
- 3.4 Receivables: The EDP may not allow receivables to be unpursued after a reasonable grace period.

- 3.5 Required Approvals Agenda: The EDP shall not fail to provide evidence to the Board that all budget materials that the Board is required to approve are complete, accurate, and in compliance with applicable laws.
- 3.6 Owner Input into Budgets: The EDP shall not fail to provide community inspection and consultation of budgets.
- 3.7 The EDP shall not fail to submit for Board approval all arms-length contracts over \$30,000 and all non-arms-length contracts, independent of value. All non-arms-length transactions must be publicly disclosed. Contracts may not be broken apart in order to remain under the \$30,000 requirement, and any contract or group of related contracts in excess of \$10,000 shall be reported to the Board at its next meeting. The EDP shall not fail to submit for Board approval all budget transfers of sums from one sub-account to another in amounts over \$50,000 or where the transfer (in any amount) is not fully consistent with the policies and funding priorities set by the Board of Trustees. Any such transfer shall be reported to the Board at its next meeting. The EDP may not break apart transfers to remain under the \$50,000 limit. "Sub-account" shall mean the accounting level of detail submitted to the Board for its annual consideration and approval of the budget.
- 3.7a In the case of existing or anticipated litigation, the amount for contracts/agreements shall not exceed \$50,000; however, in time-sensitive situations and with the approval of the Risk Management Committee, the amount shall not exceed \$70,000. Any such agreement shall be reported to the Board at its next meeting.
- 3.8 The EDP shall not fail to ensure that monies or school resources that are designed for a specific program or use are not reallocated. Commingling of funds or "borrowing" of funds, or resources, between separate accounting entities is prohibited.
- 3.9 The EDP shall not allow a yearly budget to be created that contains insufficient information to enable a credible projection of revenues and expenses, separation of capital and operational items, cash flow, balance sheet, and disclosure of planning and assumptions.
- 3.9a The EDP shall not fail to provide the Board with adequate information, in a reasonable amount of time, to allow it to make an educated approval of the budget.
- 3.9b The EDP shall not fail to disclose to the Board all material information, as well as possible ramifications, on all key issues required for the Board to make an educated determination on the budget.
- 3.10 The EDP shall not fail to ensure that PCHS financials are posted to the

PCHS Web site in a timely manner.

- 3.11 The EDP shall not incur debt in an amount greater than can be repaid by certain, unencumbered revenue within sixty days.

Policy EL #4: Actual Financial Condition and Activities

With respect to the actual ongoing financial condition and activities, the EDP shall not cause or allow the development of financial jeopardy or a material deviation of actual expenditure from the Board-approved budget.

Policy EL #5: Asset Protection

The EDP shall not allow PCHS assets to be unprotected, inadequately maintained, or risked.

5.1 The EDP shall not:

- Fail to obtain insurance against theft and casualty losses to at least 80% of replacement value and against liability losses to Board members, employees, and the organization itself in an amount greater than the average for comparable organizations
- Fail to ensure that no financial instruments may be purchased, sold, or pledged with corporate assets that are not deemed prudent and conservative, unless specifically authorized by a Board vote. This restriction includes, but is not limited to, foreign currencies, derivatives, interest rate swaps, caps, floors, collars, swaptions, and forwards.
- Allow inadequately insured employees access to material amounts of funds
- Subject the PCHS physical plant or equipment to improper wear and tear or insufficient maintenance
- Expose PCHS, its Board, or its employees to liability
- Make or permit any purchase that would result in waste of PCHS resources or (1) wherein normally prudent protection has not been given against conflict of interest; (2) over \$10,000 (not previously budgeted) without having obtained comparative process and quality; or (3) over \$10,000 without a stringent method of assuring the balance of long-term quality and cost. Orders shall not be split to avoid these criteria.
- Fail to protect PCHS intellectual property, information, and files from loss or significant damage
- Expose PCHS to the risk of doing business with a failing institution. All financial banking relationships, including brokerage, must have assets over

\$100 million and be rated A by both Moody's and Standard & Poor's. Governmental agencies are exempt from this requirement.

- Receive, process, or disburse funds under controls that are insufficient to meet the Board-appointed auditor's standards
- Compromise the independence of the Board's audit or other external monitoring
- Invest or hold operating capital in insecure instruments, including uninsured accounts or bonds of less than AA rating, or in non-interest-bearing accounts, except when necessary to facilitate ease in operational transactions
- Endanger the organization's public image or credibility, particularly in ways that would hinder the accomplishment of its Goals
- Change the organization's name or substantially alter its identity in the community

Policy EL #6: Investments

The EDP shall not cause or allow investment strategies or decisions that pursue a high rate of return at the expense of safety or liquidity.

6.1 The EDP shall not allow:

- Purchase of foreign investments where principle and interest are paid in other than US dollars
- Purchases of fixed income instruments that are not readily marketable
- Expenditures of more than \$30,000 on the securities of any one corporate issuer
- An undiversified portfolio or diversification that deviates from an asset allocation heavily dominated by fixed-income securities
- Purchases of short-term investments that are not rated at least P-1 by Moody's or Standard and Poor's
- The use of brokerage houses not licensed by the National Association of Securities Dealers

Policy EL #7: Compensation and Benefits

With respect to employment, compensation, and benefits to employees, consultants, contract workers, and volunteers, the EDP shall not cause or allow jeopardy to fiscal integrity or public image.

7.1 Accordingly, he or she may not:

- Change his or her own compensation and benefits
- Change the compensation and/or contract terms of any administrator or manager without Board approval
- Fail to provide the Board with comparable salary and benefits comparisons in a timely manner
- Promise or imply permanent or guaranteed employment
- Establish current compensation or benefits that deviate materially from the geographic or professional market for the skills employed
- Create compensation obligations over a longer term than revenues can be safely projected

Policy EL #8: Communication and Support to the Board

The EDP shall not permit the Board to be uninformed or unsupported in its work.

8.1 Accordingly, he or she shall not:

- Neglect to submit data required by the Board in a timely, accurate, and understandable fashion, directly addressing provisions of Board policies being monitored
- Fail to submit data, meeting materials, and any additional information to the Board at least six days in advance of a Regular Board meeting, when possible, and as soon as practicable for a Special Board meeting
- Fail to provide written detailed monitoring data and additional information using Agenda Information Sheets provided by the Board
- Allow the Board to be unaware of relevant trends, financial or otherwise, anticipated adverse media coverage, or material external or internal changes, particularly changes in the assumptions upon which any Board policy has previously been established

- Fail to notify the Board immediately of any serious accusation, including from a whistleblower, against an employee, volunteer, or anyone else associated with the school
- Fail to notify the Board of litigation, pending litigation, or inquires of the Office of the Inspector General or other authorizer or governmental entity
- Fail to advise the Board if, in the EDP's opinion, the Board is not in compliance with its own policies on Governance Process and Board- EDP Linkage, particularly in the case of Board behavior that is detrimental to the working relationship between the Board and the EDP
- Fail to marshal for the Board the stakeholder and external points of view, issues, and options necessary for fully informed Board choices
- Fail to deal with the Board as a whole, except when fulfilling individual requests for information or responding to officers or committees duly charged by the Board
- Fail to report as soon as is practicable any actual or anticipated noncompliance with any Board policy
- Fail to supply for the agenda all items delegated to the EDP and required by law or contract to be Board-approved, along with the monitoring assurance pertaining thereto

Policy EL #9: Hiring

Absent Board approval, the EDP shall not allow the hiring of any individual for any position unless that person demonstrates that he or she possesses the minimum qualifications listed in the position announcement posted on the PCHS Web site and after all the background checks have been completed.

Policy EL #10: Administration

The EDP shall not fail to document all critical administrative job functions and deadlines.

- 10.1 Accordingly, the EDP shall not fail to ensure that detailed job descriptions are established for senior administrators, and that a Master Calendar is established for the school year setting forth all major deadlines and listing all major events.

Board - Executive Director / Principal Linkage Policies

Global Board-EDP Linkage Policy

The Board of Trustees (Board) shall direct and oversee Palisades Charter High School (PCHS) operations through the Executive Director/Principal (EDP).

Policy B-EDL#1: Board Chair and EDP

- 1.1 Unless the Board Chair is an employee of the school, he or she shall usually lead the process for evaluating the EDP.
- 1.2 The Board Chair shall consult regularly with the EDP to anticipate and strategize about issues, concerns, and priorities.
- 1.3 The Board Chair shall be available to listen to the EDP's concerns as they emerge.

Policy B-EDL #2: Unity of Control

Only decisions of the Board, or of a committee to which the Board has delegated its authority, are binding on the EDP.

- 2.1 Decisions or instructions of individual Board members, officers, or committees are not binding on the EDP except in rare instances when the Board has specifically authorized such exercise of authority.
- 2.2 In the case of a Trustee or Board Committee request that was not specifically authorized by the Board, the EDP may refuse any such request that the EDP believes would be disruptive to operations or require an unreasonable amount of employee time or funds.

Policy B-EDL #3: Accountability of the EDP

The EDP is responsible for and accountable to the Board for all PCHS operations.

- 3.1 The Board shall not give instructions to persons who report directly or indirectly to the EDP.
- 3.2 The Board shall formally evaluate the EDP. All other senior administrators shall be formally evaluated by the EDP, who shall report the evaluations to the Board along with any recommended actions.
- 3.3 The Board shall review EDP performance as identical to organizational performance.

Policy B-EDL #4: Delegation to the EDP

The Board shall direct the EDP through written policies that prescribe the organizational goals to be achieved and describe organizational situations and actions to be avoided, allowing the EDP to exercise discretion in determining the means to realize the Board-stated goals and limitations.

- 4.1 The Board's Executive Limitations Policies limit the latitude the EDP may exercise from the broadest, most general level, to more defined levels.
- 4.2 As long as the EDP exercises appropriate discretion in determining the means to realize the Board's Goals and Executive Limitations Policies, the EDP is authorized to establish all practices and develop all activities of the organization.
- 4.3 The Board may change its Goals and Executive Limitations Policies.

Policy B-EDL #5: Formal Monitoring EDP Performance

The Board's systematic monitoring of EDP job performance shall be in relation to EDP job outputs, including organizational accomplishment of Board Goals Policies, organizational operation within the boundaries established in Board policies on Executive Limitations, and any other criteria established by the Board.

- 5.1 The Board shall acquire formal monitoring information by one or more of three methods: a) by internal report, in which the EDP discloses compliance information to the Board; b) by external report, in which an external, non-interested third party selected by the Board assesses compliance with Board policies; and c) by direct Board inspection, in which a designated member or members of the Board assess compliance with the appropriate policy criteria.
- 5.2 **The EDP shall be reviewed at least annually by a EDP Review Committee, which shall be comprised of six Board members, none of whom is an employee of the school. The committee's recommendations shall be presented to the full Board for consideration. In the event that a non-interested party is not available, the Evaluation Committee shall continue to convene.**
- 5.3 All policies that apply to the EDP shall be monitored according to the frequency indicated in the table below. The Board may monitor any policy at any time by any of the above-referenced methods, but shall depend on the routine schedule and method listed in the table.

Schedule for Periodic Monitoring of EDP's Compliance with Policy:

Policy	Method	Frequency
Treatment of Students and Their Families	Internal	Annually
Treatment of Faculty and Employees	Internal	Annually
Financial Planning and Budgeting	Internal	Quarterly
Financial Condition and Activities	Internal External	Quarterly Annually
Emergency Management Succession	Internal	As needed, but not less than annually
Compensation and Benefits	Internal External	Annually Annually
Communication and Support	Direct Inspection	Annually
Asset Protection	Internal	Annually
Ends Focus of Grants or Contracts	Internal	Annually
Hiring	Internal	Annually
Achievement of Goals Policies	Internal	Annually
Strengthen of Financial Institutions	External	Annually

Goals Policies

Global Goals Policies

Palisades Charter High School (PCHS) envisions itself as a national model of a rigorous college-preparatory educational program serving a diverse student population. In a safe, supportive, and healthy environment, the diverse students of PCHS shall receive excellent instruction that shall deliver a comprehensive rigorous education that shall enable them to become inquiring, productive, and ethical members of society. This education shall be delivered at a per-student operating cost and administrative expense through practices that ensure long-term stability. In all actions the school undertakes, from hiring practices to teaching, counseling, and programming; and from shaping the organizational structure to allocating resources; pupils' needs are paramount.

Goals Policy #1

The goal of a comprehensive rigorous education recognizes that all students can learn and achieve. As part of a four-year academic plan, all students shall have access to a program of study that shall qualify them for entry into a collegiate institution or post-secondary career opportunities. A comprehensive education shall also address the emotional, physical, and creative needs of the student through access to a broad, co-curricular program. As part of this education, each student, in consultation with his/her counseling team shall develop an academic plan beginning the student's first year at PCHS. This plan shall be updated annually.

- 1.1 All students shall have access to qualify for Honors and AP classes to ensure a rigorous curriculum and eligibility for a four-year university. Enrichment opportunities shall be provided to enable a larger group of students to be successful in Honors and AP classes.
- 1.2 A comprehensive curriculum shall be updated periodically to reflect the needs of our diverse students and to respond to changes in technology and emerging fields of study.
- 1.3 PCHS shall increase the number of graduating seniors who are eligible to attend the California State University or University of California.

Goals Policy #2

PCHS shall continue to achieve continuous educational improvement. It shall achieve the quantifiable API, AYP, and other goals as set forth in its Charter in the timeframes designated. It shall set annual goals for measures of educational achievement. These goals shall be for the school as a whole and for various subgroups.

Goals Policy #3

Excellent instruction means that excellent teachers are appropriately recognized, that teachers are adequately supported and given the resources necessary to deliver an excellent education to students, that teachers who need to improve are given the tools to improve quickly, and that appropriate action is taken with regard to teachers who need to improve, but fail to do so.

Goals Policy #4

A supportive environment means that PCHS puts students first. The school's instructional, budget, policy, human resources, and program decisions all revolve around student needs. Programs and systems shall be place to encourage student learning, review outcomes, and provide assistance as necessary for student success.

- 4.1 Supporting student achievement means expectations are clear, teachers are highly qualified, counselors, administrators and support employees are pro-active, and communication is regular and ongoing between school and home.
- 4.2 Supporting student achievement also includes incorporating differentiation of instruction into the classroom, personalization, and using a variety of learning methods, including innovative technology and resources.

Goals Policy #5

Students shall gain knowledge and skills to become inquiring, productive, and ethical members of society. PCHS shall foster a culture of intellectual curiosity, ethical decision-making, honesty, and integrity. Students shall be taught the art of questioning and logical and critical thinking to achieve this goal.

Goals Policy #6

As per the Charter, PCHS is committed to educating a diverse student body, taking into account ethnic and cultural demographics.

Goals Policy #7

Education at PCHS requires operating efficiently and providing sufficient funding to meet educational goals. By planning over a 3-5 year horizon, PCHS shall maintain the financial capability and reserves to withstand short-term funding shortfalls without compromising the Goals Policies.

Governance Policies Appendix

The Basics of Robert's Rules of Order

Preamble

The complete Robert's Rules of Order has many nuances. However most are not used in day to day business. The basic rules listed below provide a framework for ensuring orderly debate in almost all circumstances.

The purpose of the Rules is to ensure a fair debate that ultimately moves forward to a resolution. Not everyone may agree with the decision, but everyone ought to agree that the decision was arrived at fairly, and without taking up too much time. And, at the end, no one should hate anyone. Some have said that the point of the Rules is to allow the majority to do what it wants (consistent with its chartering documents), but to allow the minority to insist on a deliberative process.

Ultimately, it is up to the Board to enforce its own rules, and it is any Board's duty to ensure that its business is conducted in a fair, orderly, and professional manner. Although the chair has substantial ability to ensure that this is done, ultimately, it is the Board's job and responsibility, not the chair's, to enforce the rules and discipline itself. This means that the members must be willing to take on a chair that is not enforcing the rules to the detriment of the organization.

A quick note on the role of a Parliamentarian - Where all members of an organization are familiar with the Rules and the members are all friendly with one another, a Parliamentarian is not really needed, as the chair will abide the rules and the organization will override the chair if the chair fails to do so. However, where an organization is unfamiliar with the rules or there is a level of distrust, a Parliamentarian serves a useful purpose. First, the Parliamentarian can advise the chair and the organization on what is allowed and what is not so as to avoid confusion. Second, and sometimes more importantly, the Parliamentarian is generally accepted by all as a neutral person who will enforce the rules neutrally. This will disarm what otherwise might be an accusation that the chair or the majority is engaging in improper behavior or not allowing a fair debate. It is worth noting that generally speaking, a Parliamentarian can only advise. The Parliamentarian does not actually decide, for example, whether or not a point of order is well taken; the chair does that in the first instance subject to an appeal to the Board.

With those preliminary thoughts in mind, here are the basics of Robert's Rules.

1. Conduct of the Meeting

The Agenda. The meeting proceeds per the agenda. The Board can re-arrange the order of items on the agenda by majority vote, but not when a motion is pending. If a member attempts to take up a matter that is not appropriate to the agenda, any member can call for the "Orders of the Day" and request that the chair deem the comment out of order. Such a call can

be made even while someone else is speaking, but it is not subject to debate or explanation. If the chair agrees, then the agenda is enforced, and the person speaking will either have to relinquish the floor or confine the remarks to the matter before the Board.

Neutrality of the Chair. The chair is to retain his or her neutrality. In fact, the Rules suggest (but do not require) that the Chair not vote unless the vote would make a difference in the outcome in order to retain neutrality.

Civility of Debate and Discussion. Debate is civil at all times. Personal attacks are inappropriate, and comments are directed to the chair, not to other members unless it is to pose or answer a question.

General Rules and Suspending the Rules. Typically, the majority can do anything it wants if it does so properly, and it can suspend the Rules (including Robert's Rules) by way of a motion to "Suspend the Rules." Such a motion allows debate to proceed in an orderly but less formal fashion.

2. Discussion items

When an item is being taken up but no action is required or requested, typically the Board will hear the report and then ask questions or comment on it. However, no motion is appropriate in such a case as no action is being requested. It is not typical to "move" to accept the report unless doing so has some significance.

3. Action items/Motions

Debate typically begins with a person obtaining recognition from the chair and making a motion. For example "I move that we adopt the Committee's proposed guidelines."

The motion itself must be made when no other motion is pending, it must be consistent with the order of the agenda unless that order has been altered, and it cannot be accompanied by debate. Thus, it is generally inappropriate for a person to explain at length why a particular action is a good idea, and then move that the action be taken.

Immediately upon making the motion, the person so moving must be seated. No debate is allowed. The chair will then ask for a second. If there is no second, then the motion "dies" for "want of a second" without any debate whatsoever.

A person seconding the motion is not allowed to debate the issue at that time. Rather, the person is limited to saying "I second the motion."

At that point, the chair will traditionally re-state the motion and ask if the Board is ready for the motion (although in modern procedure, the chair does not typically ask the question, but rather merely states the motion), which is a signal that the floor is open for debate, and also to make sure that everyone understands what the motion is. If the chair misstates the motion, the moving member can correct the chair.

At any point up to the time that the chair re-states the motion, the moving person may amend the motion unilaterally. If there is such a change, the person who seconded the motion may withdraw the second, but a different member may then second the modified motion. Once the chair has re-stated the motion, no unilateral amendments are allowed.

Typically, the moving member is given the right to open the debate.

The chair typically will call on members to debate in the following manner. If the chair can ascertain a speaker's position on the question, the chair should endeavor to alternate pro and con. No one speaks a second time until everyone who wants to speak has spoken once. No one is allowed to speak more than twice on the motion (although this rule is generally relaxed in small groups). If people are allowed to speak more than twice, it is typical for the chair not to allow anyone to speak for a third time until everyone who wants to speak has spoken twice, and so forth.

The chair typically does not participate in the debate other than to recognize speakers or rule on procedural questions. However, in a group like this, it is not unusual for the chair to have a position and want to contribute to the debate. One tactic that is often used is for the chair to "pass the gavel" to the person sitting next to the chair, who will "chair" the meeting while the chair expresses his or her position, after which the chair will resume the gavel. That formality is not required -- it is really more for show than for anything else. However, the chair is bound by the protocol set forth above in terms of recognizing himself or herself.

When no one wants to continue debate, the chair can ask if the Board is ready to vote. If there is no objection, then the vote will occur. If there is an objection, then debate continues.

If someone believes that the debate should end, that person, upon being recognized by the chair, can "move the previous question." Moving the previous question means that debate should end and a vote should be taken. Moving the previous question requires a second, and cannot be debated. The person moving the question cannot speak to the motion and then move the question, thereby taking the last word. Instead, someone who moves the question must do only that.

If the previous question is moved and seconded, then the chair will ask immediately if the Board wants to end debate. There is no discussion on the point. Rather, the chair will call for a vote on moving the previous question. If 2/3 of those voting vote in favor of moving the previous question, debate ends and the Board will proceed to vote on the motion (or the amendment to the motion if an amendment is before the Board). If less than 2/3 of those voting are in favor of moving the previous question, debate continues.

Absent unusual circumstances, a motion will pass by a majority of those voting.

4. Conduct of Debate

If the chair believes that a person is off topic, the chair can gently so state or can rule the speaker out of order. If the speaker disagrees, the speaker can appeal the chair's ruling to the

Board, which will vote (without debate) on whether the speaker can continue speaking.

If a member believes that the speaker is out of order, the member can interrupt and make a “Point of Order,” so stating. The chair rules on the point of order, but that ruling can be appealed to the Board. A speaker can be out of order because the speaker is off topic, or because the speaker is engaging in inappropriate debate, such as making derogatory comments about others.

A member can interrupt a speaker to request permission to ask a question, also known as a “Point of Information.” It is up to the speaker whether to allow the question or not. If the question is allowed, it should not be a disguised debate, but rather a straightforward question.

5. Amendments

There is technically no such thing as a “friendly amendment” once debate has opened. That said, where it is clear that there will be no objection from anyone to the proposed amendment, it is faster just to accept the amendment without formality.

An amendment is similar to a motion in that it is made by a member on being recognized by the chair, and is made without debate. An amendment requires a second. If an amendment is proposed and seconded, the person proposing the amendment is usually given the right to speak first.

Once an amendment is on the floor, debate should center on the amendment rather than the main motion.

The amendment must be germane to the motion, although it can vary the substance of the motion, or even be contrary to the motion. For example, if the motion is to approve the Guidelines, it would be inappropriate to amend the motion so that the amended motion would be to give the EDP a raise. Similarly, it is generally inappropriate to amend the motion simply to state its converse. For example, if the motion is to approve the Guidelines, it would not be appropriate to amend the motion to state that the Board “not” approve” the Guidelines, as that is simply the same thing as defeating the motion. However, it would be appropriate to amend the motion by changing the proposed Guidelines dramatically.

Although Robert’s Rules allows amending the amendment, (but not amending the amendment to the amendment,) this can get too confusing. Accordingly, it is suggested that people not amend the amendment.

Debate on amendments is governed by the same rules as debate on the main motion, including moving the previous question.

Eventually, the Board will vote on the amendment. If the amendment passes, then the motion, as amended, is before the Board, and debate resumes on the main motion. If the motion fails, then the original motion remains before the Board.

Amendment after amendment can be proposed. There is no limit set forth in the Rules.

6. Other Ways to End Debate or Dispose of a Motion

In addition to voting up or down on the motion, the Board can take other actions.

Tabling. The Board can “table” a motion. Doing so essentially puts the motion in limbo until such time (if ever) that the Board “Takes the Motion from the Table.” It is typically used as a way of defeating a motion without actually voting it down, but it is also often used as a way of delaying resolution of a motion until more information can be had or until the Board has adequate time to consider the motion but without setting forth a particular time when the motion will be taken up again. Tabling a motion is made in the same way as moving the previous question. That is, a member is recognized, and then moves to table the motion. That member is not to debate the merits of the motion (or tabling it) when making the tabling motion. The motion to table requires a second. No debate is appropriate on a motion to table, and the motion carries by a simple majority of those voting. If a motion is tabled, then the Board would move on to the next agenda item.

Postponing to a Time Certain. This is like tabling a motion, and it requires a second. There are two major differences, however. The first is that there is a time attached to this form of the tabling motion that determines when the Board will continue its consideration of the motion. The motion is automatically placed on the agenda at the appointed time if this motion carries. The second major difference is that debate is allowed on the motion to postpone to a time certain, and the motion to postpone to a time certain can be amended to reflect a different time for taking up the motion. Often, the debate focuses on when the time will be to take up the motion again, but it need not be limited to that. (This is different than a motion to “Postpone indefinitely” which can be debated, but not amended. Postponing indefinitely is a procedural way to kill a motion without actually having to vote it down. This does not seem appropriate for the PCHS Board.)

Referring to Committee. Where the Board believes that further investigation is appropriate, it can refer the matter to a Committee. This motion is made in the same manner as a motion to postpone to a time certain, and again, only requires a simple majority to pass and can be amended. The matter is then referred to the designated Committee, which will, at an appropriate time, report back to the Board with its recommendation. This motion does not vest the Committee with the power to adopt or reject the motion, but rather only vests the Committee with the authority to consider the motion and make a recommendation back to the full Board. The Motion of Referral can also specify the time when the matter will be brought back to the Board from the Committee. A motion to refer can be debated.

Adjourn. A motion to adjourn is always in order, even while another motion is pending. It, too, is made without debate, and it requires only a simple majority to pass.

Recess. A motion to recess is a motion to take a break in the meeting. This does not end debate on the motion, as when the meeting reconvenes, you take up where you left off. However, it is often used to allow tempers to calm.

7. Motion for Reconsideration

If a motion carries and someone in the majority thinks better of their vote, they may move to reconsider. That motion requires a second, and it can only be made by someone in the majority. It must be made on the same day as the motion being reconsidered was passed. The motion is subject to debate to the same extent as was the matter being potentially reconsidered. (For example, if a main motion is potentially being reconsidered, then the motion to reconsider may be debated. If a motion to table is being reconsidered, then there is no debate.) If the motion passes, then the prior vote becomes a nullity, and debate on the motion being reconsidered continues as if no vote had occurred.

*Many thanks are due Mark Epstein for developing these simplified Rules

Coversheet

Approval of Updated Membership of Board Committees

Section: X. Consent Agenda
Item: A. Approval of Updated Membership of Board Committees
Purpose: Vote
Submitted by:
Related Material: X_Approval of Updated Membership of Board Committees_09_26_17.pdf



PALISADES

CHARTER HIGH SCHOOL

Academic Accountability Committee

Current Members:

1. Michael Friedman – Chairman
2. Monica Iannessa
3. Chris Lee
4. Paul Mittelbach
5. Cristina Costa
6. Steve Klima

Open Seats: 3 seats

Budget & Finance Committee

Continuing Members:

1. Minh Ha Ngo Teacher (Math) Chair
2. Olivia Castro Teacher (English) Secretary
3. John Vieira Teacher (Science)
4. Ivy Greene Parent Booster Club Rep
5. Sara Margiotta Parent Vice-Chair/Ed Fund Rep
6. Rich Wilken Community Member

New Members:

1. Ali Zafar-Khan Student ASB Treasurer
2. Camille Schoenberg Community Member Board Rep
3. Amy Nguyen Administrator
4. Daphne Gronich Parent
5. Elizabeth Stoyanovich Teacher (VAPA)

Open Seats (at most 6):

1. Classified Staff Member
2. Teachers (Social Science, Special Ed, PE, Technical Arts, Counseling)
3. Other Stakeholder group members may join if there are still open seats



PALISADES

CHARTER HIGH SCHOOL

Charter Committee

Current Members:

1. Deanna Hamilton, Committee Chair, Parent
2. Monica Iannessa, Administration
3. Carol Croland, Faculty
4. Rocky Montz, Board Member, Staff
5. Emilie Larew, Board Chair, Faculty

Open Seats: Three parents

Election Committee

Current Members:

1. Board Members: Rocky Montz (Chair), Leslie Woolley, Deanna Hamilton
2. Non-Board Members: Rob King (Vice Chair), Jeanne Siazza (Secretary), Sherry Martin
3. UTLA Representative Member: Steve Klima
4. Non-Voting Student Member: Abby Fisher

Open Seats No Current Unfilled Seats but new members are more than welcome to join

Post-Retirement Healthcare Benefits Committee

Current Members:

1. Dara Williams – Co-Chair
2. Rick Steil - Co-Chair
3. Susan Frank
4. Ellen Pfahler
5. Steve Klima
6. Karen Perkins
7. Sherry Martin
8. Linda Ello-Kay
9. Paul Mittelbach
10. Sophia Chock
11. Blaine Gorelik

Open Seats: there are no set number of seats on this committee

Coversheet

Approval of reimbursements for Executive Director / Principal

Section: X. Consent Agenda
Item: B. Approval of reimbursements for Executive Director / Principal
Purpose: Vote
Submitted by:
Related Material: X_B_Consent Expense Reimbursement_P Magee_09_26_17.xls

Notice

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

X_B_Consent Expense Reimbursement_P Magee_09_26_17.xls

Coversheet

Approval of Field Trips

Section: X. Consent Agenda
Item: C. Approval of Field Trips
Purpose: Vote
Submitted by:
Related Material: X_C_Part 1_Consent Field Trip Approval.pdf
X_C_Part 3_Consent Field Trip Approval.pdf
X_C_Part 2_Consent Field Trip Approval.pdf

Submit by Email

Print Form

Palisades Charter High School

REQUEST FOR APPROVAL OF SCHOOL-ORGANIZED TRIP FOR STUDENTS

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

Name of Employee Certified x
 School: Palisades Charter High School Supervising trip Jeanne Saiza Non-Cert. _____
 Telephone Number (310) 230-6623 Grade levels (Circle) 9 10 11 12 OTHER all

1. Destination Warner Center Marriott Are admission fees charged? Yes x No _____
2. Dates of Trips 10/28-10/29/2017 3. Number of Students 15 Number of adults 2
4. Name and employee number of employee who will go on trip: Jeanne Saiza and Peyman Nazarian
5. Substitute required? Yes _____ No x How Many? _____ Source of funds students/fundrai
6. Time schedule required by school: Leave School n/a Arrive destination 9:00 AM
 Leave destination 3:00 PM Return school n/a
7. Duration of trip: Less than one day ___ One day _____ Overnight x (if overnight, how many days?) 2
8. Method of transportation: School bus (indicate number required) _____ Walking _____ Automobile x
 Public Carrier: airplane _____ boat _____ bus _____ train _____ other _____ (explain) _____
students are not allowed to drive this event--must be dropped off by parent/designated driver
9. Brief description of educational benefit to be derived form this activity. Please state specifically as an instructional objective (not required for athletic trips of Youth Services Activities) The students will debate current events and politics
10. Source of funds for trip _____

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

11. Have the locations of the nearest emergency facilities been obtained? Yes x No _____
12. Have forms for parent's or guardian's permission been obtained? Yes x No _____
13. If hiking or camping activity:
 - a. Have the ranger, sheriff, police or other emergency personnel been notified of intent to be in the area?
 Yes _____ No _____
 - b. Has the area been checked for potential hazards? Yes _____ No _____
 - c. Has the School Police Department been notified of the trip? Yes _____ No _____

APPROVALS:

Principal or Asst. Principal *Sam Mafae* Date: 9/11/2017

Board of Trustees* _____ Date: _____

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

Submit by Email

Print Form

Palisades Charter High School

REQUEST FOR APPROVAL OF SCHOOL-ORGANIZED TRIP FOR STUDENTS

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

Name of Employee Certified X
 School: Palisades Charter High School Supervising trip K. NEWBIU Non-Cert. _____
 Telephone Number (310) 230-6623 Grade levels (Circle) 9 10 11 (2) OTHER _____

1. Destination CATALINA ISLAND MARINE INSTITUTE @ TOYON BAY Are admission fees charged? Yes _____ No _____
 2. Dates of Trips FEB. 28 - MARCH 2, 2018 3. Number of Students 80 Number of adults 6
 4. Name and employee number of employee who will go on trip: K. NEWBIU; J. AGIUS; J. VIEIRA

5. Substitute required? Yes X No _____ How Many? 3 FOR 3 DAYS Source of funds FIELD TRIP TRUST
 6. Time schedule required by school: Leave School 7:00 AM ON 2/28 Arrive destination 8:15 IN LONG BEACH
 Leave destination 2:30 ON 3/2 Return school 4:00

7. Duration of trip: Less than one day ___ One day ___ Overnight X (if overnight, how many days?) 3 DAYS
 8. Method of transportation: School bus (indicate number required) 2 Walking _____ Automobile _____
 Public Carrier: airplane _____ boat X bus _____ train _____ other _____ (explain) _____

9. Brief description of educational benefit to be derived from this activity. Please state specifically as an instructional objective (not required for athletic trips of Youth Services Activities) The students will _____
IMMERSIVE MARINE BIOLOGY CAMP.

10. Source of funds for trip PES. PARENT DONATIONS

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

11. Have the locations of the nearest emergency facilities been obtained? Yes X No _____
 12. Have forms for parent's or guardian's permission been obtained? Yes X No _____
 13. If hiking or camping activity:
 a. Have the ranger, sheriff, police or other emergency personnel been notified of intent to be in the area?
 Yes _____ No _____
 b. Has the area been checked for potential hazards? Yes _____ No _____
 c. Has the School Police Department been notified of the trip? Yes _____ No _____

APPROVALS:

Principal or Asst. Principal _____ Date: _____

Board of Trustees* _____ Date: _____

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

Palisades Charter High School

REQUEST FOR APPROVAL OF SCHOOL-ORGANIZED TRIP FOR STUDENTS

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

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

1. Destination: SAN DIEGO, CA Are admission fees charged? Yes \$425.00 No
2. Dates of Trips: March 26, 27, 28, 29 3. Number of Students: 20 Number of adults: 2
4. Name and employee number of employee who will go on trip: MIKE VOELKEL

5. Substitute required? Yes No [x] How Many? Source of funds: BASEBALL ACCOUNT
6. Time schedule required by school: Leave School 10:00 AM March 26, 18 Arrive destination 12:00 pm March 26, 18
Leave destination March 29, 18 Return school March 29, 18
7. Duration of trip: Less than one day One day Overnight [x] (if overnight, how many days?) 4
8. Method of transportation: School bus (indicate number required) Walking Automobile [x]
Public Carrier: airplane boat bus train other (explain)

9. Brief description of educational benefit to be derived from this activity. Please state specifically as an instructional objective (not required for athletic trips of Youth Services Activities) The students will PARTICIPATE IN A PRESTIGIOUS BASEBALL TOURNAMENT

10. Source of funds for trip: BASEBALL ACCOUNT

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

11. Have the locations of the nearest emergency facilities been obtained? Yes [x] No
12. Have forms for parent's or guardian's permission been obtained? Yes No [x] BUT WILL BE @ THE TIME OF THE TRIP
13. If hiking or camping activity:
a. Have the ranger, sheriff, police or other emergency personnel been notified of intent to be in the area? Yes [x] No 1 By tournament director: Judge GALLAGHER
b. Has the area been checked for potential hazards? Yes [x] No 15
c. Has the School Police Department been notified of the trip? Yes [x] No 11

APPROVALS: Principal or Asst. Principal: Pam Meyer Date: 9/14/2017
Board of Trustees* Date:

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

Coversheet

Resolution Regarding Stale Warrants (Checks)

Section: X. Consent Agenda
Item: D. Resolution Regarding Stale Warrants (Checks)
Purpose: Vote
Submitted by:
Related Material: X_D_Resolution Regarding Stale Warrants_LACOE_09_26_17.pdf



PALISADES

CHARTER HIGH SCHOOL

PALISADES CHARTER HIGH SCHOOL LACOE WARRANT RESOLUTION

WHEREAS, it is required that the Board of Trustees approve a blanket resolution to allow the return of stale date warrants to the Los Angeles County Office of Education for further reissuance or cancellation.

BE IT THEREFORE RESOLVED that the Governing Board of Palisades Charter High School approve the return of stale dated warrants to the Los Angeles County Office of Education for reissue or cancellation.

PASSED AND ADOPTED this ____ day of _____ by the Governing Board of Palisades Charter High School, of Los Angeles County, California

PALISADES CHARTER HIGH SCHOOL
BOARD OF TRUSTEES

By: _____
Board Secretary

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